

**RANCHO CUCAMONGA ORAL HISTORY PROJECT
ORAL HISTORY INTERVIEW COVER SHEET**

INTERVIEWEE: Dr. Leonard Mather

INTERVIEWER: Margo McBane & Margaret Finnegan

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AUDIO EDITOR: Margo McBane

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BIOGRAPHICAL SYNOPSIS OF INTERVIEWEE:

Leonard Mather's mother was born on a farm in Iowa in 1891 and when she was 11 years old her family first came by covered wagon to Oregon, and then to Chico, California. His father's father was a minister who came from Buffalo, New York to Pomona at the urging of his sister and brother in law in 1882. He became minister of the Pomona Methodist Church but disliked the Los Angeles region and returned back to Buffalo after only one year. However, Buffalo faced the worst winter and so he permanently moved back to Pomona the next year. Leonard's father had been born in Pomona, lived only that one year in Buffalo, and then returned back to Pomona to grow up. His dad graduated from Pomona College in 1907, majoring in Philosophy, Economics, and Political Science, and then attended USC law school for only a few years. Though he did not complete law school, he passed the bar exam and started teaching Constitutional Law at Chico where he taught for two years and met his future wife who was a senior, seven years younger. After marriage, Leonard's father taught one year at Monrovia and then moved back to Pomona, upon the urging of his college friend Dr. Burton Hill, to teach at Chaffey Junior College. Leonard attended Chaffey High School, meeting his wife, Nellie, and graduating in 1935, and Chaffey Junior College, graduating in 1937. He attended UC Berkeley, not sure what to major in but decided upon Accounting with his father's urging. Dr. Burton Hill, a friend of his father's who had graduated from Pomona

in 1906 and who had been the original principal and superintendent of Chaffey Union High School in 1912, suggested Leonard go into teaching. Hill was temporary superintendent of Beverly Hills [School] District. Leonard received his credential from Claremont Graduate School. He started teaching Algebra, Physical Education, and Social Studies, in 1940 at Fontana Branch High School, a branch of Chaffey high School. The next year he also taught a Bookkeeping and Woodshop class. Leonard volunteered for World War II, and after returning home, he became the Veteran's Advisor at Chaffey Junior College in 1945. He bought property in Upland in 1948 and built his house in 1952, at the time when the groves were being removed for suburbanization. He went back to Claremont Graduate School and received a doctoral in educational administration. He then became the Dean of Men at Chaffey Junior College. He participated in the 1955 and 1957 Bond Measures to decide whether to move the high school or college. He became Dean of Students for only one semester at the old campus. He clashed with the superintendent Dr. Milliken over who had access to the bookstore income. Mather advocated that the student government money and decisions about the bookstore income should be decided by the students. Dr. Milliken wanted the school district to have precedence over the money. In the short run Mather won the debate, though Milliken shifted the whole bookstore operation to be administered by the college. He coordinated the students' participation in the 1959-1960 move. Then Milliken demoted Mather from Dean of Students to counselor of nursing at the new campus. His son graduated from Chaffey High School in 1960 with the first class at the new location, graduating from Chaffey Junior College in 1962. Their daughter graduated in 1963. He retired in 1977. He is currently an active member of Kiwanis.

Length of Interview: approximately 1 hour Length of Transcript: 34 pages

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TRANSCRIPT**

Interviewee: Dr. Leonard Mather

Interviewers: Margo McBane

Margaret Finnegan

Date: April 30, 2001

MM We were going to first ask you a little bit about your background in terms of who your parents were, where they came from and how they got here to this area.

LM Okay, my mother was born in Iowa. When she was about 11 or 12, her father sold the farm they had and came to Oregon and then from Oregon to Chico and came by covered wagon.

MM When was she born in Iowa?

LM 1891, July 3rd. My dad's father was a minister. He came to Pomona because he had a sister-in-law and brother-in-law out here and they were trying to get him to come from the Buffalo, New York area to Pomona in about 1882 or 1883, I'm not sure exactly when. He was made minister of the Pomona Methodist Church down on Gordon and 3rd I think it was. While he was here my dad was born, March 12, 1884. My grandfather didn't like the area so he went back to the Buffalo area in about 1885 or 1886. They had the worst winter they had had for years back there and then spring they moved back out here permanently. So my dad was born here and was virtually raised here except for a year or two in New York. Then my dad graduated from Pomona College (so, you see, we're local here) in 1907,

and then went to law school for a couple of years. [He] studied up on the senior subjects that he hadn't taken yet, and passed the bar exam. So he never took the last year of law school. He read law a little bit and decided he would go into teaching for a while because he could start at a big salary. I think he started at about \$1,200 [a year] in Chico. In fact the same week he got an appointment for Santa Barbara but he had already accepted Chico.

MM Where did he go to law school?

LM USC. Then his first teaching job was in Chico and my mother was a senior when he got there and that is where they got together. He was 7 years her senior.

MF And what was he teaching then?

LM Well, he majored in Philosophy, Econ and Political Science. He had a particular interest in Constitutional Law. The first course I ever took in my life that I knew more than he did was an Accounting course in college. He had a prodigious memory. It was like Harry Truman: once he learned something he never forgot it. Amazing.

MF I was wondering about how you got into teaching.

LM Well, I never knew what I wanted to do. I thought I wanted to go into Aviation and my sophomore teacher, Esther Close, a very popular high school teacher here at Chaffey High School said, "You don't want into Aviation, you want into something like Law or Medicine or something of that sort." It threw me in a loop because we all loved her and so I went through school not knowing what I wanted to do. My dad suggested that I take Accounting and so I took Accounting, didn't know what else to do. Actually I had started originally in Architecture as a

freshman but at that time you had to have French and I took three days of French and knew I could never learn it so I quit and changed my major. So I really went through University of California not knowing what I wanted to do. Dr. Burton Hill, who was really one of the founders here at Chaffey High School, the original principal and superintendent of Chaffey Union High School in 1912, suggested that I go into teaching because he was looking for teachers. He was temporary superintendent of the Beverly Hills [School] District at that time, so I got a teaching credential. [I] had to come down to Claremont because you could do practice teaching and the actual theory at the same semester.

MF Was that Claremont Graduate School?

LM Yes. So I got my teaching credential there and never knew what I wanted to do in teaching. My first teaching job in 1940 was in Fontana Branch High School, which was a branch of Chaffey High School. Accounting was my major and I got a teaching job in Algebra, Physical Education, Social Studies (which was my minor). The next year I took up a class of Bookkeeping but I was also on the gym team at Berkeley. I was always athletic. I was on the track team in high school and so P.E. was easy. Also I taught Woodshop. I had always worked with wood.

MM Let's go back a little bit. So you went to the school here in Ontario?

LM I graduated [from] Chaffey High School in 1935, incidentally we have reunions every year. Our next reunion is in September, which I'm the chairman.

MM How many members of the class are left?

LM We don't know exactly, we have about 60 or 65 people attending our reunion and little more than half are classmates, others are spouses and people who have

joined our class. I graduated [from] Chaffey High School and then [went] two years at [Chaffey] J.C. [Junior College], which was over here [on Euclid Avenue] at the time. Then [I] went to [University of California] Berkeley. That was a typical pattern in this area. Kids went to high school, they went to J.C. and then they went to Berkeley, a few went to UCLA [University of California Los Angeles]. We didn't go to USC [University of Southern California]. It was too expensive. This was during the Depression and money was tight, in fact our annual semester fee at Berkeley was \$26. I don't know what it is now.

MM And in terms of the college here, this J.C., was it an independent college or was there already, at that time, a state wide community college network?

LM No. The community college, I'm not sure, I think Fullerton was one of the first. Chaffey thinks they were one of the first but they are not. The reason they say that is because Chaffey College was founded by George Chaffey, here in 1883. That was a four-year college, they played football with USC and Stanford. I think they beat Stanford and [that] USC beat them 49-0 or something of that sort anyway....

MM Was it a religious college?

LM No. It was an agricultural college and a branch of some sort of USC and they disbanded about 1898, I believe. I'm not sure of that date and Chaffey High School, a union high school, was formed combining Ontario and Upland in 1912. Burton Hill was principal of Upland Elementary and he was made superintendent of the Chaffey Union High School. Rancho Cucamonga was a part of that originally. There were, I don't know, seven or eight elementary districts in this

area, which were all sat on top of by the Chaffey Union High School. Then [Chaffey] Junior College started offering post-graduate courses in about 1916. Now some of the junior colleges date earlier than that and nationwide they were starting about that time too. There was no law that allowed this, that was an interesting problem, Burton Hill was superintendent here and then you have the county [government] that supervises the activities, particularly money activities of the district. Burton Hill's theory was if the law doesn't say you can't do it, you can. C. Burton Hill over here in San Bernadino says you can only do it if the law say's you can. So that's the law we have now but in those days they used to fight back and forth and if the law says I can't do it, I can. And he did. For example, he tried to get the Pacific Electric to establish some sort of a transportation [system] for students from Upland and Ontario going up Euclid Ave. and take them here to Chaffey High School. They didn't do it so he bought a whole fleet of buses and eventually, it wasn't very long after that, that these buses were driven by junior college students and they picked up high school students. They never had a fatal accident, they rarely had an accident. If you ever had a backing accident you lost your job and so it was a very interesting experience of having your buses driven by junior college students and picking up high school students and they kept pretty good discipline too. Anyway, the junior college courses started in 1916 for us, and about 1921 or 1922 there was a law that passed that authorized junior college instruction some years after it happened. In fact, my grandfather, the one that was minister in Pomona, was assemblyman at that time. He was on the education committee when that law was passed, which was kind of interesting.

My dad was offered [a job] by Burton Hill, (Burton Hill and my dad knew each other from college). Incidentally Burton Hill graduated from Pomona College, married with two children back in, I'm not sure of the date I think it was '06, which was very unusual in those days, to be married let alone have children. Anyway, he wrote to my dad, I have it somewhere, you've seen this, what do they call it, a newsprint that school's used to use in print, sort of a light brown paper? Half sheet -- just typed by hand -- offer to become head of the history department and signed his name. No letter head, no nothing, just signed Burton. Interesting. But anyway, he came in 1913. He had just married Glenn, my mother, in Chico and they came here as his first job since [being] married. He had taught three years before: two at Chaffey [postscript correction: two at Chico] and one at Monrovia then [he] came here. Anyway, going back to the junior colleges, our emphasis was on agriculture. We had a farm down south on Euclid Avenue but gradually they got into industrial areas. During the war we got into aviation, we had a very strong aviation [department]. We taught flying out at Silver Lake, that doesn't sound right, out in the desert somewhere anyway. Oli Snyder was in charge of that.

MF Are you talking about World War II?

LM Yes, World War II.

MM And the agricultural interest, because Chaffey was a citrus grower then he put up the money for that?

LM Yeah. [The] emphasis was agriculture and we had a professor here or a teacher, Howard Weldon, who developed the Chaffey peach and the Babcock peach. The

Babcock was very sweet with light meat but it didn't ship well but it was a very popular peach and we were quite well known for our agriculture department. But of course WWII virtually killed that. A few years after WWII we had no agriculture department. That's one of the changes in the community because this area was, right here at his home in Ontario when I started teaching at Chaffey, was an orange grove.

MM And what year was it that you started teaching?

LM Well I started teaching in Fontana in 1940 and in 1943 I went into the Air Core and I flew during the war in Texas and then came back in 1945. When I started teaching at Fontana, they had 9th and 10th grades here and that was interesting too. The superintendent of Fontana, who was hired by the Fontana school board, was also principal of the branch high school. Same thing in Upland. Upland had the 9th grades in with their junior high and Harold Cook was hired by the Upland board as superintendent. He automatically became principal of the 9th grade branch high school and worked under Gardner Spring who was the superintendent down there. Then you had Ontario, Rancho Cucamonga, you went eight years then they came to Chaffey, so we had students coming to Chaffey from Ontario and Rancho Cucamonga as freshmen. Then we had some coming from Upland as sophomores, that was us, and then we had a bunch coming over by bus from Fontana as juniors that would spend two years here.

MM Because the tradition, if you talk to educators in Southern California, was through 8th grade and then you switched to high school.

LM Not here. We went 9th grade here, and Pasadena had the 6-4-4 plan. You know,

they went 4 years junior high and then 4 years the junior college they called it.

MF And so what brought you then from Fontana over to Chaffey?

LM Okay, after I left, they disbanded the branch high school, they just couldn't run the high school without my being there. That's what I assumed anyway [facetious]. I'm not sure why they closed it but they did and so when I came back I had tenure and at branch high school they had tenure over there. When I came back here, Mr. Fisher called me and I didn't tell him I was back yet because I wanted a few days off. He called me and the next Monday, I was teaching Algebra in Chaffey High School. That was in October, then Leo Wadsworth was director of Chaffey Junior College and he called me up to his office in November and asked me if I would like to be the Veteran's Advisor because I was a first veteran back. The ones that were flying were spending a lot of money using up gas and they weren't doing anything, so they got rid of us. So I started working at Chaffey College, November 12, 1945 and I was Veteran's Advisor, helping to advise the veterans and also teaching math. In fact I had one class where I had arithmetic, algebra (first year), geometry, advanced algebra and trigonometry all in the same room at the same time. What a mess!

MF You know, I was really interested in learning about your work with the veterans and you know that is such an interesting time, their coming back from war. I was wondering what their presence meant, the presence of the veterans, meant to the campus and to the faculty and the students?

LM Okay. It meant a lot. Most of the veterans that came back had a sense of lost time. They had to make up time and so they were running in place. They were

extremely motivated and they wouldn't put up with much nonsense from these high school brats that came in so there was a different distinction. They also brought an interesting side light; a smoking habit and we had a non-smoking [rule] so between classes and when they weren't in classes the sidewalk was lined with veterans who were smoking because smoking was illegal on the campus. Later on it became legal. But anyway, that was the first thing was that they had a maturity, in fact we had a veteran's club, my wife and I were advisers of that club, and they had children. I said I taught trigonometry. In that class, the one student I had there was Don Wake, who was just recently, or four or five years ago, retired as an MD in Upland. But, it's interesting, I was having an advanced algebra class, all veterans, and it was the first or second day of class and this gal walks in, just graduated. [The class was] all men and she came in with a late slip, she took one look at the class and turned around and walked out! Never gave me the slip - she wasn't going to be a part of that class.

MF Were they recent graduates? Did they feel intimidated by the college?

LM You mean the veterans?

MF I mean the kids who just graduated from high school. Did they feel sort of intimidated by the older students? The veterans?

LM I think they were a little overwhelmed by them because they were older and I think they felt they were smarter. I think the veterans felt that these high school kids were just through learning and they were smarter because they had got through this routine and they knew the routine more. But the veteran's really didn't put up with much nonsense and so they really had a sense of making up for

lost time. A very good influence.

MM You were so similar in age to the veterans, how did that...

LM Well, I was a little older. I got into the Air Force and the only reason I was able to fly, when I got in there were too many people, they had overestimated how many people were going to be killed in the invasion of Europe. So they had a lot of pilot's coming on that they didn't need and the only reason I got to fly was because I was 26 years and six months and I was taken to flight school. There were only nine of us out of the college of training detachment in Missouri that were able to go on and get flight training. The others were all younger so I was in this pre-flight group, I was 26 plus, most of them were 18, 19, 20, 21 years of age. So I was four or five years older. I had also had graduated from college and had a 5th year and some graduate work. Didn't make any difference, if you knew what they needed to know then they would listen.

MF Did the tensions between the college and high school and sharing the facilities, did that grow out of the veterans' presence or was there tension when you were there?

LM There was always a problem because the high school kids would come up, later on they permitted smoking on the junior college campus, and they would come up on the high school campus. One of my jobs was to keep them cleared out as much as anything. So [if] I would see a student there and ask if they were in high school or college and ask what class they had at ten o'clock or whatever. [If] they wouldn't know the schedule, [I would send them] back to the high school.

MF Were there problems when you were a high school student?

LM Not really, we were a pretty homogenous group. That's one of the points I got down there [on the pre-interview questionnaire]. We were mostly white, when I was in high school there were no blacks, there were some Mexicans and some Orientals and that's about it.

MM When you say Oriental do you mean Japanese or Chinese?

LM Mostly Japanese.

MM And if you had to say a guess, when you say Mexican, would it be maybe 1/4 or 1/10? Or not many?

LM 1/10 or less.

MM And the Japanese would be less than that?

LM Less than that.

MM And that was in the 1930's?

LM Yes. I graduated from high school in 1935.

MM But when you came back to be a teacher it had changed? The demographics?

LM Yeah, when I came back I had been a teacher, I came back with tenure. It was changing. A lot of veterans experienced Southern California and they came out to California after the war. I heard Lynn Sheller, the director of Fuller College say one time in a speech that they were having 1,000 new people come into Orange County every day, 1,000 people a day. Amazing -- a million people in 3 years.

MF So the veterans that were going to Chaffey weren't necessarily local boys.

LM Oh, no. In fact, most of them weren't. Some of them were. They came back home but many of them just moved out here, some of them came here because their wives had gone here and they had been born somewhere else. So we got to be a

rather cosmopolitan group.

MM What percentage of the college would you say were veterans?

LM Um. I was registrar for seven years so I should be able to answer that. We had over 100 veterans with about 700 or 800 students, maybe 10% or 12, 13%.

MM And the rest of the students at the college were mostly white high school kids that had gone on?

LM Yeah.

MM Were there many Mexican or Japanese?

LM Not many, no. And there wasn't any real fighting between the high school kids and the veterans. There wasn't much tension there, there was a little suspicion that maybe they were more mature. But that soon dissipated.

MF I wanted to talk a little bit about the Bond Measure in 1955 and what I found out was in 1955 there was a Bond Measure that ultimately was supposed to buy out the high school and build a new high school...

LM They were going to build two new high schools.

MF Two new high schools and then the college would stay on the Chaffey campus?

LM That's right.

MF And it was very controversial.

LM Oh yes.

MF I wonder if you remember anything about that.

LM Yeah, in fact I do remember. They were going to move the high schools away and one time I was walking on the sidewalk from the auditorium, there was a woman there and she was just standing and looking at the auditorium. I said,

- “May I help you?” and she said, “No, not really, but isn’t it terrible they are going to move that beautiful auditorium?”. I tried to explain to her that they weren’t going to move the auditorium at all. They were just going to move the students.
- MF Why were people so impassioned? Why were people so opposed to moving the high school?
- LM Who knows? They still are this way. I don’t know.
- MF Were you at all, as a member of the faculty, were you involved in that?
- LM Oh, yeah. We were giving talks around. Al Smith, who became superintendent, and I went down and spoke to a women’s group in Ontario and he spoke for a while from the high school point of view and I spoke for the junior college point of view. Then afterwards Al asked if there were any questions. We had shown slides. The only question we got was “what’s the temperature of the swimming pool?” So we really went over big!
- MM Why was it in the first one that they wanted to move the high school students?
- LM Well, because the campus over here [on Euclid Avenue] is a huge campus.
- MM It’s enormous!
- LM And we have 3,500 students there now. There was some doctoral study at USC, it was about the ideal size of a high school campus, probably 1,700-2,000, big enough to get some variety but not so big that students got lost and could not participate. This would be twice that size. So I think the main idea was to get it down to a decent size for high school and have two maybe 1,700 person high schools. Junior college could absorb this, that would be all right for them and that would be fine. The only problem that we visualized at that time was parking. I’m

- not sure we would have had enough parking.
- MM Was that something that they were conscious of? You know, in the 1950's, the car culture....
- LM Oh, yeah. Veterans brought cars with them. When I was a student at [Chaffey] J.C., in 1935 to '37, we parked behind the buildings there. There weren't that many, there were a few. I drove an old '26 Essex but uh....
- MM But after the war the car culture was definitely...
- LM It changed. It changed a lot. See, Euclid Avenue used to be two ways on both sides.
- MM So a double drive. It was a double drive.
- LM That's right.
- MM Like in Arcadia.
- LM You could go both ways on both sides.
- MM Why would they do that? I never understood that.
- LM Well, there weren't that many cars. We used to as kids, I lived on Laurel Avenue, up on Upland, just one block west of Euclid, and we used to play in the street. Occasionally cars would come by, we would be there all morning and probably not more than two or three cars would come, maybe no cars would come by all morning. We would put rocks out for goal posts when we wanted to play hockey and the cars didn't mind, they would just go around them if they came at all. There weren't that many cars. We didn't have any freeways. Foothill Boulevard, I believe, was just a two-way road.
- MM So with these vets that are coming back, were they going to school full-time or

- working part-time or?
- LM Many. Yes on both. Many were going full-time and working part-time but they had the GI Bill: Public Law 346 was the one that really got them started, and later on Public Law 550 did, but 346 provided for their books...that sort of thing.
- MM If they worked, what kind of jobs did they do?
- LM Anything. Everything. Just like now. Working at stores, working in agriculture, anything you could get a job doing. They smudged in the wintertime.
- MM So, citrus was still prevalent.
- LM Oh, yeah. I can remember going up in the Chaffey tower and looking out over here and you saw mostly orange groves. Now you go up in Chaffey tower and there isn't an orange grove in sight.
- MM Was the smudging a problem in the winter?
- LM Oh, yeah, [it was] just black. You would go out and your nostrils would all be black, you would take a handkerchief and wipe it and it would come off black. You would get a new baseball for Christmas. You would go out in the smudge and pretty soon it would be dark gray, from just throwing it back and forth. Smudge got in the house. It was a mess. Just sort of an oily mess.
- MM And when did the citrus die out around here?
- LM It was after the war because people started building and coming in. Like we bought the lot here in 1948 and built in the Fall of 1952. We were the last house [to be built] in this area and the orange grove was dug up to subdivide this area. The area just below was a five acre lot that was bought just about the same time that we bought this and they just dug up the orange groves and built lots. That's

what they are doing up north of Upland. We had the packinghouses, people, particularly women, worked a lot packing oranges. They would stand in line and wrap the oranges and pack them, you know. The packinghouses were practically all gone.

MM But there were people that were students part-time there working in the packinghouses?

LM Possibly. Or stores, or just any kind of a job.

MF I kind of wanted to talk a little bit about the next Bond Election which was in 1957 and that was the successful one.

LM That's the one that passed.

MF Do you remember anything about that?

LM Well, only that we were going to. The first problem was, where were we going to go? So Dan Milliken, the superintendent at that time, and the [school] board, of course, was interested. So they finally went up to way up where they are now, which was interesting as they had grown grapes there before. Some people wanted to come down a little farther this way near Foothill Boulevard but it was more expensive so they went up there. What they had, they don't have soil up there, they just have dirty rocks. It's rocky. In fact one person who put in the lighting system went broke because the rocks kept ruining his digging material. He had a terrible time with that. They planted the lawn, they didn't spread it out, well they brought in topsoil and they felt that was cheaper than trying to get the rocks out but they had rocks everywhere. Anyway, so they went up to that spot and then the problem was [to] move the J.C. out and make this all [the Euclid

Avenue site] the high school and that seemed to satisfy the people better. One of the problems was the Daily Report at that time was run by Gerrine Harnish.

MF Is that in Ontario.

LM Ontario. And it was primarily [called the] Ontario Daily Report and served primarily Ontario, Upland, Rancho Cucamonga, somewhat Chino but not Pomona. Gerrine was really, really something else. In fact, Ernie Pane, who as a teacher, took some students over for a tour through the Daily Report area and about every 7th or 8th word was a swear word. I asked Ernie afterwards, “Why didn’t you make a citizens arrest because she was swearing in the presence of women and children!”. He just laughed but she was something else in the community. She frequently was not behind the bond issues and the superintendent had trouble, apparently, getting her cooperation. For example, the kind of person she was, she put a notice on her bulletin board that no employee can trade at Gemmel’s Drugstore anymore. I forgot what the problem was but she got mad at Gemmel. Gemmel got a hold of that and printed off thousands of copies of it and distributed them all over everywhere, [that] Gerrine Harnish wouldn’t let her employees trade with them anymore. There was a rival newspaper, the Ontario Record, that came out weekly I think. She was attacking that frequently and one came out with the headline, “God and Gerrine willing, here’s your Record.” There was big headlines, and the talk around town was why did they put God first! [Joking] So she was something else. Her husband, Dewey, was an architect and was in Rotary, and almost every week he would get fined for something she did! But uh...

MM Were you in Rotary too?

LM No, I was in Kiwanis. I still am.

MF Do you remember what you first thought of the new Rancho Cucamonga site?

LM Well, I think the first thought was that this was a miserable place to build a college. You had this natural growth around: chaparral, sage and rocks, rocks, rocks. It was a mess, and I think that and the slope didn't help anything. You know, you've gotta put a football field and you needed something more level. I don't think people were too happy with it though.

MM It was because it was cheap.

LM It was affordable and it seemed to have worked out all right.

MM Now to go back, what was the position of Gerrine Harnish on the bond?

LM She was...I'm sure she was opposed to the first one. I'm not sure about the second one. I'm not sure.

MM You don't know what her position was?

LM I'm not sure. My guess is that she must have been at least neutral or I don't think they would have passed it. She was quite a force in the community.

MF Then to go up again to the move. Do you remember the move?

LM Oh, yeah.

MF People seemed to really have liked that move!

LM Well, they made a schedule and the schedule was developed for that year, 1959-1960. So we had, I think it was a week, between the two semesters. It was organized so that we could get everything moved at that one time. We asked for student cooperation and made a big deal of them helping and you know you get

them interested and they really cooperate on something like this. So we had hundreds of students carrying furniture out and loading them and then riding them up and unloading them on the campus and this was all coordinated. Most of us were too busy helping students, directing them here and there as to where stuff goes, so nobody was taking pictures, not in our group anyway. Then they had lunch, I think they had a spaghetti lunch or maybe it was dinner. And then they all had dinner at the end and made a big deal out of it and we had badges with a big 'M' on it for moving and everybody had a lot of fun.

MF Were they excited about the prospect of moving?

LM Oh, yeah. Oh sure. There's an interesting story there. Dan Milliken, the superintendent at that time, we had two buildings up on the hill sort of, Social Science and Language Arts. He wanted one walk coming right down the center, they wanted individual walks coming down. He said we'll let the students decide so what happened was the Social Science teachers got together and they said to the students, "Let's make a walk and they put rocks out." The Language Arts did the same thing. Dan Milliken said that the students had decided that they wanted two walks down there so we had two instead of one.

MF So did the students have much input into the design of the campus or sort of what it was going to...

LM No, not much. The faculty did. In fact, our son graduated from Chaffey High School in 1960 and he was one of the new freshmen up there. He was two years there and graduated in '62, so he was one of the people and then our daughter followed him by one year. It was a mess for a while, we had no air conditioning,

practically no insulation and our offices would get up to 95 or 96 degrees. Most of the thermometers in the office stopped at 90 and it would be up to 90 by 10:00 in the morning, so how high it would go I don't know. One fellow, Les Stanley, and I would go down at noon and go swimming in the pool. We didn't swim, we just got in the pool and stayed there and talked as long as we could, maybe 15 or 20 minutes. You could feel the coolness in your body for maybe a couple of hours after that. So we had that way of combating the heat in the campus. It was terrible during the hot weather.

MM One thing that Margaret was pointing out in just reading these – your old interviews [conducted by the Upland library] -- and doing research is that for a college it would be great to be at a new site because you could make all of the technical improvements that you needed. To retrofit an older site might be more problematic.

LM True, that is true to some extent but even then we were very limited on budget and so the college campus, from a maintenance point of view, wasn't built as well as it might have been and so some things had to be maintained more frequently possibly.

MM Now by this time are the community colleges part of the statewide network?

LM Oh yeah, when we went to [become] a junior college, in 1935-37. See Nellie [Mrs. Mather] and I were in the same class together. In fact, we were the only ones out of Chaffey High School '35 that married within the class. We're the only ones left. There were three or four of us before. [The Junior College] was statewide then. There was no problem on the...

MM So did the state give some money for, I mean this wasn't all a local bond measure?

LM Yeah, very much like high schools. The state didn't give so much money but Prop 13 sent the money to the state. Before Prop 13, the school board would set the budget with some limitations and the county collected the money and the county would send the money back to the schools and the state wasn't really involved. Prop 13 came along and just sent the money to the state and got some of it back, and that really was almost a disaster for the junior colleges.

MM Now what was the Unified School District overseeing Chaffey?

LM Chaffey wasn't a unified district. Unified district is one that goes from Kindergarten or first grade through high school. We were a union high school. A union high school sits on top of elementary school districts, each with its own board and superintendent and it's now not only a unionized school; it's joint user high school which means there are districts in other counties.

MM Where did the community college fit into that?

LM The community college was a junior college.

MM Right but is that part of the union high school district, or did it have its own district?

LM It had its own district. Excuse me. That isn't true. When we first started in 1916 it was part of the high school district and then the state law in 1922 made it a separate district. We had one superintendent but two principals. You had a superintendent over the whole area, college and high school and then you had a principal of the high school and a principal of the junior college. The principal of

the junior college was called a director but he was legally a principal and when we moved, we became separate at about the same time so we had two superintendents and two boards and became a separate district.

MF What were the students like by the time you moved there? Did the move affect the kind of students who would choose to go there?

LM No. I don't think so, except some students were now a long ways away. We had buses, of course, and that was one of the criticisms of putting it there, as Dan Milliken would point out, [that it is at about] the center of the district geographically but the campus at that time went clear up to the peak of old Baldy, so a lot of that area wasn't usable. So it wasn't really the center of the usable district. The usable district was at that north end and people in Chino objected. That was a disadvantage of putting it up there.

MF What about what Chaffey meant to the students over the years as the area is becoming less of a homogenous and agricultural area and as opportunities are changing, is the place of a campus like that, in their lives, or in the communities lives', is that changing too?

LM Oh yes. Back in the '30's, we were a small college, less than 1000 students. We were in one or two buildings, primarily one big building. They had an aeronautics building and a library and a gymnasium separate and then later on an art building, but we were a pretty homogenous group. We knew each other, we had a marvelous faculty, really some very fine people, extremely intelligent and a very dedicated faculty. Most of our students were 18-20 years of age, very few older students. We were full-time and we got to know each other, you saw everybody

every day practically. The college meant a lot to people and there is still a lot of that loyalty, particularly people our age because after the war, of course. I retired up there 24 years ago.

MF What year was that?

LM 1977. I retired in June of '77 but when I retired the average age of our day students, I remember we had maybe 2,000 high school graduates, the average age of our day students was 26 years. We had a lot of full-time and part-time people who were working or were married and had kids, a lot of women. We had a large number of single women, divorced who were back full-time or part-time taking as many classes as they could. We had a lot of people going through nursing like that. You had other people [attending] on a part-time basis. You had people at night on a part-time basis.

MM Was the night school and the day school separate in terms of how they were run?

LM No, they were pretty much the same.

MF Had there always been classes at night?

LM In the 1930's, no. After the war, yes. That was an after the war development.

MM From the time of right after the war there through 1977, over 30 years, how did the college change in terms of the type of student it was serving?

LM Well, one of course was the age. The war started the older students but we didn't get so many older part-time students coming back in the daytime. Also we had 15 or 16 thousand people there. That's a lot different than 800 students on one campus, quite different. The buildings are separated, you don't know each other, faculty don't know each other. On the old campus down here we had faculty

boxes, everybody came in and checked their box once a day so everybody saw everybody else there. Up here they don't have that sort of thing. So you've got the Language Arts up here and you've got the Physical Science down here, Biological Science over here, Nursing over here, Language Arts somewhere else. They have eating facilities but they eat at different times and they don't all eat there, so there's very little sense of community. There [was] a sense of oneness on the old campus, there really was. That's different, the number of students is different, the number of clubs. Clubs are not as popular as they used to be.

MF Why aren't the clubs popular? Because of the lack of community?

LM I think partly because the students' interests varied. When we were there, our interest was school, now school is just a part of your life, it's not the whole thing. You've got family and you've got a job you've got to get to. It's different. Also, after the war, it was hard to get faculty to be advisor to the clubs. You didn't get extra pay for it, you were just expected to do this sort of thing but faculty wouldn't always volunteer. I'm in Kiwanis now and we sponsor youth groups, like the Key Club. It's hard getting a faculty member to be advisor to a Key Club. There's no extra pay for it, what do they want to do it for?

MF What about suburbanization? And I guess if you include Fontana, industrialization? How did those influence what the college was doing and who they were trying to teach?

LM Well, you're asking questions I can't deal with too much except the areas had become urbanized. In an interesting way, in Kiwanis, we are after members all the time. Thirty years ago our club was made up of people, professional people in

the area, single proprietorship, owners of business, and their interest was Upland, Ontario, and Rancho Cucamonga. Their lives were here. Now we don't have the single proprietorship so much anymore, big stores have moved in so you don't have your shoe store anymore. You don't have your grocery store person anymore; you have managers instead of owners. You have people who live here but they work somewhere else so their interest is divided. Upland is a nice place to sleep. It used to be a nice place to live. You slept and worked here and played here and did everything here and so it's hard to get people with a sense of community. Masonic Lodge had a study some years ago of why it is hard to get members and one of the things that they came up with was that people don't want to make commitments. That may be part of the problem, that they don't have this sense of community, this sense of oneness that you have when you live here, work here and you play here. It is different when you just sleep here.

MM With this transition from not a small business to really being managers, did Kiwanis change?

LM Oh, you bet. When I was president of Kiwanis we had 90 members, now we are struggling to keep 36.

MM But you do allow people who are now a part of this new corporate world?

LM Oh, yeah. We used to be fussy on membership, now we are not, we'll take anybody in. We even take women. [Says jokingly]

MM Imagine!

LM In fact, I've always voted for women members because I worked with women on an equal basis at the college and was used to that, but one fellow we had that was

manager of the bank, he says “I work with women.” What he meant was that he worked over women all the time and if women were going to join he was going to quit.

MF Did women have a lot of administrative responsibility at Chaffey College?

LM Oh, yeah.

MF Is that typical of community colleges?

LM Well, you always had a Dean of Women and she might be the highest [ranked] woman. You wouldn't have very many superintendents, which you do now. I think [women] are pretty well accepted by everybody now. But we would have faculty members that we would try to get to be Dean of Women or something of that sort but they wouldn't want to do that. They liked teaching.

MM Were the responsibilities of the Dean of Women the same as the Dean of Men?

LM The same type of thing.

MM What would the Dean of Men do?

LM Well, you would supervise all of the student activities, the student government for one thing. And the Dean of Women would help with this, usually a cooperative affair, the Dean of Men was usually in charge of the Dean of Women in a sense, but it didn't work out that way. You usually were colleagues.

MM But bureaucratically you were in charge of Dean of Women?

LM Well, technically. I'm not sure if you could have fired anyone if you had wanted to...

MM Is the Dean of Students over both?

LM Yeah. Usually they have a Dean of Students over both if it's big enough but the

student government is one thing you would supervise, and that's a pretty active group. And then you would also supervise all of the clubs and keep them.

MM Did the Dean of Women supervise the student government as well?

LM Oh, yeah. They both did, usually divided it pretty much the way they wanted to but usually the division was theirs. A lot of these activities you might have interest in and you would help with it but you wouldn't have any authority, like the yearbook, for example, we would help with this occasionally, occasionally get involved with the newspaper, but not usually, that wasn't our area and discipline was one. The discipline was no real problem. It's more of a problem now, maybe, because of dope. When I was a dean, I went to the Ontario Chief of Police Sweeney, and asked him if he had any idea at all if there was any dope on campus. This would have been 1959, or so, and he said, "No." At the student union later on, I occasionally smelled marijuana in there.

MF This was in 1959?

LM No, the marijuana was in the 1970's. So discipline wasn't really a great problem. As a teacher, if a student caused a problem in class you would just invite him to leave. If he's not going to behave, you just told him to get out. You can't do that in high school. I had an interesting case, I had an orientation class for veterans one time and some guy was wising off at the back. I asked him to stop and see me after class. I said, "What did you do during the war?" He said he was a first sergeant. I said, "If you had somebody in the ranks that was sounding off the way you were sounding off to me what would you do?" He said, "I would have killed him." I said, "Do I have to say anything more?" He said, "No sir, you do not." I

never had any more trouble with him. It was that easy. If somebody didn't want to behave, [you just asked], "Well why don't you just drop out?" "Well, maybe I will." "Bring your drop slip. I'll sign it." That was all there was to it. So really discipline wasn't a big problem. You would have some that the deans would have to work with, sometimes a problem with attendance, sometimes there would be a fight, we even had a statutory rape on campus one time, that sort of thing was going on.

MM So in terms of hierarchy at the college, the top position would be the president of the college? Or the director?

LM The president would be the district superintendent, if you had a director that would be like a principal usually.

MM At Chaffey?

LM At Chaffey. Then, under that, you would have your deans.

MM Okay, and so that would be the Dean of Men and the Dean of Women.

LM Yeah, and Dean of Guidance. Then, on the business side, you would have your Dean of Business, too. As far as authority goes, your business manager was usually in second place.

MF So eventually they did away with the Dean of Men and the Dean of Women, didn't they?

LM Yeah, we have Dean of Students now.

MF And why did they do that?

LM I don't know. I wasn't there.

MF So that was after 1977.

LM I was trying to think...when I left [being a] Dean, no I was reassigned in 1961, and I wasn't a dean after that I was a counselor for the nurses for 15 years.

MF Did you see changes in the kind of students that were trying to become nurses?

LM Yeah. Same thing though, here you had all 18, 19 year olds when they first started after the war. Later on it became a lot more part-time students but they had to go to full-time nursing [school]. Nursing was a two-year program but most of our students went through it in three or four years.

MF Was there very much ethnic diversity at this time? Were most of the students white? Or did that change?

LM Pretty much it reflected the general campus. You talking about race?

MF Uh-huh.

LM Yeah, I didn't hear it very well.

MM So the campus changed between the 1960's and when you retired in the 1970's?

LM Yeah, it grew from 1,000 to 13,000 or so. It became more racially diverse. I was thinking, we didn't have a lot of black students in the nursing program. I don't know why, we had a few and they weren't discriminated against. We had Chicanos, or Chicanas.

MM Because it was mostly women in the nursing program?

LM Yeah, a few men went through it but not many.

MM Was it your choice to be a counselor for nursing or were you assigned?

LM Yeah, well, it was both. They needed somebody to do that sort of thing and so I was happy to do that. I was reassigned because the superintendent and I had a battle. I won the battle and he won the war. I felt that student government money

should be spent by students and not used by the district, and bookstore income should be run by the school and by the students. There was no law that said the school district could run a student store so it was run by the students. So the students should have access to the income. We won that battle but there is a law now that says the school district can run a student store.

MM Was that a carry-over from when Milliken was the superintendent?

LM Yeah.

MM Because that sounds like one of his rules: If there was no law....

LM No, that was Dr. Hill you're talking about. Dr. Hill was the original one. Dr. Milliken was in 1945, 1946 and '47. Milliken was the business manager and when Gardner Spring left, then Milliken became superintendent. At that time the school districts could do what the law said you could do. We have a permissive code now.

MF It sounds like you really saw yourself as an advocate for your students.

LM Yeah, I think I always was, particularly in nursing. We had one teacher, Lubarsky, who taught microbiology. If you made a mistake and looked the wrong way he kicked you out of the course. If you got kicked out of the course then you were out of the nursing program. So I used to go down and appeal to his better nature to let the students back in and not have capital punishment for a misdemeanor. He always went along with me, if I would get on my knees and plead long enough. I always felt like I was an advocate for students.

MM Okay, so I just want to make sure that we have on tape the kind of legacy you had in terms of teaching and supervision in the colleges. So, you started teaching over

here at the high school...

LM I started teaching at Branch High School in Fontana before the war, then I went into the service, [and when I] came back from the service and I was in Chaffey High School for about two weeks and then I went to the junior college as Veterans' Advisor. Then became a counselor, then I was the Dean of Men, then Dean of Students for just a semester, and then on the new campus I was a counselor.

MM Of nursing?

LM Well, I was a general counselor but nursing was about half of my job.

MM Okay, and that was kind of when you had the disagreement with...

LM Oh, that was back here [in Ontario].

MM Okay, I just wanted to make sure I had that right. I think that's nearly it, do you have any kind of ending comments that you would like to make?

LM Well, one thing of interest to me is the spread of income. You notice the houses that we have. We used to have a few wealthy people around but now you look around an area and they have houses that are going for half a million dollars, a bunch of them. Up in Upland there are a bunch up there that sold for about a million dollars, and these people represent a very small percentage of the total population, but there are a lot of them. Along with this, we are having supposedly some sort of depression or recession or economic hiccup of some kind going on. [These are] supposedly good times and yet companies are letting go of 2,000 and 3,000 people. There are so many of the lower income people having real trouble getting on and that division is getting more severe. It's very obvious in this area.

You drive around and think of all the beautiful houses there are, and [you] realize what a small percentage they are of the total. That worries me.

MM So do you see that reflected in the community college?

LM No.

MF Or do you think that is a more recent development?

LM Yeah. Well, that's where riots are formed, in that sort of division.

MM Do you feel like there is less interest in this [racial tension] building on that kind of class difference? That the community college is really serving those lower and middle income people and those wealthier people are sending their kids to private schools?

LM Yeah, I'm chairman of a scholarship group through Kiwanis. We gave out 10 scholarships this year and it's interesting, when we graduated from junior college, my wife and I, the better students went onto to junior college. We all did. You did this because this was during the Great Depression and you did that to save money if for no other reason because you could get room and board for \$30 a month. You might have been working for \$1,300. When I first started teaching in Fontana I got \$1,700 [a year]. There were elementary teachers there getting \$1,350. At that time \$1,320 was minimum salary. They were surviving on it so when we graduated from high school, we went to junior college. You didn't think about it. Practically nobody went directly to the university. My brother was an electrical engineer and he went one year and then transferred as a sophomore to the University of California because [the J.C.] didn't offer the math courses that he needed at the time. He couldn't get what he wanted. But that was an unusual

situation. Now in this scholarship program, we get people applying for scholarships. I think last year out of the whole 10 that only one was even considering junior college and I've been gone so long I don't know if the junior college is appealing to the better students or not but it seems to me that they are not. But here again we have the higher standard of living. These kids all have money. Where did they get it? I have no idea but they have money and they are spending scads of money, so they are dreaming of Princeton and Harvard and USC and they're going away.

MM How did your father feel about your going to a community college when he had gone to Pomona?

LM Well, there weren't community colleges when he went to Pomona. In fact his first two years, my father as a freshman and sophomore, rode a bicycle up Euclid Avenue which was dirt up to Arrow Highway and then over to Pomona College. He did that and then my grandfather became district superintendent [of the Southern California Methodist District of the Methodist Church], so they put him in a boarding house at Pomona College. So he was there for the last two years. My dad, I told you, passed the bar exam about 1909, and then he taught school 40 years. About three or four years before he retired he was investigating to see whether he got himself reinstated in the bar and he got himself reinstated without having to take the bar exam. Then he practiced law until just short of his 88th birthday and then he quit that and the reason he quit then was that he had a secretary who quit. The secretary knew where the form went, he knew what the form was and how you filled it out but he didn't know you sent this over to Joe

Blow or somebody else and he got an ulcer out of that! So he had to quit.

MM We were figuring he was about that age, when we were reading your background.

And you were telling how long he worked? So anyway, I think that that is about it. Did we cover all of the points that you wanted to cover?

LM As far as I'm concerned.

(end of interview)