

**INTERVIEW WITH HUGH CLELAND  
PROFESSOR OF HISTORY**

**October 7, 1988**

**Dr. Hartzell:** Ready to go?

**Hugh Cleland:** I am Hugh G. Cleland, I am in the History Department, where I am an Associate Professor. I came to Stony Brook in 1962 at the age of 40. I came from the University of Pittsburgh and certainly one reason why I came to Stony Brook was that I was anxious to leave the University of Pittsburgh. It had, it was an old university, it had done fairly well during the bulge of enrollment with the GI Bill; but it hadn't really adapted itself to modern times, and it was a private school, and it lost financial support to the point where the last year I was there, they didn't replace burned out light bulbs. And that's a bad sign. They didn't assention any new books in the library. And the year after I left they actually missed faculty payrolls, which is sort of unheard of in academia.

**Dr. Hartzell:** Had the tower been built?

**Hugh Cleland:** Oh, yes, the tower was built during the Depression. But it had been involved in a dispute with the American Association of University Professors in the late thirties and had been on the unfair list, people were asked not to go there and to try to leave if they could and many did, so that the senior faculty were first of all tired from all the years of the war and the years of the GI Bill and from the commotions that had gone on, so that it didn't seem like it had a whole lot of future to it. Now, many of the things I didn't like about Pitt made Stony Brook very attractive.

**Dr. Hartzell:** How did you hear about Stony Brook?

**Hugh Cleland:** Well, for one thing I had taught a couple of summers at Fredonia, summer school, so I was aware of the SUNY system. There was a general feeling in the profession that SUNY was a rising, improving, exciting sort of place to be anywhere in SUNY, and being near New York City was especially attractive. So, when I was looking

around to leave Pittsburgh, I was at an American Historical Association meeting and was interviewed by people from the Stony Brook History Department.

**Dr. Hartzell:** Who were they?

**Hugh Cleland:** Well, Dick Morse and Bernard Semmel and another English historian who left shortly afterwards, I've been trying to say his name, he's up in Boston now, Roger somebody, it will come to me in the course of the interview perhaps, and it was fairly hectic as those interviews often are. At Pittsburgh a football was everything, and if you gave a football player a 'D' somehow miraculously it turned into a 'B' in the Registrar's office. Well, that was disquieting. There was an assistant coach who kept files of examinations and term papers, and he provided them to football players; and that was discouraging. Football players were given jobs as janitors, and they went through your wastebasket in your office, I don't say they all did, but that was kind of the practice. So, if you were going to throw away notes for a test, you took it home; you didn't throw it away there. Now, linked to that were very well established fraternity systems who did the same thing; who kept files of tests, who kept papers that brothers could use over and over again, and who constantly embroiled the University with the police. Alumni would come back for football games, they would drink too much, they would stay at the fraternity houses and some would become rowdy, and there were terrible town-gown relations so that people would call the police. Or there was a spring carnival where a fraternity built booths, and they would steal lumber from construction sites to build their booths or that sort of thing; and the police would be called in. I was once at a faculty party near the University and was almost arrested by mistake from police who were looking for a rowdy party. The other thing was that Pitt did not have dormitories at the time, so that it was a streetcar college, and therefore there was very little intellectual life in the evening. People came on the streetcar, they went to their classes, they went home again. The only residences were the fraternities and sororities. Furthermore, as with many big city schools, it was in an inner-city declining, crime-prone area. There was a big evening school of people who were getting engineering degrees or accounting

degrees or something like that and one of the continuing problems was streetwalkers who came in in the evening and hung around the cafeteria and places like that and solicited business. Also the stadium where the Pittsburgh Pirates play was just a couple of blocks from the school, and when they were in town parking was just out of the question. And there were people like you get now at Shea Stadium that drank too much and then wandered around. So that Stony Brook did not have Greek letter organizations or houses, SUNY did not have big-time football, and there were dormitories. Furthermore, I was very impressed, when I later came for another interview, with the student body. An extraordinary large number seemed to be the children of New York City public school teachers, and they read newspapers, and they were better prepared academically than the sort of students that we had gotten at Pitt. In addition, the area was extraordinarily attractive, the surrounding area, and I thought that

**Dr. Hartzell:** You looked at Planting Fields, you came in 1962, the year that we moved out, but you were interviewed probably at Planting Fields.

**Hugh Cleland:** I was interviewed at Planting Fields, but I came out and looked around here. I thought that the association with Brookhaven National Laboratory was a priceless asset in terms of a body of scientists, equipment, that sort of thing. After all, this was the age of Sputnik, and I know that many of my colleagues at the University of Pittsburgh complained about antiquated equipment and inadequate support, and so Brookhaven Lab seemed to be a very great asset, as did being close to New York City. It's hard to imagine the cultural magnet that New York City is to people out in the midwest. I remember when I was an undergraduate at West Virginia University, one of the other students who was a veteran as I was, lived up on top of a mountain, and when the weather was right, he could get WQXR, the classical music station of *The New York Times* and that was always a visit to Paradise, so that the libraries in New York and the New York City area, the easy access to Washington, D. C. and Boston and New Haven, the whole east coast corridor for historians who are dependent upon depositories seemed very, very attractive. So I can't remember now the year when Sputnik went up

**Dr. Hartzell:** It was 1957.

**Hugh Cleland:** 1957, yes, so when I was interviewed, it was the Long Island Center, and it was to train primarily science teachers. Well, I thought that would mean good students and good sports since that was sort of a growth industry, and since I taught history of labor relations and industrial development and economic history, I had a good deal of interest in that, so that my understanding when I came was that it would be a school for primarily for science teachers. Now, almost at once the decision was made to become a full University Center, and that seemed even more exciting, so that was a plus also. When I came the question is, what were your impressions of Stony Brook when you first came, the campus, the people, the leadership, the spirit. The campus was under construction, but that was exciting. One used to see foxes when one went across campus. Lots of people in the Three Villages kept horses, and they would ride to school and tie their horses to trees in the parking lot. The train was a plus, to be able to go into New York City without parking and read while you were going in, the ferry to Connecticut, being able to walk to school.

**Dr. Hartzell:** What about the cost of the housing?

**Hugh Cleland:** Well, it was cheaper than housing in developed cities, so I moved into a development where you could have a faculty meeting in the evening. The adjoining lot was where George Williams in Biology lived; Reuben Weltsch was a neighbor; Bernard Tunik was a neighbor; Frank Erk was a neighbor; Estelle James was a neighbor. You could have put together a faculty for a four-year college in the neighborhood, so, that was a plus.

**Dr. Hartzell:** That area was called what?

**Hugh Cleland:** Nassakeag Ridge, and it abutted the campus really. The faculty were a little bit of a zoo, to tell you the truth. What did they say, *de mortuis nissi bono*, the dead say nothing but good, but I must say that Ben Nelson was a terrible problem. I think if I had known all the shenanigans he would be involved in, I would have stayed where I was and missed payrolls. One of the things I remember was that the first year somebody

was leaking hostile stories about the University to *The New York Times*, and I saved those for many years, and last night I tried to find them; I found all kinds of interesting things but I didn't find them, but I am sure they are preserved. That was very disquieting.

**Dr. Hartzell:** If you come across them and don't want to keep them, let Evert Volkersz have them in Special Collections.

**Hugh Cleland:** I will, but they would be in microfilms of *The New York Times*, so they could be reconstructed. I think that was Ben Nelson who was doing that as near as I can tell. He was a professor of history, sociology and anthropology, or he was chairman of a department of sociology and anthropology, though we didn't have any anthropologists and professor of history; and he didn't want any of those three departments to do anything that he didn't approve of. History had a little independence from him and was able to do things in spite of him. The other thing was he took books out of the library and wouldn't bring them back, and we didn't have so many books in those days.

**Dr. Hartzell:** Did you ever see his library in his house?

**Hugh Cleland:** Well, it was sort of synonymous with our own.

**Dr. Hartzell:** He had a terrific library.

**Hugh Cleland:** Yeah, but a lot of them were our books. Another thing that I ran into early on was some kind of a feud between alumni of the University of Chicago and alumni of Columbia over the shape of the curriculum. First of all that seemed destructive, and secondly I was fairly familiar with the Columbia program, which I thought was a good one. I wasn't familiar with the Chicago one, but its disciples here, it seemed to me, had an approach that would make it very difficult to build a graduate center. So many issues were fought out and appointments made between these two factions.

**Dr. Hartzell:** Competing points of view, divisional structure of the faculty versus departmental structure, and Ben Nelson in committees was an obstructionist, kind of negative. I soon realized I had gotten into a place where the faculty was split, and I

began to hear everything about Oyster Bay. One day one professor of philosophy came in to my office just unannounced, and shortly after we had gotten started talking, he said this place is going to go to the dogs unless you fire this person and that person. I thought philosophy was supposed to be

**Hugh Cleland:** Yes, yes, detached. Well, I remember some of my scientific colleagues telling me in some horror that at Oyster Bay they were not supposed to teach at the undergraduate level physics, chemistry or biology but rather that a group of them would teach a course on the eye, and that biologists, physicist and chemists would take part in that, and that then the following year they would give a course on the liver or something like that. And it seemed to me there were several problems with that; one is you shouldn't revise your basic course every year. The second thing is you can't build a graduate center without strong departments. Divisions seems to me to be the mark of the two-year college or an evening division program. So that was very influential at the time and very vexing. I was somewhat shocked when I arrived to discover that Dick Morse, who had hired me had resigned, and there was a new chairperson that I'd never met, who was Stanley Ross. Stanley had flaws, but he was energetic and ambitious, and he was committed to the departmental system, and I think he rallied support for that and sort of got us on to that track and away from the divisional model, so he's certainly one of the people I remember as being extremely influential in the early years; also Harry Kalish, who had self-confidence and that helps, it's even better if there is some basis for being self-confident, but I think he was professionally competent as nearly as I can tell; and Alec Pond.

**Dr. Hartzell:** Alec came the same year you and I did.

**Hugh Cleland:** Yes, and these were all people who were willing to put in 14, 16 hour days for the institution and many, many nights. I ate supper and came back and worked in my office till midnight involved in recruiting, and that was really the major job in the early years, because Sputnik and the baby boom were leading to an explosion of graduate centers. Every province in Canada suddenly decided they needed a Ph. D. granting

institution. I remember that North Carolina announced -- '62, '63, '64 -- they were going to build four additional Ph. D. granting institutions, and I guess they did but they are academically invisible, places like East Carolina University or wherever.

**Dr. Hartzell:** Well, there's Greensboro where one of John Toll's assistants, Bill Moran, is now President.

**Hugh Cleland:** Uh, huh, well, they're there but they're certainly not turning out potential Pulitzer Prize winners. So the result was there was a furious scramble for people who could teach graduate courses who were visible in their profession, and particularly who were qualified in esoteric fields which required Chinese, Latin, Greek, German, French, history of science, that sort of thing, so that it was very important to do thorough searches and to build thorough dossiers on people to collect files, collect letters of reference and to keep a very sharp eye out for cousins of people already on the faculty who were, attempts were being made to sort of smuggle in. Now the Pitt history department before I left had made a valiant attempt to upgrade itself and failed, not because of departmental considerations but because of institutional considerations; but we had used what was called the Iowa system of recruiting, which involves asking a person to give a talk, asking everybody in the department to read the person's publications, generally ranking people before you invited them in, arranging for them to meet undergraduates and later graduates, and it was very methodical and as impartial as humans can be, and I became acting chair at a time when we would get five positions a year to fill. And that meant we were in competition with Canada, California, Carolina, northern Illinois, all sorts of places. And very often we appointed the fifth person on our list, but if you tried to identify all the good people and tried to have good dossiers, you could appoint a fifth person or the fourth person and they would still be pretty good and given the right kind of teaching load and atmosphere and students could become very good professors.

**Dr. Hartzell:** One reason I appointed Stan Ross dean was that I liked the way he was going at the search for candidates. I liked that very much and of course being an

historian at least by training, I could appreciate what he was doing. Who brought in Tom Angress, do you know?

**Hugh Cleland:** Yes, Bernard Semmel and Stanley and myself were involved in interviewing him and bringing him in.

**Dr. Hartzell:** That was a good appointment.

**Hugh Cleland:** Yes, it was, although he was one of those that was not our first choice, but then to add to that, we had to start recruiting graduate students very early, and I spent an enormous amount of time on that. We got a list of the people who had been alternates for Woodrow Wilson Fellowships and we called them up personally. And I think the first year we began a graduate program, we had seven alternates who were Woodrow Wilson alternates. Now, if we hadn't called them, never would have gotten them. But it got us started out.

**Dr. Hartzell:** When was that, do you have any idea when the history department got the green light to go into graduate school?

**Hugh Cleland:** I don't remember the year, but it was early on.

**Dr. Hartzell:** Was the department in any way reviewed by external reviewers before the application went to Albany for graduate work?

**Hugh Cleland:** Yes, it was.

**Dr. Hartzell:** Do you know who they were?

**Hugh Cleland:** Well, one of them was a fellow named Lord, who had written an historical atlas I used, Lord and Lord's Historical Atlas. I think he was an administrator at NYU or somewhere, but he was one.

**Dr. Hartzell:** Because that was the procedure that we set up first at Stony Brook, and then Harry Porter said that he was going to have that put through throughout the system.

**Hugh Cleland:** That was a good procedure, but there was a concern with standards and with process and a feeling that it didn't dare make mistakes, you were really

**Dr. Hartzell:** Well, you were building for a long time.



**Hugh Cleland:** Yes, that's right and you make a bad appointment, you live with it the rest of your career, and we made some bad moves, and we've lived with them and so on. Now, in addition to that I was on endless search committees. I remember being on a search committee for Director of Libraries and on a search committee for chair of the Sociology Department, when Ben was somehow sent on vacation to the Black Sea or something. I remember how they got him out there and sent him off like they send off Russians who are about to be purged from the Politburo; that brought in Hanan Selvin as chair. In addition to that we were overseeing buildings, the construction of buildings, so that I ended up somehow as chair of a committee to work with the architects and the contractors to build the Lecture Center. It wasn't a departmental facility. If you build a biology building, the biologists do it; if you build a chemistry building, the chemists do it. We don't have a lecture department, so I was chair of the committee that did that

**Dr. Hartzell:** That's now called the Javits Center.

**Hugh Cleland:** Now called the Javits Center, but getting the necessary audio-visual equipment in, and making sure it was safe, and getting it finished so you could have big classes, everything was needed yesterday, so I spent a number of years on that and learned to read engineering drawings and to talk to contractors, and we had a resident fellow in charge of construction who was amusing but he was totally incompetent, he had an Italian name, he was a little fellow.

**Dr. Hartzell:** Capello, Joe Capello.

**Hugh Cleland:** Think it was Joe Capello. And I went along for about a year depending on his advice and discovered he didn't even have files, he sort of did things out of his head. So that was distressing. We used to spend hours and hours marking secondhand books for the Library, and you couldn't put it off. If you put it off, somebody else got them, so you were under great pressure, and we phoned in orders to get things in. And it had to be done for a graduate program, but

**Dr. Hartzell:** Now, let's see, was Roscoe Rouse there then, did you have a hand in bringing him in or, he was a librarian.

**Hugh Cleland:** Yes.

**Dr. Hartzell:** Before that Reuben Weltsch.

**Hugh Cleland:** Yes, I did, and then in finding a replacement for him. I was chair of the library committee, and he was a little culturally out of tune with us Yankees. He was a southern Baptist, he felt many books should be kept locked in his office and not everybody should have access to them, and that was philosophically objectionable to scholars and sort of a jarring note.

**Dr. Hartzell:** This wasn't the concept of a rare book room.

**Hugh Cleland:** No, no, of erotic books, books that had bad words in them, that sort of thing. But bad words appeared by magic on the fences surrounding our construction site, so it wasn't really protecting anybody from anything, but he was

**Dr. Hartzell:** He was trained, and you had money to work with then.

**Hugh Cleland:** Yes, there was a lovely lady from Lexington, Kentucky, who was the acquisitions librarian, hadn't thought of her for a long time, but she was wonderful.

**Dr. Hartzell:** That's vital for the humanities.

**Hugh Cleland:** Yes, indeed it was. I must say thought that recruiting, recruiting graduate students, building buildings, ordering books pretty much sucked up one's time, or my time anyway, and I had hoped to spend lots of time at the Library of Congress, Columbia Library and New York Public, and never was able to do very much of that. But it seemed to be the indicated thing to do to sort of work on institution building and infrastructure building, and I think it was a right decision, and now there are books there that I ordered in 1964, and every semester I teach in the Javits Center, and I like the equipment and the system, so that that is very satisfying.

**Dr. Hartzell:** You made a real contribution to the building of the University.

**Hugh Cleland:** Uh, huh, certainly with many other people. Of course, relations with the town were not so good, particularly with the man who was publisher of the Three Village Herald at the time. But I was always very fond of Ward Melville, and

**Dr. Hartzell:** I think we all were, he was a great person.

**Hugh Cleland:** He was remarkably cultured, he was an outstanding gentleman historian and gentleman architect.

**Dr. Hartzell:** Columbia class of '09.

**Hugh Cleland:** Author, and on a number of occasions I profited from chatting with him, he got the schools off to a good start, the public schools, he brought in first-rate people in one capacity or another. There was a fellow named Charles Herman, did you ever meet Charlie Herman?

**Dr. Hartzell:** I don't think so, I don't remember anyway.

**Hugh Cleland:** He had been a

**Dr. Hartzell:** Incidentally, the editor of the Herald was Buddy Huber.

**Hugh Cleland:** Yes, yes, he didn't much like us. But this Charles Herman had been research assistant to Charles Beard when he wrote Economic Interpretation of Constitution Economic Interpretation of Jeffersonian Democracy. He was a Prince from Russia who had left after the Revolution, came here to start over and Melville hired him to tutor his kids, so he was a tutor. Melville wanted his kids to learn French, they wouldn't learn French. Melville went to Switzerland and hired a French speaking Swiss cavalry sergeant and brought him to this country, and said to the kids, if you want to learn to ride, you have to learn French, and they did. Did you ever hear that story?

**Dr. Hartzell:** No, I never heard that.

**Hugh Cleland:** Yes, and his name was Mollet.

**Dr. Hartzell:** He's probably not living now.

**Hugh Cleland:** He's not, but his son is.

**Dr. Hartzell:** Is that right.

**Hugh Cleland:** His son is named Gus Mollet, and he still lives in the area. And Paul Gelinas, who was a school superintendent, was somebody that Melville brought in. He lavished a lot of attention on public schools and that made it easier to recruit people. And certainly another part of my professional life at that time was driving people around Suffolk County and hoping that would substitute for the fact that we lacked certain

journals and certain collections and other amenities that a competing school might have, and I think over and over again someone would come in to MacArthur Airport and feel we were second or third choices, and by the time you'd taken them through Head of the Harbor and old Stony Brook and Old Field and Port Jefferson, you had them. But it required hours and hours of careful planning and careful driving to sort of keep them out of some of the tract houses that were

**Dr. Hartzell:** Filling in the context, the atmosphere of the surroundings. We're not part of New York City in that sense.

**Hugh Cleland:** Yes. This is just anecdotal, but over and over again people coming from Europe or wherever would get off a plane at Kennedy, get in a taxi and say, take me to Stony Brook, they would arrive and they would owe \$80. They would come in and we'd go through our wallets and our desks and run down the hall to borrow some money from Howard Scarrow to pay the cab fare. Or they would call up from Penn Station and say, here I am, which subway do I take? So, but the schools, the housing, the ambiance in general, we couldn't have done what we have done had we been in Red Bank, New Jersey, or Long Island City or any number of other places. Sometimes things work out, and it's certainly gratifying.

**Dr. Hartzell:** Well, Johnny Toll one time said that after he retired from Maryland, he thought he'd come back up here. Now, he may change his mind, but his mother-in-law is still here in Belle Terre.

**Hugh Cleland:** I wouldn't think of leaving the Three Village area. I really wouldn't.

**Dr. Hartzell:** Where are you now, let's see, on the set of questions. You want to take up anything further on nine, did you have relations with the administration, what was your feeling about the nature of the administration, let's say under John Toll or under me for that matter.

**Hugh Cleland:** Well, of course, you were intimately involved being an historian with our department, and your prior service at Brookhaven was enormously helpful to us, so that you were able to talk to people from many different disciplines. I always found the

administration supportive, and when the Vietnam War broke out and many people I thought mistakenly tried to stop the war by stopping the University, which may have been a noble motive, but it was a very bad instrument, and I defended the administration and the institution, and I made enemies that I am afraid I still have as a result of that.

**Dr. Hartzell:** Within the faculty.

**Hugh Cleland:** Yes, I thought the War was a mistake, and I wanted to see it end, but it didn't seem to me that you ended the war by shutting down the University. Just the opposite, that it would anger people paying taxes to send kids to school where the students didn't take finals, and that sort of thing. I remember great tension between construction workers on campus

**Dr. Hartzell:** The hard hats.

**Hugh Cleland:** Yeah.

**Dr. Hartzell:** We were keeping school on a construction site.

**Hugh Cleland:** Yeah, but, now let me say something about Alec Pond. In many ways on the faculty he was my leader in an unofficial sense in that he had drive and vision, and I will never forget we made out long justifications for additional lines or for buildings or for one thing or another, and we made presentations for the budget and he said, it's a lot of paperwork, it's enormous red tape, it's enormously time consuming, but at the very end of that process, there is real American money, and it's the only ball game in town. I was the one who said that the Legislature, but I think he had the feeling, there is a tide in the affairs of men and of institutions, and if you're going to school and the taxpayers in the state want to build it, go along, don't quibble over where the drinking fountains will be in the new buildings until everything is perfect, rather take the high ground and hold onto it, and he thrust ahead, and I admire him for that. I was sorry he wasn't able to stay.

**Dr. Hartzell:** Well, I am too. That's a long story and a complicated one.

**Hugh Cleland:** Yes.

**Dr. Hartzell:** And I think that the situation boiled down to a disagreement between central office in Albany and the Trustees on the one hand, and John Toll and Alec, who

was his right hand man, on the other. And somehow the vision that was articulated in the Heald Report that this institution would stand with the finest in the country, which I think Johnny had and many of us, was lost sight of back up in Albany, partly because they had to think in system-wide terms, which meant relativism often and that, particularly after Rockefeller left you had a change in the competence and the background of the Governors. Rockefeller was a Phi Beta Kappa from Dartmouth, he didn't have to talk in terms of one syllable about the nature of the University.

**Hugh Cleland:** Yeah, and he wasn't committed to building up some existing church related school in New York City, if you're going to build anything up. Let me go get some coffee and come back.

**Dr. Hartzell:** All right, you can throw that out in the drinking fountain just beyond there. Did you have anything to do with Albany?

**Hugh Cleland:** I was sent on teams to evaluate graduate programs at the masters level at some of the four-year colleges, which

**Dr. Hartzell:** Do you remember any of them?

**Hugh Cleland:** Yes, Oswego. There was a scheme at the time when somebody must have decided a third of the population would get doctor's degrees, but, well, I'm exaggerating, but somebody had a plan that people would get their masters degree at Oswego or Oneonta or Brockport and then go to a University Center for their doctorate. And so we were supposed, we were reviewing in the same way we had been reviewed by outside reviewers. And I remember going to some of these places, and it reminded me of something that Gould once said, someone asked him, how do you change a teachers college into a liberal arts college. And he said, slowly. So I was appalled at the notion Oswego, which had trained manual training teachers, should be giving graduate work in history. The library and the faculty were just inadequate, and our committee recommended that the program not be approved, and it was. It was a little like those Pitt football players, but nothing came out of it. They approved the program, but nobody went there. You know somebody said someday they'll have a war and nobody will come.

A graduate program and nobody went there. I will say that I think our best years are ahead of us. That may be parochial but the younger people in my department are so much better than their elders, because rather than taking somebody who was fourth or fifth, there have been years when we had the only jobs that were in the country or almost the only jobs, and we would get the best or what were people who were alleged to be the best Ph. D.'s graduating that year; one of those is Mike Barnhart, I don't know if you

**Dr. Hartzell:** Don't know him, no.

**Hugh Cleland:** Don't know him, well, he's a Harvard Ph. D., diplomatic history, took Trask's place, reads Japanese well enough to have taught Japanese in a Japanese university, enormously popular teacher and hard-worker. And we have a whole class of these people appointed during the hard years in higher education, when we got the best, and now we have them, and the trick is to keep them. So I think that's very satisfying.

**Dr. Hartzell:** That's good. Bernie Semmel is a great chap.

**Hugh Cleland:** Indeed he is. I was chatting with him last night, and his presence here, which I think was sort of largely luck really that he would be here, the fact that his mother lived in the city, made it easier for us to recruit other people. And then the other people made it easier for us to recruit even more.

**Dr. Hartzell:** Do you remember Professor Schwartz and the Ph. D. on my grandfather.

**Hugh Cleland:** Not Bertha.

**Dr. Hartzell:** No, wait a minute, Barbara.

**Hugh Cleland:** Barbara, yeah, sure. She was my first graduate assistant here.

**Dr. Hartzell:** Is that right.

**Hugh Cleland:** Yes, and she's taught at West Point and Adelphi and Post and a number of places and can teach any semester she wants to. Yep, the Lord's Carpetbagger.

**Dr. Hartzell:** Right.

**Hugh Cleland:** Sure. Well, I often speak at alumni reunions, and I'm still in touch with people who were in my first class at Stony Brook.

**Dr. Hartzell:** Do you want to give me the names of a few of them, that I might possibly interview.

**Hugh Cleland:** Yeah, one of them fortunately lives in Port Jefferson, and her name is Judy, I have to think of her husband's name, he's a physicist, but she's still in the area. Another one lives in Albany now, her name was Judy Carlson, I will provide you with their names and phone numbers.

**Dr. Hartzell:** Good, fine, because I have a son at the University, he's an Associate Professor at Albany in the Music Department, so I go up there every now and then.

**Hugh Cleland:** Well, she and her husband, her husband got a Ph. D. in psychology, and so I see them. I'll go through my address book and all and sort of think of some others. When I was looking for my clipping file, I found old letters of recommendation and things like that.

**Dr. Hartzell:** That you had written or that

**Hugh Cleland:** That I had written. One of them was for Catherine Minuse from the Minuse family. Her father has been head of the historical society here. Her uncle was T. Bayles Minuse, who ran the Stony Brook Fund, her father is Bill Minuse.

**Dr. Hartzell:** Oh, yes, I know Bill Minuse.

**Hugh Cleland:** Yeah, it's Bill Minuse's daughter.

**Dr. Hartzell:** Is that right.

**Hugh Cleland:** Yes, and

**Dr. Hartzell:** I'll be darned. She's a lawyer.

**Hugh Cleland:** She's a lawyer. I was at her wedding this fall, but she started out in my course in labor history and went to Cornell Law School. I wrote, I think, a five page letter of recommendation. She got in Cornell Law School. She was editor of the law review, and she is now a very prominent labor lawyer in New York City, and I usually go for a walk with her when she is out here to visit her parents and see her in the city from



time to time, and sort of stay up on new developments in labor law, labor relations through here. But she's another one that I have stayed in very close touch with.

**Dr. Hartzell:** So it's Cathy Minuse.

**Hugh Cleland:** Yes, with a 'C.'

**Dr. Hartzell:** They go to the same church I do.

**Hugh Cleland:** Yes, uh, huh.

**Dr. Hartzell:** And Bill was a member of the VIP lunch group that meets at the Three Village In..

**Hugh Cleland:** Well, I think she's past president of the Alumni Association.

**Dr. Hartzell:** Is she.

**Hugh Cleland:** Yes, I think she's now the Vice President, so she certainly might be worth interviewing about those early days. There's a whole bunch of Stony Brook alumni who live in Washington now that I see when I go down there. I generally stay with somebody there.

**Dr. Hartzell:** I have a son in Washington that teaches privately.

**Hugh Cleland:** Uh, huh, you might just turn that off, and we'll just gossip. I thought you contributed to the University stability when there was a kind of a maelstrom and the familiarity with the area and with Brookhaven Laboratory and with Harvard, Harvard graduate study and certainly Mrs. Hartzell was very useful in that sense, knowing people by name and sort of creating a feeling of community out of our rather odd collection of scholars who came from all over the world. There wasn't a common academic tradition.

**Dr. Hartzell:** No, you needed to build one.

**Hugh Cleland:** Yes, that's right. So that was extremely important, and you were pretty unflappable, which was badly needed, you know. It would be easy to throw up your hands and head for the hills at times.

**Dr. Hartzell:** I dealt with faculty as a dean for ten years at two different institutions.

**Hugh Cleland:** Uh, huh, well, I often tell people you can't learn much about playing the piano from reading books about it. At some point pretty early on, you have to sit

down and play the piano or ride a bicycle or do dieting or whatever it is you do, and that's true of academic leadership, and I'm sure corporate leadership. I think one of our problems in the American economy is that Fortune 500 corporations are passed around, you know, to corporate raiders or arbitrageurs or people arranging mergers who don't know what the place makes, and you get away from this notion of that you had, say, in the Melville family, you know, we make shoes, we sell shoes, and our name is on it.

**Dr. Hartzell:** Ward went right up the ladder, right from the bottom on up.

**Hugh Cleland:** Yep, so I think the Japanese still do that, you know. Family is very important in the Mitsui and the Mitsubishi and the other companies there, and with us it is no longer true, and I think that's one of our problems.

**Dr. Hartzell:** Too often the people in the family that created want to start at the top instead of being content to start at the bottom.

**Hugh Cleland:** Yeah, I used to have a colleague at the University of Pittsburgh who had a kind of a generational theory about prominent families. He said the founder of a company was a hard working, modest visionary with good habits and real pride in what he did, the son was overshadowed by the father and never quite got up to the father's standard, and the grandson was usually a bum, who got himself a sports car and married an Italian movie actress and ran off to somewhere.

**Dr. Hartzell:** From shirtsleeves to shirtsleeves in three generations.

**Hugh Cleland:** Yeah.

**Dr. Hartzell:** But you know it has struck me the leadership of the labor unions and the leadership of at least some of the corporations is better educated, more oriented in the context which that particular industry happens to be working in, and that used to be the case, and they can get together more easily on the needs of the institution, of the corporation, than was the case 50, 75 years ago.

**Hugh Cleland:** Yes, well, it's true that labor leaders now tend to have advanced degrees and modern management techniques in computers and video tapes and all of that or they wouldn't survive. But I am sure that is true of some corporations, but in others

people come and go so fast that they may know finance but they never saw the shoes or whatever it is they are making.

**Dr. Hartzell:** Well, thanks, Hugh, very much.

[end of interview]