

HANK MANN

Personal Reflections

July 20, 1992

SMJ: Good morning. This is July 20, 1992. I have here with me in the conference room Dr. Horace Mann, and we will have a little chat. As you know Dr. Mann, or if I may call you "Hank", we know a great deal about you. However we would like to have your voice for posterity. You were one of the most prestigious professors here and have added a great deal to the college. It is an honor to have you here with me today. I had given you a list of questions earlier which we may use as a guide. Some of this material may not be on your vita...

MANN: We will try to keep this brief.

SMJ: Could you give me some personal information regarding your background? For example: where you were born, tell us about some of your family members, where you were educated, etc.

MANN: Surely. I am an only child which may explain some of aspects of my personality. I was born in New York City. My parents moved to Brooklyn, NY and the majority of my life I was brought up in the Bedford-Stuyvestant area. Went to public schools all my life. My original mother died when I was only three years old. My dad had remarried and worked a great deal. He felt it would be in my best interest to stay with my Aunt and Grandmother on my mothers side of the family. I went to Brooklyn College after the War, then I went on to do mt Masters work. Of course I am speaking of WWII and not the Civil War!! I did my Masters work at Columbia University and did some work at Teachers College.

SMJ: Were you in the War?

MANN: Yeah, WWII are you kidding? Of course! I'm 70 years old!

SMJ: Oh, for heavens sake!

MANN: I was a navigator bombardier on the B-29s. I flew 35 missions over Japan. I was wounded and received the Distinguished Flying Cross for that. That was my War experience. When I came back, I thought that I would get into Diplomacy. Of course, as you know personally, Diplomacy may not have been the greatest idea in the world at the time! My Mother was very interested in naming me Horace Mann because a great deal of our family was in education. She wanted very much for me to go into the field of education, even though I really wanted to do something else.

SMJ: Were you related to the Mann family?

MANN: No, I was named after him. My mother was an admirer of the Peabody sisters many of whom were married to the transcendental groups. They were married to Hawthorne, Emerson and Thoreau. Horace Mann's first wife died and he remarried one of the Peabody sisters. Mother learned much about the transcendental school and decided she wanted me to go into education. For a young man, that was not the greatest name an America to have. It is in England, but not in America, because they think of you as a sissy and all of those things. Apart from that, that is primarily my background. Both of my parents have died, I may have one cousin that is still alive, so I don't have a family. My family of the people that I have met up here and friends over the years.

SMJ: What led you into Exceptional Education?

MANN: Well, that is very strange to ask because when I finished my degree there were no jobs in international affairs... America was demobilizing, so we didn't have a chance that any Embassies would open or anything else. My mother having insisted that I take some secondary education courses I was equipped to teach in the junior and senior high schools in NYC. My family was reasonably well connected to the school system. One uncle was a principal; one was a librarian, etc. so they got me into teaching gifted children for one year. I was hired in February 1946. The public schools of NYC formerly had taken such children

in September and February but stopped taking the children in February. All of the teachers who had been hired in February were dismissed, because there were no children coming in that year. So I was thrown out of work after just one year. As I said, my family had connections and sent me down to a bureau for children with retarded mental development. I went down reluctantly because what did I know about "stupid children" and why would I even think about it except for the fact that I needed a job. I walked into the room and met Dick Hungerford who became my mentor in later life. He said to me "Even after interviewing you for just a short time I feel that you are just right for this work". Of course I was very flattered at the time and left feeling WOW, I don't even mind trying. Little did I know, that he said that to EVERYONE who came through his door! That was because at that time they were short of teachers in the field of retardation. But the important thing about that visit is that it shows what accidents in life can do for you!! I met this wonderful man who became not only my mentor but a great personal friend. He invested in the young people who came into his office. We were in his home once or twice a week. He would sit and do lesson plans with us. This was a man who was in charge of a vast number of teachers and children. That is how I entered the field, came to like it, and stayed. I learned that if you meet the right person at a time in your life when you are open to suggestion and excitement you can be made to be interested in a lot of things, especially when you have nourishment and support and stimulation.

SMJ: Did you realize at that early age that you were a natural teacher?

MANN: I did enjoy working with young people and kids, and I was fairly extroverted as you know from your experiences with me here. Actually it was quite a creative challenge in that you could prepare things in the evenings, come into class go home make revisions and come in again the next day and retry them. All of that I found to be very rewarding. So I don't know if

people come by it naturally. I liked being around children. It satisfied the need of doing some 'fathering' of my own.

SMJ: What I was getting at though, I thought that when I became a teacher that everyone could teach well. My aunt has been a teacher; I came from a teaching family also. After a few years I came to realize that it is a gift in itself, the ability to teach. And you had that gift, Dr. Mann.

MANN: Yes, I would like to believe that. I felt good about it.

SMJ: You had no problems with discipline or taking care of the children and loving them. So that was part of being a natural teacher. You never had to be replaced by someone else.

MANN: Indeed not. My mentor interestingly said since he monitored most of the people who came into his office that way he wanted them to do right so once every three years he would transfer them. Sometimes they make mistakes at the place they are in which they can never overcome. So I also like to give each teacher who comes to us a chance once a year for three years a chance to try new settings. They will always make new mistakes but they will be wiser as they go. He did that, so every year I shifted gears.

SMJ: Did you have any other professional experiences before you came here?

MANN: No. Oh yes... as a matter of fact after that experience while I taught for four years in New York (at the time I was 26 years old)...Hungerford said...

SMJ: Excuse me! What was his name again?

MANN: Dick Hungerford. Yes, he was the Chief of the Bureau for children With Retarded Mental Development. He thought since I had been doing so well, that I should get into a field that would train other teachers. He knew of a very wonderful woman who was at Penn State who just beginning a PhD Program for teachers there. He asked me to think about it. I was so concerned about leaving the children I was with already because I loved them dearly. He did persuade me to go. He said to think

of it as a multiplying effect. Just teaching 15 children is limited. If you are preparing teachers then they will be able to teach many, many more and you would then the goals that you have. On that line of thinking, I went!! And I was the first PhD out of Penn State at that time which was 1953.

SMJ: I didn't realize that was such a new field at that time!

MANN: Yes, it was very new and it was the first time Pennsylvania had launched that type of Doctorate Program. I was a graduate assistant there so I also taught two courses every year, for three years. It was a three year program which I started in 1950 and finished in 1953. I had taken some Masters courses beyond my masters at Columbia and had gone to NYU and had 9 credits from there in the field of special education because it was necessary to be that way. Those are my previous experiences.

SMJ: You found an ease in learning it and the enjoyment that went with it.

MANN: Yes, indeed.

SMJ: Well, then how did you make your way here?

MANN: Well, you will be amused by it because it was another one of those accidents that happen in life!! You will recall that in the 1950's we did not have a things like Xerox machines!! To do credentials we had to type originals and it was a packet that would kill you! We all resented having to do that. I typed six of those and I sent them around the country for jobs that might be open. Boston University responded positively saying "we would be very happy for you to come in, we have an assistant professorship if you come and sign a contract with us." I had also sent a transcript here to Buffalo State and I did not hear from them. Since it was so difficult, as I mentioned earlier, to do those credentials, I thought that I would stop at Buffalo State and pick up my credentials. I would take them with me to Boston. I stopped and met Ed Bradley who was the former Director of Elementary Education, at the time Harvey Rice was the President here. Harvey Rice was home recovering from an

appendectomy. Bradley said "Gee, I don't even know where your credential packet is". He dug and dug in paperwork and he finally found it! The job opening here had been vacant for two years. They had been without a program head for two years! They had more or less given up on finding someone because there were so few people in the field at that time at a Doctoral level. He took me over to meet the President, and we had tea with him (Rice). He liked this interview with you and I think you are going to be right for this work". When Dr. Rice told me how long this position had been open then I said "Now I understand why you are offering me the position!!" Dr. Rice said "No I think you are going to be right for this position and I am going to offer you the Directorship of the program AND FULL professorship". He knew that I was just finishing my doctorate. He said that did not matter. Since the State had gone into Teacher Education the way they had run the program was, the only way they could attach money from the old concept of Civil Service. So they had to put a rank with a salary that would be recruiting. So he offered a salary that was greater than the one from Boston. In 1953 at Boston University I was offered \$4800.00. Here at Buffalo State I was offered \$6200.00. That was a lot of money at that time...so I said that I would take it! That is how I got here!

SMJ: Isn't that something!!!

MANN: Just another 'accident' on my life.

SMJ: I read some where, perhaps an old proverb that God works straight in crooked lines!

MANN: And in line with that you work your way out of accidents and build good things if you can. Some people are destroyed by them. I was lucky...Harvey Rice was the same kind of mentor that Dick Hungerford was for me. He knew I was brash, that I probably would not follow all of the rules, and he protected me for the years he remained here until I got my feet on the ground, he was great.

SMJ: What was the college like when you got here?

MANN: As you know in 1953 it was a far more intimate

place. We had 2300 students, as of today we have eleven or twelve thousand. We had a faculty of 200. The main activity of the college focused in the basement of Rockwell Hall. At the time that was the cafeteria, and all of the students and faculty went there to eat. You got to meet everybody, it was quite a ferment and cross-fertilization experience that I will never forget because it allowed me to learn about Art, the similarity of problems and all of the various teacher prep programs. It was just a great melding of people. It was a more intimate place, you felt in control of it, it felt like a small community. Remember I came from NYC where there was a great size. Pen State was an intermediate spot for me, which gave me a sense of small community and self-sufficiency. A large urban center allows you not to have to be so self-sufficient. You can get up and go to a concert or go to the theater, or so on. So coming to Buffalo was another step in my progression. This is sort of a small town and yet a big city.

SMJ: Did you like this town?

MANN: I loved it!! Who could dislike it? Of course the advice of my doctoral advisors was to only stay at one place for three years and then move on. Because that is the way you are going to get ahead they felt. But I learned that you can not build a program in three years, it takes a lifetime. If it is right and you feel that it is right, then you stay. But there is always a feeling when you come to Buffalo on the part of faculty who do come that you are only here for a short time.

SMJ: But that has changed though. It wasn't always that way was it?

MANN: It was in the 59's because that when colleges were really starting to grow and develop. Remember the SUNY system started in 1948 and then you began to see the up surge of hiring and so on. You thought the way to get ahead was to get out because every place else was so desperate to hire. That was the incentive to change jobs for greater salaries. But I had a full professorship and was the director of the program. We only had

Betty Gallaher who was here, she was on leave to Wisconsin in the Speech and Theater Arts Department. She was coming back with her PhD in Speech Correction as it was called then. There was no one working in the area of the physically handicapped. I was the first person, Betty was coming back and we hired a third person. Each of us was in a different area. I was in mental retardation and gifted, Betty was in Speech Correction and Esther Lipton was working with the physically handicapped.

SMJ: So that was audio, sight...

MANN: Yes, that was speech and hearing. So that is how we began. It was a small department...

SMJ: Where were you located at the time?

MANN: My office started out interesting enough in the Campus School. That building is now called Bacon Hall. I had a half time secretary, her name was Milly Stallberg.

SMJ: Where there ever classes in that building beside...

MANN: Oh sure, but just for children.

SMJ: Just for children...I see..then there were no education classes?

MANN: Then when the campus school...well I moved from the Campus School to Rockwell because Stanley Czurles who was the Head of Art had a new building coming, so I took his old office in Rockwell Hall and he moved over to the new Upton Building. From there I went over to Ketchum Hall. It used to be Industrial Arts and Home Economics. By that time our faculty had been increased to ten, and we were all in one classroom office. I said that we would stay there is they promised that when the building was renovated as they had said it would be that they would set us up with a program for exceptional children on the main floor of the building and they did.

SMJ: Now, if I may retract a little bit...you mentioned your secretary's name and I didn't catch it.

MANN: Mildred Stalbird. She was a great lady and one of those people who was very student orientated. She would always strive to find answers to their questions. She never had a bad

word about anyone, she was always supportive.

SMJ: What were your goals when you came?

MANN: That is a good question Sister Martin. I vowed at that time, that I wanted our program at Buffalo State to always be seen as a place in this community where parents, students and schools could come. This would be the place where people who had questions about special education could come. I vowed that this place that they would think of in this community. That was one goal. A second goal which may sound strange as a teacher/preparer, since most programs in special education in those days were in the basements of either churches, schools, or wings away, I vowed that if we ever got the money for a new building that the teacher/preparer area would be beautiful place. I wanted Ketchum Hall to be that place. I wanted it to be elegant and so on. I wanted the president to allow us to redecorate all of Ketchum Hall.

SMJ: Are you speaking of discretionary money?

MANN: I wanted to ensure that if there was money that Ketchum Hall would be a beautiful and unusual place on this campus. So that people who came into the field of special education would understand that people really cared here.

SMJ: Do you still have the entire first floor?

MANN: Yes, we have the entire first floor and second floor and one office on the third floor.

SMJ: Is that right?

MANN: Yes. Remember the speech and language people now which used to be under our department head, is a separate department now... they still have offices on the second floor of Ketchum. So that all of the special ed. programs, speech and language which is now a new department used to be in exceptional children when I was the Chair.

SMJ: Oh, is that right?

MANN: Yeah, they broke off but maintained the office in Ketchum Hall. There is a clinic there, too.

SMJ: Did you use the Campus School and a Lab.

MANN: Yes, we always did, but primarily, we were using schools that were out in the community. The first school that we used was the Occupational/Education School out in Lackawanna. Those people interestingly enough had taken some workshops with Dick Hungerford. They knew the occupational ed. program there and it was a school that was entirely devoted (and it would not be today) for special children.

SMJ: Now, do you train teachers who are now teaching special education classes in the public school system?

MANN: In public schools and private schools, clinics and in residential centers, yes... all over.

SMJ: This is the place. They don't have a program at UB do they?

MANN: No, however UB now has a Doctoral program with us, but the original program in the field of Special Education was primarily ours.

SMJ: And I understand...

MANN: D'Youville had a program in special ed. That came much later.

SMJ: If I am not incorrect, you have established the most outstanding department in the country.

MANN: I won't say that... but we have a large program. Let others say it is outstanding!! But it is, and it has a good national reputation.

SMJ: That is what I mean, it has a very fine reputation, and you have been the recipient of many...

MANN: We have received millions of dollars in grants over the years that the program has existed. So it is well reputed.

SMJ: And I am sure that the government was interested...

MANN: In the 60's when Kennedy was president, they did a large program that asked the question is there any way of us trying to help eradicate mental retardation? And they did a large report. And one of the report recommendations was to fund large teacher preparation programs. This would help teachers become prepared to work in this field because there was such a

shortage. So we were one of the recipients of one of those grants.

SMJ: I am sure you must have had many wonderful experiences with children who are different? Have you written any of those experiences down?

MANN: I guess I am not much of a writer, as much as I am a lecturer. Someone said an interesting thing the other day. "Why don't you take all of those memos you wrote and all those speech outlines you wrote and put them together and you would have about 10 books!!" I said "Well they would probably as read as much as the speeches are listened to that I give. Which really means that they would not have been!!" Since I am much more of a person oriented person, my tendency to (you know writing is a very solitary art) and I have really wanted to be primarily around people, talking with them and have an interchange of that kind. Perhaps that is why I am speaking so long on this tape!

SMJ: No, no, you are not talking too long! Have you had further contact with some of the retarded pupils? Or some of those who were physically handicapped?

MANN: Oh sure. Over the course of my lifetime I have taught all ages and all varieties of youngsters who have had some disabilities. My continuing experience with those had been all my life here and one of the rules we set in the department was that every faculty member would supervise in the schools. No matter if they were professors or assistant professors or anything else. Most faculty members each year are out in the schools on sight to see what is going on and what we have done. So that has been a principle that has held and nobody says you are just going to be supervising student teachers: You are just going to be doing participation. But most people do the other.

SMJ: You have had a great deal of personal satisfaction doing this haven't you? Some joy!

MANN: How could you not with the good people that you work with, and the results of the work reflected in the students. You see children that have grown and developed and you see a field

that now talks about people being included in most of the schools program. When I started most of the program was to exclude verses include. And now we see severe and profoundly retarded youngsters and multiply handicapped youngsters being included in schools. Earlier you would never have had that. They would be institutional away from the mainstream.

SMJ: Do you have the palsied children included in your program?

MANN: Sure, oh sure.

SMJ: Of course their minds are normal, very good, just their muscle coordination of difficult.

MANN: Those children are under the category of multiple handicapped. Actually we try not to use the term handicapped any more. The term is disabled. An individual may be disable... what society does is handicap them! They come with a disability and we must help them and not get in their way. We must accommodate and adjust so they can make it.

SMJ: Isn't it interesting how the words have changed!

MANN: You know where the word handicapped comes from?

SMJ: Well, no.

MANN: Cap in hand. People with disabilities were begging: Cap in hand. Handicapped!! That is the origin of the word handicapped. And I do what many people do... forget to use the word disabled and not handicapped. But we are the ones that do the handicapping, not they.

SMJ: Now how did your professional activities develop? Does that make sense?

MANN: Yes, it makes sense in that "Did you change from what probably initially was a fairly parochial view of your own work and field as you start out?" You know I think the immigrants probably had that parallel experience with us. It might be illustrative in that they were so busy trying to protect their families, to earn money, to have things so, they used to save paper bags and strings... did all of those things to keep the family whole. Their view of the world was to wake up in the

morning and go to work come back, make sure the family was fed, etc. The parallel here is that in 1953 when I started my orientation I wanted to be sure this program was protected, funded, that we recruited students, that we insured that they stayed, that we worked with the people in the community and school systems that sent students, to let them know that this was the place that would be right for them. I wrote to the parents because I know they were frightened for their children. Who would be teaching such students? I wrote to the guidance counselors to assure them that we have a quality program here. It is right that they come. We started to get more students than we could actually accept. We wanted them to keep coming. We worked with community agencies here to be sure to let them know that when we sent out students as volunteers that we would follow up and be out there to be there to be sure that the supervision was right. Orientation then, was like everyone else who is building a new program. It was close to the chest and immediate, because you were trying to build a substantial base that people could honor. What happens as the years go on and you begin to develop your orientation begins to take on a larger perspective. You begin to see the importance of learning from Europe and other countries and even larger communities that had orientations different from yours. We began then to expand and take foreign students. I travelled more abroad, I spoke in many countries, so when you ask "How did we change?", I think one has to view it in the perspective of when anyone starts a new thing, they are usually close to the chest. When they grow and mature and become wiser and feel more secure about homebase, they start to take on larger perspectives, which in fact not only enriches and challenges but changes how the operation goes. So, it did change.

SMJ: Did you go out and seek children?

MANN: We always had to do it. When I first came , we had 7 majors in the whole program, At graduation I graduated 7. Most of those people have gone on to be heads of programs today!

So at the beginning we had a very small constituency. The big program here was elementary education and of course that fact of what was going on before I came. They couldn't hire anyone they were going to put in special education under elementary education. I said to the President, "If that is what is going to happen, then I am not coming, because I have learned over the years in watching what happens when special education is under elementary education it is subsumed and then disappears." The president said no, we are not going to do that, and that is how this program started.

SMJ: That is wonderful how Dr. Rice had that understanding and the importance of it. What about students with disabilities? Did you have to go after them also? Or were they just there?

MANN: They were there. As school programs started to get funded, the children were there. In the 1960's, the parent movement was a great influence on what happened in the colleges and the communities and in legislation. At that time, with the parents movement, they got children with Downs Syndrome and moderate disabilities into schools.

SMJ: So you got the children through schools or agencies?

MANN: Yes, they were mandated to take these children in as "regular" children.

SMJ: They came to you then for the teachers!

MANN: Yes, and for help in service work.

SMJ: Is there still a need for teachers?

MANN: Yes there is a need, not too much in the Buffalo area, but in Florida where the population is growing. There is a need. The demand is different, because we now have changed the orientation from classes that would be special alone to what we call resource room people now. So we are developing consultant, co-operative teachers as opposed to special classroom teachers alone. For the more severe and profound (even though they are being inserted into regular schools) there is still that need.

SMJ: Is it like tutoring in a sense?

MANN: With very severely profound individuals you are more likely to tutor because of the disability being so multiple needs a much more individualized program, than you would need for a child who has a mild or intermediate disability.

SMJ: Yes, because doesn't that added disability become a distraction in the ordinary class, isn't it?

MANN: It may be seen in that way, but our hope is that they would be regular classes with additional support for certain portions of the day, to do what we call an inclusion situation. People who are not disabled, learn a great deal from those around them who are disabled.

SMJ: And I think we are finding out if I'm not incorrect that we have a lot more disabled people than we ever thought we had.

MANN: Well, we are able to keep people alive now a lot longer and we live longer. In our field we have an interesting acronym. When people complain about the money we are spending on the disabled we always say to them "remember you are a TAB that is T-A-B. And I don't mean a diet coke or pepsicola! It is: Temporarily Able Bodied. Each of us is able bodied for a portion of our life. We will eventually need all of the services that we are now providing on curb cuts, on access to buildings, on ramps on hearing improvements in schools, all of that we will need ourselves. So it is an investment for you to understand. As you know very well, we are not a machine that runs down, and we do need assists, and that is what it is all about.

SMJ: Even here on campus, we have some blind professors who are working. I think that in itself is absolutely incredible.

MANN: Yes, because you would never have seen that before. By having such people around, you learn that having a disability need not be a handicap. So that is the point.

SMJ: What professional activities took you outside of the campus?

MANN: Interestingly enough, the thing we talked about.

One of the things you learn in our work especially is that you can't see a campus away from a community. The Ivory Tower idea is nonsense when it comes to disabilities. One of the reasons we find it is best to have these programs in urban colleges is that you have a lot of facilities in the community where individuals who are in training can intern. So we have people in all of the agencies in the community. That is why we know there has to be a marriage of the community with the training program.

SMJ: Then of course going out to other States and other countries gives you another view point of your own position. You can critique it from those view points. And you never go away, without coming back with a wider view. That was marvelous. Did you have the time to do that, or did you have to make the time?

MANN: Well, I did have the time as a Director. I am back full time teaching, now. From 1953 through 1978, I was the Director of the program.

SMJ: Which did you enjoy more? Teaching or the Directorship?

MANN: Well, you know that is a very interesting question. You find the goodness in each of them. I loved administration because of what it made me do as a administrator, because when you have many faculty you are forced to be principled and always find the reason for an action that you take and recommend to the faculty. You are not just answering to yourself. You have to answer to many. What is exciting about that is that it always coerced you to introspect about what the common good was in a decision you were making. That was very helping as an administrator. In addition, you were able to set focuses in conjunction with faculty as to where we were headed and why, and you were able to make a difference. No the excitement if teaching is what you know. Working with young people is always creative and enriching. They keep you young and excited and involved. So, if you like young people and you want to stay young yourself... that is the best.

SMJ: You did already mention the fact that you preferred

not to write because that was not your personal orientation. Of course this is a silly question because it is so obvious what your answer is: What do you feel is your contribution to the development of the reputation of the State University College at Buffalo? That is obvious because you did establish the program.

MANN: Ordinarily you would like to say, "Take a look and you can see." It always is a collaborative job and I am not just being modest in this. I think chairmen, directors, and presidents set the tone; there is no question that they do that. Outside of that tone, faculty have something to guide themselves against so that even though you can say what contribution did you make, we can all say that we made a contribution, because there are some provinces you have no control over, that belong to the faculty and good directors, and good chairs and good presidents learn what those provinces are. But there are some provinces that belong to the leadership, and the leadership has to set those. When they fail to do that, the faculty can't really organize and use their creativity on the things that belong to them. Now, it is always a mesh and it is always a tandem, but I feel that the chairmen, the directors and presidents set the tone within which an operation goes.

SMJ: There is always a tension there though isn't there?

MANN: There has to be and there is nothing wrong with that, it is exciting that the tension exists because if you have rules and parameters then what you really have is balance. Because then no one is like the congress and the president.

SMJ: You can challenge one another also.

MANN: That is right. And there are some areas you know you shouldn't. You must always see yourself I think as a chairman, you must not see yourself as THE CHAIRMAN. But you must see yourself as the chairman of academic colleagues who have an equal ability to you. They don't have equal authority, and they don't have equal roles, but they have equal intelligence deserve equal respect and you have the right to maintain that they do. If you don't, you succumb to the worse of

administrative things.

SMJ: It really is a challenge it seems to me to bring out the best in each person and the talent in each person. One person can't do it all, but as you said the combination of several...

MANN: How can you be a person? Not in a diverse society like this can you be a person.

SMJ: It really is like being a coordinator isn't? Coordinating the gifts of each one.

MANN: That doesn't mean that as a coordinator you have to abandon your point of view. It means you have a point of view, but you are not the point of view, but you have an important point of view.

SMJ: Well, you have to synchronize though; you systematize all these ideas so that it will be a whole. Very interesting.

MANN: My belief is that you must remain passionate about what you believe in, I mean being decently passionate, not just passionate to be angry about it.

SMJ: Outside of the teaching and education you were involved in a lot of activities, weren't you?

MANN: Well, I was involved with the Campus School, I was a consultant as to what role and function should be, involved in consulting with elementary education, involved with curriculum committees here. Because as the chairman is not alone, your program is not alone. Your program is an integrated piece. In a profession, the only thing is not how to do it; it is can you be a civilized person as you act so that you always wanted to be attached to the humanities, sciences, and so on which became integrative pieces to the professional program. Because you are not just training technician, you are training civilized people who have a professional know-how but within a perspective of decency that all of society feels is right for a civilized community. So it isn't just alone, and that is the contribution that must be maintained.

SMJ: Are you disappointed in the out come of the College Learning Lab?

MANN: No, not really. It is going to change, it's going to go back, its going to change. You know the cliché "The more things change the more they stay the same". So at certain time there is going to be a shift on the humanities and then the general liberal things that we talk about, there is always a demand on the part of the constituencies to get more, more, more, more. And the balance question is always the one that gets into the resolution stage. There isn't any good person who doesn't want more. You want each of us to say we do not want more, but you know life is a continuing education, and it all doesn't have to be done in four years. When we say we want more, let us save some for people who grow up and develop as they get more mature. Maybe they will have to do that on the masters and doctorate level not just in the undergraduate level. What happens is what we thought was right for us we've grown in 20 or 30 years ourselves and we assume that the 18 to 21 year olds need to have the same knowledge that we have after living 30 or 40 years. We are naive to think that expectancy is false. It destroys what could be a balances maturing program.

SMJ: I just wondered if you were disappointed with the fact that the College Learning Lab is not under our jurisdiction.

MANN: No, as a matter of fact, I would say: It is right that it not be here. I liked it here because it was a convenience. But I think it is right to be off this campus now, because I think we should be in our urban community. The campus learning lab is never seen as a typical school because of its location and proximity. We ought to have kids. Our students ought to be doing it in the right urban setting where they are going to go, into the suburban settings. It really is a convenience for the faculty and for the students to have the learning lab on campus, but the truth is that we should be using the community setting (facilities). We say we are a member of the urban community and only is so far as you use that community

have you really done more typical things that students when they graduate are going to have to do. You make too much by making it special in a way you isolate the decision making that they really need to develop in school settings. That is another institution versus ours. So I don't disfavor it. I liked it because it was convenient. There were good things happening there, and it was a good school. I liked all of that. That is my heart; that is not my mind.

SMJ: Alright, now I am going to another question. Do you have a list of all your honors?

MANN: I don't and they are not as important as you may think Sister Martin!! They are important, but I have never hung-up an award I have received. I must have about 15 plaques. I don't mean that to be over modest, but it is just that after a while... If you don't know today the good things you have done, then you don't know it! No placque is going to tell you what you have done. It is a sweet and wonderful thing that people do for you because they really so want to say "Thank You", and I like that. It is very nice. I often think that I love the work so much, and I like what I have done, I love the people with whom I have been. Most of the people that I have worked with have been such good people. I will be frank with you that is a terribly important reward for a person to have on their job. One placque will not add to that. That is just a reminder to you that some one else had cared, and that is important.

SMJ: Someone mentioned one time "oh I'm actually getting paid for something that I am enjoying doing so much!"

MANN: True. I don't want to give back my salary, but I know there are says that I should.

SMJ: You know it is wonderful because not everyone works at a job that they like so much. What are your plans for the future.?

MANN: Everyone asks me that. That is the worst question on the world to ask. It is a right question. I think it is something that I can relate to an article I read sometime ago.

It said to be sure that you retire to something. Of course I want to do that. I haven't decided yet. This fall I will be supervising three student teachers.

SMJ: Then you really haven't left yet!!

MANN: I haven't quite left yet, but I am unsure yet as to what I want to be doing. I didn't have to retire; I chose to retire. I am 70 years old, and I thought when I left here I would still have the same feelings of anxiety, same apprehensions to of what tomorrow will be. A friend of mine in New York, Gordon Klopp who used to be the Dean of Students here... Did you know Gordon, Sister?

SMJ: Well, yes, I know his name.

MANN: He has done a lot of work in guidance and all of the community things. He would like for me to go down to New York and stay for a month and work at the UN. I could do that if I wanted to do so. I have an opportunity to teach in India in the Spring of 1993 - in Calcutta. I choose not to do that yet. I have many options that are out there. I am also involved with a number of community agencies. I am on the Advisory Committee to the Blind and will do some work there, but I am looking forward to a little bit of flexibility within which I will formulate. I am going to try to take some courses in Art Appreciation and things of that nature.

SMJ: Isn't that something. In other words you are having your own sabbatical?

MANN: Absolutely! And I am also... I'll be frank with you. There is always an apprehension and you ought to expect that when you leave something that you have loved and rolled out of bed for 39 years to come to. You certainly are having a break, and you need to think about that.

SMJ: You are closing the door!?!

MANN: Everyone says don't think that way, think that you are opening new doors. Well of course you are!! We know that, but it doesn't change your apprehensions of change of pace and style and place. So it will work, something is going to happen

that is going to be good!!

SMJ: You will probably be even busier than before!

MANN: Yes, they say that, and I do believe it!

SMJ: Than the question always comes up: I don't know how I had the time to do everything I was doing before!

MANN: That is what they always say and I am accounting on it. I am counting on it!!

SMJ: Now this will be my last question: Do you have any reflections about the future of the college?

MANN: If there is any thing that one can say, I suppose in retrospect: my morale was never very low, but there were times (as you) when you think 'holy cow' what is going on? When I saw Paul Bulger at dinner one night (which was about ten years ago) and I said "I think that the Administration around here is crazy, something is wrong". He said "I want to tell you something Hank, it is something that I have learned in my life and I think it is worth listening to, "It takes an awful lot of mis-administration to ruin a college. You know the colleges go on just as the bureaucracies go on inspite of the craziness in our lives". And I believe that. So colleges like life have a saw tooth profile. There are times when things look terrible, then there is a big amount of sunshine coming through, then it comes down to cloudiness again, so I think the future of this college is as good as it has been. Its as good as it is going to be because people are here and they have to make their time. You know there are people who always say that times were better before. I always say times are better now because now is the time that you can make a difference. You can't talk about the past as though it was a great time. People in the Army used to say "Gee, I always loved the Army". Do you recall the times when you had to clean the latrines? So you recall when you were on guard duty all night? Don't remember just the times when people looked at you because you looked cute in the uniform. So I think the college's future is as bright as it is going to be for us to make it.

SMJ: You know, I didn't ask you this question: You have worked under several administrations, Rice, Fretwell, Bulger and Johnstone and now Richardson.

MANN: I have learned something from each of them. And you ought to say that to yourself always because just as you learn something from every faculty member with whom you have worked and we hope they from you. Each of these presidents has been different. They were right for different times. I always reflect on Harvey Rice... why do I think he is such a great man? Because he tolerated a brash young man coming in who thought he knew it all and knew that I would grow out of that. I worked for him, all of these people are still good friends of mine. Paul bulger was the sweetest man you would ever find. Fretwell had another dimension of leadership. I loved Johnstone. I like F.C. Richardson very much. I think, sometimes, he gets a bad rap. I think the basic thing to say is that you always ought to know that you learn something from each of the people with whom you intimately work. You don't learn from people you have a distance from. I have never had a distance from the administration because I have been an administrator, and I've known that you always jump across their desk in judgement of them, because I always want people to judge me, not the pressures I was up against.

SMJ: Okay, now just off the top of your head when you are thinking of all the years that you have been here. Just start naming the wonderful men and women. Can you?

MANN: Yeah I can, because there are some people from whom I have learned a great deal. Harold Peterson is dead. Remember when I said initially the campus was more intimate? What happened was those people were all on the governing committee. We did not have a senate; we had an Educational Policies Council so every time we came together as chairs and directors from those men I learned a great deal because we met every week. These are men who were far my senior and there. That doesn't mean that I agreed with them all. but I did learn a great deal.

SMJ: Stan Czurlles was sure...

MANN: No, we fought, Stan and I fought all the time. Harold and I fought always! But I had great admiration for him, this Art Department wouldn't be here today without that man! Harold taught me humility, faculty orientation. All of these people taught me something, I learned a great deal as I say from each of them. So, the presidents I have always learned from, everyone has taught me something. And the Vice-presidents, I have had great fun with all of them. There is only one person who is no longer here, that I did not really get along with and did not like. One out of the entire history of 39 years... just forget it!

SMJ: There is a name that comes to my mind and I wonder if you knew him? Did you know Dr. Marvin Rapp?

MANN: Oh sure, very well, great personality, full of energy and excitement. A lot of these people are retired, and I still am in contact with them. I keep a great correspondence going. Someone asked me "Why don't you publish your letters?" I said "Forget It!"

SMJ: Do you have some of your manuscripts or your letters that you would like to give to the Archives of the College?

MANN: I will tell you something. I suppose I could give you a packet of things... buy why? I tend to throw letters away because I get embarrassed by some of the things they say are nice. But I do have a package of letters that came when I was recommended for the Distinguished Service Professorship. If you would like those, I could find a way of giving those to you because I would probably just throw them away.

SMJ: No, don't throw them away. Yes, I will take them because I am building up a good record, a better record of our retired, deceased and active professors.

MANN: Let me do this, I will find the folder because it is home somewhere, I haven't cleaned out my home files yet, I will bring them into you. You can look at them and if you want to keep them, you are more than welcome to them.

SMJ: Well, thank you. Is there anything else that you would like to add to this interview?

MANN: I thank you for your hospitality, I appreciate this very much.