UNIVERSITY OF HOUSTON
ORAL HISTORY OF HOUSTON PROJECT

Interview with: Mr. Lenord Leceer
Interviewed by: Isaac Hampton II
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Transcribed by: Suzanne Mascola
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IH: Today is May 31, 2007. I am in Houston, Texas, at the residence of Mr. Lenord Leceer who is a Vietnam veteran. Mr. Leceer, can you tell me what your date of birth is?

LL: Yes, my date of birth is 01 September 1940.

IH: And where are you from originally?

LL: I was born in Louisiana, a little small town in Louisiana called St. Maurice, Louisiana.

IH: Did you grow up in Louisiana, your hometown?

LL: No, we moved to a little small town in east Texas called Pineland, Texas, which is very close to Jasper, Texas and St. Augustine, Texas, which is off of Highway 96, approximately 75 miles from Beaumont, Texas, the major city.

IH: And coming up, tell me about your parents and growing up in Jim Crow, Texas. What was that like?

LL: Well, growing up in east Texas, in the early 1950s, I graduated from high school in 1958. It was really like every other town and every other city in Texas, even some of your major cities. I did not see much of a difference, from my perspective - same issues, same problems, and same survivor techniques required of minorities. So, I did not see any difference. What happens in a little small town like that is that it was a sawmill town, everyone there worked for Temple Industries who owned the sawmill, of course, and owned the housing. So, it was like working for the country store. You lived on one side of the track. The majority lived on the other side of the track. You met at the grocery stores. You met at the theaters but you did not socialize. So, at that period, it was totally a segregated little sentinel town, but it was one of those little towns where I guess you live and let live. You worked the 8 hour shift at the sawmills together but after that, you went back into your own little world.

Schools, naturally, of course, they were segregated during the time. I graduated from a definite minority school, minority high school, and did not really associate with majorities from that perspective until I joined the military. Now, the one thing that I would like to say about the segregated schools if I can and am going to . . . you can do what you want with it but what happened back in that period of time was that everyone in the community was a mentor. Everyone in that little small town, a minority place we lived, they were mentors to you. They looked after your well-being, they took care of you, they counseled you, and they also reported to your parents if you did not respond to

that counseling. Your teachers cared very much about you, and if you had any inkling that you wanted to try to make something happen with your life, they were in your corner. They did everything that they could to support you and, to me, that was a major factor in my upcoming, my growing up. My math teacher, who was very, very, instrumental in my life, I used to work with him in the summer. He had a garden, he had hogs and he had cattle. I used to work with him every summer. So, he was quite an influence on me.

My parents. Like I said, my father worked at the sawmill. He was a logger. Did not have a university education but he had common sense, really, really good common sense. And his philosophy was that he passed onto me, that "Son, I want you to do something different. I want you to do something better. And better is not staying in Pineland, Texas." His very significant quote was, "If you stay here and you work here, you will be a sawmill hand and a fool all your life." And he was very instrumental and it was very, very true, because I reflect on that now. I did not understand the significance of what he was saying to me but as I looked back and thought about it, what he was saying to me, what I remember in some instances, is that people worked very hard but because of their consequences and where they were, they did not have a chance to accumulate very much, O.K., and the one dollar an hour they were making in the mill did not give them a lot of leeway to do a lot of things. And not understanding the economics of their situation, I do not believe there was no real preparation for future things within that community per se. So, he is saying to me, "Look, you get paid on Friday here. By Sunday, everybody is right back where they were - going back to work on Monday and starting the week over again, doing the same thing over and over." He said, "You do not

want to do that." So, that was very, very instrumental in what happened to me a long the way, I believe.

IH: Do you have any recollection or special influential experience from your grandparents?

LL: Yes, my grandmother was very influential. She was a very strong woman. She understood how to survive. She had those survivor techniques and she passed those survivor techniques onto my father, who understood how to survive. But again, with limited resources. But he was a very good provider for the family. We never went without anything. We were not rich, of course. It did not happen then in that specific environment, but he was there as a provider. So, my grandmother was quite an influence.

IH: Was your grandmother born free?

LL: Yes, she was but, I mean, she was born in Louisiana. You can call it free if you so desire. Free under all the conditions in which she was raised under. But she survived, and they all survived. So, they learned . . . they taught us survivor techniques. And, you know, I look back and I think back now, even as I kind of compare where I am today and where we are today as to where we were then, I personally feel that we have lost those survivor techniques. We do not possess those anymore because we feel like we do not have to but I think that is the furthest thing from the truth. Once you forget those techniques and those survivor techniques and how to survive, you are very vulnerable.

And right now, that is what is happening. We are so vulnerable until we do not think we need to understand that but I do not believe that for one minute.

IH: O.K., can you talk about some of the techniques that your family taught you _____ as a man of color?

LL: Yes. I think, the first thing, from my perspective, the survivor techniques, to me, are understand what you are dealing with, understand the environment which you are dealing within, understand the composition of that environment, why were the power brokers, where is the wealth within that environment and culture, what is it all about, who has it, and how do you get along in that environment. And you have to learn how to do that when we were growing up. I mean, you just knew that in 1955 or 1954, there was a line that was drawn in the sand and you had to be careful how you crossed that line. Now, not that you could not play across that line but you had to be very careful how you did it. So, we learned that. We also learned that it depends on you as an individual, to some extent, how you project yourself and how you relate across those "lines" that you were not supposed to be across and brought you across. And surprisingly enough, what you find or what you found was that there were people on the other side of that line that were just as befuddled as you were about what was happening and they had empathy, there was some empathy for you that was on the other side of that line, too. So, you could meet those folks and you would understand.

I think Oprah said it best when she did a speech at Howard University. She said, her grandmother, I believe, told her she wanted her to grow up and work for some good

white person. There was some calamity there but there is a lot of truth there, and there were some people that were willing to help you, in some cases, covertly but they were willing to help you. Now, I have got to tell you that if you met them somewhere . . . you know, you would go to the house sometime and do stuff, and I did a lot of lawns and stuff when I was growing up, great. But if I met them at the store, they probably would not even speak. But you understood that because now, they are out there with the rest of their culture so they have got to say, this is who I am. So, but you understood that and that did not upset me because I knew that that is what it was. But again, all of these things as you grow up in your culture and you understand it, you are not surprised by what happens. You are not surprised when you meet adversity because you know how to deal with adversity, and I truly believe that our kids lost that in some instance. I think they lost it from the standpoint that it is not because of integration in the schools but integration in the schools was not a bad thing. I am not knocking that at all. I think it is probably a good thing because it exposed us to a lot of things that we have never been exposed to before in the format that we were exposed to it. But on the other hand, they lost those survivor skills. They did not understand that, O.K., yes, now I am sitting here but man, I have got to be twice as good as that student sitting to my right because if I am going to get that same grade, I have got to do twice the work. They missed that and, to me, that is part of the survival I am talking about. And that led throughout the beginning of my military career, basically until the end of my military career. It was the same kind of challenge that you faced.

IH: (Inaudialbe) _____.

LL: Absolutely.

IH: What made you want to join the Army?

LL: Well, again, in 1958 when I graduated from high school, there were not a lot of options out there. One of my options was to go to college and I wanted to do that. I had come to Houston, spent about one month working, had planned to enroll in Texas Southern in September, 1958, and then financially, I started looking at the conditions and I started saying, you know what, I cannot do that. I cannot put my parents through that anymore. I could probably do it but let me try something different and I chose the Army. I was 17-1/2 when I did that. Made the decision. Said, "I am going to join the Army." My parents were lukewarm but I said, "You know what? This will provide me with an opportunity that I am not going to get here; I am not going to have here." Now, the only drawback (inaudible) _____ with the GI Bill so when I got out, I really was not going to have that bill unless they reinstated it during the time I was on active duty. I signed up for 3 years, stayed in the Army as an enlisted person. I went to (inaudible) _____, went to missile school, spent one year there after school, and then went to Germany for a couple of years. I came back to (inaudible) _____, got promoted, and enlisted . . . real fast. Three-and-one-half years, I was a staff sergeant in the United States Army. I got back but the thing about it . . . when I first got to Germany, what they did have was they had educational centers. I mean, you lived on these little installations - Americans only - but they had education centers. They had everything that basically you needed. And my objective was to take as many college courses as I could because you could do that at

night. Well, once you finished working at night in Germany and got off your job, you did not have that much to do. You would go to the Enlisted Man club or you would go to the movie or you could do some other things. But I decided to take courses. So, I started taking courses and when I left Germany - I was there 2 years - I had probably about 60 hours of college credits but I went nightly.

So then, I got back to Alabama as a staff sergeant, still enlisted, taught electronics and other courses at (inaudible) _____ and then I decided, you know, I have got to do something with myself. A funny story. I was teaching basic electronics and when I got down there and came back in 1962, everybody was going to college. University of Alabama at Huntsville campus, they had several schools and all these guys that I was working with, all of them were going to school. So, I said, "You know this looks pretty good. I want to do something." So, I said, "O.K., I want to go to school." But the problem in 1962 was all of the colleges in Alabama were still segregated, and it was a strange event that drove me to go back to school. I was talking to a first lieutenant, a great guy named (inaudible)_____ from Utah. A white guy, white lieutenant. And I said, "_ (inaudible)____, I really want to go to school." He said, "Well, why don't you go out and enroll?" He did not understand that in Alabama, you just did not go out and enroll in any college of your choice. So, I said, "But, sir, you know, the problem is these schools are segregated so I cannot go to school at night." He said, "Well, are there any day schools that are minority that you can go to, or black (inaudible) _____?" And I said, "Yes. There is Alabama A&M, there is Oakwood College." And he said, "I will tell you what. I am going to talk to your boss. We are going to set your schedule so that you can go to school during the day."

IH: That is great.

LL: O.K.? So, he said, "You go out, get your schedule, bring it back and we will work around you." So, I said, “Fine." So, I went out and did that. So, Mondays, Wednesdays and Friday mornings, I took 2 classes at Alabama A&M in Huntsville, Alabama, but it was based on the goodness of this guy who said, "Look, this is not right. We need to help you,” and he did. So, I went out there to Alabama A&M. As a matter of fact, that is where I met my wife at when I was in school. And once I got past that two year mark, I applied for Officers Candidate School. I did the Officers Candidate School, got in . . .

IH: What year did you get . . . (commissioned?)

LL: I went to OCS in 1965, December of 1965, graduated in June of 1966. So, a tough 6 months but it was worth it.

IH: Fort Benning?

LL: No, I went to Fort Knox, Kentucky, to Armor OCS, but I was looking to be an ordinance officer, so once I got through the first 14 weeks, I went to Aberdeen, Maryland and picked up my specialty training to become an ordinance officer. So, I was commissioned in the Ordinance Corps.

IH: Now, for OCS, do you remember were there any blacks in your class?

LL: Oh, yes. Yes, there were. When we started our OCS class, there were about 66 candidates from all over the world. They had Fort Knox, Fort Eustis, Fort __(inaudible) _____. All the branches had their own OCS. So, when we started my class, we had 66 candidates in that class. Approximately, I'd say there were probably 10 blacks in that class.

IH: That is a lot.

LL: Yes, and some of these guys, believe it or not, were draftees, had college educations, and they were draftees, so they decided to go to Officers Candidate School. Now, when we graduated, probably 4 or 5 last graduated our class. So, the number had dwindled from 66 to 33. So, we lost 50% of the class in the process in that 6 months. And most of my classmates, all of them did very well. We did not have any that really had any real disciplinary problems after they got on active duty. Mild stuff. But overall, they did well. So, Officers Candidate School was a great experience. It was a tough experience but it was life changing for me because I received opportunities that I never would have had if I had not gone into Officers Candidate School.

So, you know, after I got commissioned, I went back to Huntsville, Alabama and went through officers missile course which is about a 4-5 month course. Then, they went me to Korea. I went to Korea and stayed in Korea for 1 year, came back from Korea in 1968. But the (inaudible) _____ New Mexico where, again, I knew that I had to pursue

my college degree, I had to finish it because the handwriting was on the wall. Vietnam was going strong. A lot of people were going to Vietnam. But looking back, if you knew what happened in Korea, (inaudible) ____. They had a major buildup but as soon as that conflict ended, you knew that a white guy was going to be rifted out of the Army, a lot of officers were going to get rifted, a lot of enlisted people were going to go, so you knew that. If you wanted to stay, you had to prepare yourself. So, I recognized that, started going to school at night taking courses on white sands, and in 1969, after being in white (inaudible) _____ about one year, my branch called me, my (inaudible) _____ school branch called me and said, "Lieutenant Luceer" . . . I was captain or just made captain . . . he said, "Do you want to go back to college?" And my first reaction was, "Look, don't get me. I am working hard. I am going to school 5 nights a week. Don't play with me. The guy said, "Well, I am not playing." He said, "We have a program. You record is such, you have got a good record, the potential is there so we are sending guys and ladies back to school - mostly guys because there were very few ladies going through Officers Candidate School at that point in time and they would be integrated with the men. It did not happen. It was not happening there. But he said, "We will send you to school. As long as you can finish your undergraduate degree in 2 years, you can go." I said, "O.K." So, since I was already enrolled in New Mexico State at night on post, I went on to the campus the next day, talked to the president of the business school and said, "Look, here I am. This is what I have. These are my credits. This is what I can do and this is what I need to do." And he sat down with me and he spent one-half day. I said, "The prerequisite here was I had to finish this program in 2 years." He looked at it, he said, "You will not have a problem finishing it in 2 years," because we had to go year round. I

did not get any breaks. The only breaks I received was when the school received a break. So, I went to fall, spring and then summer school. So, I finished it in 2 years., I finished it in 1971. Graduated there. Had a great time. It was a good school. Academically, I was very fortunate, did very well, had support of constructors. The school supported me. As a matter of fact, I was president of Blue Key Honor Society, vice-president of Delta Sigma Pi. I just had a lot of things. I am on the present committee for hiring. Now, that is because at that time, New Mexico State had very few minority professors. They had none. They really did not have any at that point in time. So, I was on that committee, selected to be on that committee, to look for the first one. So, during that point, we hired an individual named Dr. Bass Irvin who is a mathematics professor, who became a great friend of mine. He taught there for a while, then he moved up to Boston. So, you know, that was a good experience. That was a good experience for me, that 2 years in New Mexico State which was a great experience. So then, we left Mexico State and I went to Vietnam in December of 1970. So, that is when my Vietnam experience started.

IH: What year did you make captain?

LL: I made captain in 1968.

IH: I want to just digress for a second now. You went from second lieutenant to first lieutenant to captain. Can you talk about your experience with the OERs?

LL: Yes, let me talk to you about that. That is a very important . . . and I will tell you what: I served on promotion boards and I saw signs of things that were very wrong with

that system now. But, you see, that was another issue. Sometimes, that may get lost in the maze. Now, what am I saying? The issue with the Officers Efficiency Report. What I found, because I had 5 or 6 years of enlisted experience in the Army, I knew how the military worked. I was not an officer but I knew how the military worked. In fact, I was a bartender in the Officers' Club. I used to watch these guys and watch their attitude, watched how they did things, watched how they talked, and I knew that, you know, you gain a lot. And bartenders are strange. I had a great job. They would confide in me. They would tell me things. And then we developed friendships and they would talk. In fact, there was this guy (inaudible) _____ captain, a great guy, good friend of mine who passed away about 5 years ago, who told me, "Son, see if you go to Officer's Candidate School." I was reluctant because I did not have a college degree. He said, "You will be fine." And he was right. But that is where I made a lot of friends, in that arena.

The system itself is partly to blame, O.K., but then, there is another piece of that and individual just do not know what that piece is, if you have not been exposed. Now, what am I saying? I am saying to you that if you do not look out for yourself, at that juncture, not a whole lot of people are looking out for you. You have got some people that will take time to help you if they can but they are busy trying to make things happen for themselves, so a lot of times, in that chain of command, you get lost. So, you have to be proactive. And because of my experience as an enlisted guy, you ought to do that.

The first thing I did when I got my assignment to Korea, the very first assignment was a missile maintenance officer in Korea. The very first week I was in my unit, the very first thing I did was go ahead and knock on my company commander's door who was the captain and said, "O.K., I am here. They sent me here, so here I am." And the

first thing I asked him, I said, "You know, I need to know what your expectations of me really are. What are your expectations? What do you expect of me and what do you expect me to do? I know what my job title says I am but what are you expecting of me? What is it you need that I need to provide to you?" Now, what does that do? When you open up that dialog initially, O.K., that puts that individual on the defensive. O.K., now, they have got to come back and tell you something. My son graduated from West Point and the first thing I told him when we were talking, I said, "This is what you do, Son. You go in there with your pen and your paper and you write down the date, the time, and the place. You record that conversation. That is your initial input and your initial thrust into the unit. Find out what they expect of you." And there was a process that after 60 days, they had to give you a review. "Well, do not wait for that 60 days. I went back after 30." I said, "O.K., I have been here for 30 days. Am I doing what you expect me to do?" O.K.? "And if the answer is yes, you say, 'O.K., fine, sir. Is there anything else I can do to improve?' If the answer is no, then you say fine and you leave. Now, if there are things that you could do to improve, you do it and you keep checking to make sure you are doing the kinds of things to make those improvements. In 60 days, they write your officer efficiency report so when it is time for that after that 60 days, you have got your notes, you have got your conversation, and you will get a copy of the OER normally, if they are going to do the right thing and give you a copy. So, you read it. You match up what the guy said when you were in the interview, you match up what he put on the paper. If the two do not come together, then you have got to ask some questions. Now, I know that is hard, and I was just fortunate that I had that experience so I knew that I could do that." And that was something that our kids coming out of, well,

when I was in active duty, they were coming out of programs and a lot of OCS schedules had the same problem because a lot of them came and were just in for the basic training, then went to Officers Candidate School. They did not have that background or that knowledge. Guys that had been 4, 5 years, I found, fared very well as officer candidates in most cases because they knew the system. Then, I found that same thing true for some of these kids coming out of college and honestly, I had a lot of kids come from historical black universities and colleges that worked for me throughout my career but I always try to pass them onto them, that bit of knowledge. But, you see, what happens to you. . . what was happening is that where you get hurt and you never overcome it is at the lieutenant and captain's level in the Army. And because those kids were so young and had not had that kind of training, they did not understand that. A guy will walk in and say, "Well, I am going to give you a great report," and he gives you a third block report. That is not a great report. It looks good to you because you do not know any better. And that is what was happening to a lot of the lieutenants and captains. And it may be still happening, I do not know, because I have been away for awhile now. But it is because he did not do the kinds of things I am talking about but they were not trained that way. Now, from my perspective and they may be doing it in the universities and colleges now, they may be doing it at Prairie View, they may be doing it at Jackson State, but that is one thing that I think is very, very important, is that in that curriculum, emphasis needs to be put on the kinds of things that just . . . the thing I just said - teach those kids how to operate in that environment because, again, if you do not, they get lost. And once they get hurt as lieutenants and captains in the OER system, it is very difficult to overcome because the next step is major. And I sat on the majors' board in 1986,

1987. I sat on the majors' board and I sat on another. But the majors board, when I looked at some of those kids, and I knew . . . I looked at some of the reports. The West Point graduates, minorities, there were historical black and there were OCS folks. OCS people, a lot of them did very well. Even the military academy. And I can tell you that there is not that much difference in cadets. Once they get through that school, they all come out of there with the right tools and things to do. But even those kids were getting hurt. They were getting hurt on their OERs. Now, when you are sitting on the majors board, I mean, there is not a lot of room for error. I mean, just because a kid happens to be a minority, you cannot just say I am going to get him promoted. It does not work that way. The system does not work that way, I do not care what people tell you. If your records are not reflective, you are not going to get promoted. It is just that simple. So, consequently, when you get hurt as a lieutenant and captain, and at that level, it is hard to get to the major's level and then even if you get to the major's level, you are going to be struggling the rest of your career because they look at that total record. I mean, if you are in 25 years as commissioned officer, when your file goes over before that promotion board, they are looking at 25 years. They are not looking at your last 3 years. So, that is the problem, is that the primary impact is right at these kids' career, at the beginning of that career. But that follows them all the way to the day they retire, and that is the problem I see with that.

IH: So, when you became a commanding officer you would take your junior officers and you would mentor them about, hey, this is important for these OERs because they are going to follow you?

LL: Absolutely. See, the Army is blamed for some of that because at one time, there was no requirement for a rating officer to (inaudible) _____ OER to an officer that has been graded. The first time that they saw the thing was in trouble was when that OER got back to Washington, they came from an assignment and stopped in to see it. Then, they realized, I did not make it. I have got problems. Because it was not a requirement. Then, they changed that so they had to show you that OER and had to talk to you. But see, if they did not show you that OER and you were not on top of the game of going and sitting down and talking to him . . . and a lot of young officers did not have that kind of relationship with the senior guys, with even their captains, the company commanders.

IH: So, I heard something that they were not, a lot of times, did not get to see their OERs.

LL: That is right.

IH: So, your commander would say, well, Hampton, you have a 95 or whatever and you would just accept that and that was is it?

LL: Yes.

IH: But they did not need to go into the narrative or anything like that?

LL: You did not know any of that, you know, and they would tell you but they would give you something . . . "Well, I gave you a good OER." Well, good is relative. Good in relation to what, you know? That was the problem as I saw it and that may be still the problem. But now, they have to show you, and you know, if you are listening, you know whether you have . . . we all have shortcomings. And instinctly, you already know what they are. And if the guy just happened to hit the shortcomings that you already know you have, then he is right. But then, there may be some things that are happening outside of the periphery which you think are your shortcomings that you do not even recognize. But now, you are talking to them. . . you can kind of look at it and say, well, you know, this guy is right. I do need to do this.

One of the things that happened to me as a young second lieutenant in Korea was I used to go to the Officers Club all the time but we used to go because we all ate there at night. I mean, I was second lieutenant when I went there. But I was always kind of independent and did not . . . by socializing, I was not always the first one to jump into the group. I did not do that. I just kind of sat back and watched to see who was the group, what was the group about, and let's look at it and let me analyze whether or not I want to be part of that group. My company commander was a very good guy, and he said to me, "Lieutenant Leceer, are you kind of antisocial?" I said, "What do you mean?" He said, "Well, you do not go out and drink with us." I said, "I drink. I have a couple of beers. Lieutenant, I am trying to learn my job, O.K." Luckily I knew him before when I was enlisted, so I knew who he was. We had a relationship. But that is the kind of thing that happens to you. And it was not that I was being antisocial, it was that I was the only minority officer in that company and while you do not feel isolated per se, you know you

do not quite know where you fit. You do not quite know the acceptance of who these guys are and how they are going to accept you. So, to keep yourself from being embarrassed, you kind of play the periphery until you can feel your way into what is really going on and who are the guys you really want to hang with and want to hang with you. So, that was kind of the way I did it. But that was one of the things that he said. There was no way I was antisocial but just the environment and the atmosphere that kind of made me think that I needed to see what was happening first. And I made very good friends but it took me time.

So, all those things fit in. But the one that is the most critical is OER, and from second lieutenant to captain. I mean, that is a critical period for young officers. They need to understand that, and they need to be trained that way. Even coming out of ROTC, they need to be trained that way. They need to understand that that is critical and that needs to be emphasized. You cannot overemphasize that.

IH: As an officer, at what point is the advanced course. . . when do you learn how to write an OER?

LL: It depends. You can go in as a senior second lieutenant, I mean, and have to write an officer efficiency report. And especially during that period because in the officers candidate schools, your tactical officers are either first lieutenants or second lieutenants. And if they are senior second lieutenants, they may have a couple; two or three lieutenants working for them that are TAC (tactical) officers. So you need to be able to figure out how to write OERs in a hurry.

IH: So, there is not a formal training program?

LL: No. In Officers Candidate School, you hit on OERs a little bit, you talk about them and you have got to go to the regulations to figure out what all of that means. But you could be writing Officer Efficiency Reports as soon as you become a senior second lieutenant or first lieutenant. I was a company command in Korea as a first lieutenant and I had about 8 second lieutenants and a couple of first lieutenants working for me as a senior first lieutenant. So, I had to write all these folks' OERs. So, it has to be something that you do for yourself. And the real training . . . you do not get any real form of training until you get into your career course as a captain.

IH: So, that is the first time that you wrote OERs?

LL: That is the first time that you really get 3 or 4 weeks of formal training and how to manage people from that perspective. But you are thrown in there. Officers Candidate School gave me a little bit. Your basic course, they do not have time. You have got so many things to do. You have got to read OERs and you have got to get a file from somewhere. You have to figure out how this thing goes together.

IH: From your experience, what was the biggest cause of inflation and why?

LL: I think what happened, as I recall, is that you had a lot of officers, a lot of senior officers, right when they first started the system of trying to deflate the OER system, a lot of them tried to do the right thing and if you have 15 officers in a particular job or 15

officers that you "commanded," you would have to rate those officers 1 through 15. So, that meant that so many of them could get the top block, so many of them get the second, so many of them get the third block. Now, that is the way the game was supposed to be played. But then, you had these officers out there with probably a lot more experience than I had because I was a young captain or major at that time that said, I have seen this before. So, while officer A may have been trying to play the game properly, officer B said, oh, no, I am not going to play this game. I am going to keep rating my officers the way I see fit. So, they did not do all of this hierarchy, they did not do all of this rating. They were putting too many into the top blocks. And they used to even put out letters to those officers that said, hey, you are not following the system. I mean, they have letters that they sent these guys that said, you have got to change. O.K., but what was happening - A was playing the game, B was not playing the game, C may have been playing it a little B, and the guy that got hurt was the guy working for A, where A was playing the game and the rest of them were not. So, that caused some inflation, so they tried to get that down. But the bottom line on that is because of what happened and it was just a creep - there was a creep in the OER system from the time I was a lieutenant to the time I left as a full colonel, there was a creep in the system. And people . . . if you got a good officer, you do not want to hurt that officer, O.K.? You do not want to hurt your good people. So, naturally, it caused the OERs to creep because everybody now said, I have got to rate my guys (inaudible) _____ high because if I do not, I am going to hurt him, I am going to hurt his career. So, that is the reason for a lot of that. Some officers were playing it right, some were not. So, some people got hurt in the process.

IH: Doing my research, I had read that one lieutenant colonel had said, "Well, good officers write good OERs." And then, also for your people on your (inaudible)_____, you want to reflect that I have the best officers. So, they would write good or inflated reports saying, you know, we have the best guys. I mean, sometimes it was true, sometimes it was not, I guess.

LL: Yes, you know, everybody is not top block, let's face it, O.K. If I have 15 officers, all 15 of my officers are not top block. So, it is up to me to discern and be able to do that (inaudible) _____ cut as to who I think is the top block and do it honestly and to the best of my ability. But some officers I found really do not want to be bothered with that so they rate everybody high, and that was an issue. That was definitely an issue. So, of course, yes, a lot of good officers got hurt by bad officers . . . not bad - a lot of officers were not as good as the ones that got hurt, were getting top blocks. And so, when you look at that board again and you go to that promotion board, they are looking at your OER and they are looking at your picture and that is what they see.

IH: Do you believe there was an influence . . . if you had two officers, let's say, one from an HBCU and one from the service academy, West Point? Do you feel there is a certain good old boy network for the service academy graduate?

LL: I am not sure. I would say there is probably some of that but I cannot tell you because I would be wrong. I think when you probably see more of that is in the combat arms because most of your combat arms, the majority of your combat arms officers, a

lot of those are West Point graduates, a lot of them come from a lot of universities but, in my field, on the ordinance board and a lot of the other places, the other branches, we had very few military academy guys because the military academy was there to provide the combat (inaudible)_____ now, they changed that where they have a certain percentage of these guys and girls that do not do these combat service support. But most of the Army officers, the infantry officers, the artillery officers, come out of the academies. So, it may have been happening over there and I am sure in some cases, it did. Once they started promoting minority officers, black officers, I mean, a lot of guys - the majority of them initially when they had to, they came from the historical black colleges and universities. I mean, my mentor was from one of the historical black college universities, a guy named Ed Arnold who was just a super man. The guy was just great. And he did very well. I remember he got awarded to brigadier general and I met him as a full colonel. He was my last boss, the joint chief of staff who retired as a lieutenant general. He was working for General Colin Powell at that time when he retired. In fact, I gave him his retirement farewell dinner. But yes, he was from Southern University.

IH: Louisiana?

LL: Yes, Southern University. There was another guy, Cal Waller, from Prairie View who made lieutenant general, who was General Schwarzkopf's deputy during the Desert Storm. So, those guys did very well. They were very proficient. I mean, they were not put there because they were a minority; they were put there because they were good and deserved it. There are many, many of those guys.

IH: Can you talk about your experience throughout your career with racial tension, particularly in that Vietnam era? Did you ever come up against, this is a black man, officer?. . . [end of side 1]

LL: I think that racist thing, it is a double-edged kind of thing. There is, you know, the covert and the overt. In Vietnam, I did not sense, from my perspective, where I was . I was a company commander. I had two companies during that year I was over there. Great. I had some good companies, had one bad one in which I had a lot of stuff going on and had to work with it. But I did not experience any “overt" racism. Now, was there some tension? Absolutely. That was in 1971 and 1972, and during that time, a lot going on. I had a large minority contingency of soldiers in one of my companies and, you know, there were always demonstrations and marches. And when they came to the unit, a lot of them came in with that leaving the States and coming to Vietnam and they saw what was happening in the States . . . they were very bitter. They were very bitter. And I could understand it. I could understand that. But on the other hand, when you are looking at it and you are trying to keep it all in the proper perspective, we were there. And, you know, while I would let them do things - they would have meetings, they would have all this stuff at night, and I would talk to them. I mean, we would have a lot of chats. I mean, we would talk about the real things in life and talk about racism, and they would talk about this and that, but, you know, somehow, you have to say, O.K., all this has happened but by the same token, you have to keep your eye on the prize. You can win the battle but you can lose the war. O.K.? So, what am I saying? I am saying try to

make them understand, make sure that they understand that you understand that yes, I am a black man and I faced a lot of the same kinds of issues that you are facing, but by the same token, you cannot let that get you down. I mean, you have got to be stronger than that. You have to figure out, O.K., I am not going to let this system defeat me. I am not going to let America defeat me because that is not what America is all about. O.K.? And I tried hard to ingrain that in them. I would have conversations with them. I would have conversations with them at night. I would have conversations with them in the day. I would have private conversations with them. So, you know, I had a lot of communication with them. And I will tell you what: they came around and I did not demand respect. You cannot demand respect, you have to command respect. There is a difference. You know, I am an officer, but you cannot demand that your troops do this just because I am a captain or I am a major. It does not matter. I mean, you know they will do what they have to do and they give you so much. But when you command respect from your people, they will go that extra mile for you. I mean, they will work those 3 or 4 hours a night when they know something has to be done and you do not even have to tell them. I mean, those are the kinds of guys I had in Vietnam. They knew what we had to do and what we were trying to accomplish and being combat service report, we had all the logistical things that the troops needed in the field. We had all of their web gear, we had all of their flight jackets. We had everything. I mean, you had it all. So, we had to make sure that those things were ready to go to those units and have replacements. So, they did. And again, it was because of the way I related to them. Now, if you were wrong, I was not going to cut you a whole lot of slack. You have to pay the piper. But if you were right, I am going to stand up for you 100% against all

odds. It does not matter. I am not going to let anybody mistreat you. So, we had that understanding. So, my troops were good with that, I had officers as a captain, and I had about 12 lieutenants working for me. I had some good ones, I had some bad ones. I had some guys that I know covertly, they hated my guts but it did not matter. You know, it did not matter that they hated my guts. What mattered is that you do your job. O.K.? And I am not going to hold it against you because you do not like me, I am going to hold it against you because you do not do your job. So now, I am the guy who is writing your OER and it is going to be reflective of the job you do. And all you have to do . . . I command respect . . . all you have to do is respect me and do the right thing. I do not care and I do not need to see who has the duty hours.

In fact, what I did . . . a company commander was relieved in the second company that I took over, the captain was. I had just left a company, did not want to go to that command, and the colonel said, "You are going, Captain, to take that company." I said, "You have got to be kidding. I just finished 6 months. That is hard stuff." He said, "Well, I don't care. You go take that company." So, I went and took the company, and the previous company commander was living only within, what we called hooches. They had big old hooch and they had rooms there. He was living there with all of his officers. He was a captain and he had about 11 or 12 lieutenants and they were all living together. Well, you know, you cannot do that because if you do that, you are going to lose control. I mean, you cannot live and work and drink with those people 24 hours a day and then expect them to get up the next morning and go out and do their job for you. It does not work. So, when I took that company after the guy was relieved, the colonel asked me, he said, "Captain, are you going to move?" I said, "No, sir. I am not going to move. I am

going to stay where I am." "Well, why do you want to do that?" I said, "I do not want to get that close to any of you. I want to be able to stay my distance and if I have a beer at night or if any of my friends cut up, I do not want to do it in front of my lieutenants," I said, "Because that is not going to work and that is what happened to your last guy." He said, "Yes, you know, you are right." So, I stayed there. So, consequently, that worked out very well for me. Now, was there racism? There was racism everywhere and don't you forget that. I mean, you know, it is there. It is human nature.

I moved back to Texas. I moved back to the Houston area. I am in an area . . . I am here, getting along great with everybody, play golf and meet a lot of folks. But, you know, your antenna is . . . you do not go around looking for this stuff. That is the worst thing you can do. But be attuned to what is happening around you in this world. And that is why I am saying that a lot of our kids and our young folks are not attuned. They do not know what is happening. And you need to understand that no matter what your occupation is and no matter what it is you are doing. And you also need to understand everybody is not going to love you. I mean, that is just the way it is. A lot of your own people are not going to love you. In fact, you know, they can be horrible sometimes because you allow them to get a lot closer to you in some instances. So, you know, it is there but as long as it is covert and is not present to me, I do not look for it. My philosophy is I am going to treat you the way I want to be treated, and if you do not treat me that way, then I do not bother with you anyway. But what I try to do is I try to keep my enemies close to me. Even if I see you, I am going to speak to you. If I continue to communicate and speak to you, I am going to break you down somehow. I mean, you know, if you are an average person and you are a decent person, you cannot continue to

walk by a person and not speak when that person has not done anything to you but said good morning. I mean, you have got to be some kind of, I do not know.

IH: That person has a problem.

LL: That person has a problem. It is not your problem, O.K., so you continue to deal with that and just do the things you normally do.

IH: During the Civil Rights and the Black Power Movement, was there ever a time, as a man of color, wearing a uniform, that you questioned where you were; seeing how, you know, hey, we do not have all the civil social rights that we should have and we are here fighting in Vietnam, or could quite possibly die and have a life changing injury, where, again, in the States, you did not have all these rights that should have been extended to you as an American citizen? Did you ever have any second thoughts about wearing the uniform?

LL: You know, I have to say to you that yes, we all have those and if anybody tells you that they did not, I would not believe them. I would say, well, you know, O.K., that is fine. Yes, I had that. I mean, that always enters into your mind. I mean, you know, it entered into my mind from the standpoint that O.K., all this is going on and I am away from my family, I am doing all these things, I am working my butt off 24 hours a day in a lot of instances, and this is what is happening back home? It bothered me some. It bothered me some. But on the other hand, I said, you know what? Let's try to look at

this thing and say, O.K., are we making any progress? Are we making any progress? And I go back to World War I, World War II, the Korean conflict, and see and kind of look at some of the progress that we have made, O.K.? We were making progress. It was slow but we were making some. Vietnam itself - we lost a lot of minorities because a lot of minorities signed up over there - a lot of them got killed, a lot of them did not come back. And that was devastating for us. We lost a lot. But there, again, was a flaw in the system. I mean, it was a draft system. There were a whole bunch of other things that caused that to happen. You know, your guys who are in college and getting college degrees, they could keep getting the deferments; while, I mean, you are sitting down here, 19 years old, in third ward or fifth ward and you are not doing a thing but sitting there every day and you are not in school, you are not going to get a deferment. You are available. Let's go. So, a lot of that happened. I got upset? Yes, sure, we all get upset, but I learned and my father taught me and my mother taught me - you cannot let hate consume you. You cannot let it consume you. And then, again, I said, you know, I was fortunate, I came back, I did the right kinds of things and I reaped a lot from the system. But I also gave a lot to the system. And I had a lot of friends that reaped a lot from the system. So, why everything was not hunky-dory, I have got to tell you it was not. There was a lot of covert racism and some outright.

I can remember an incident. It was a major. We had an incident right across the street from me. It was another captain.

IH: Stateside?

LL: No, this was in Vietnam. And during that time, you know, all the blacks wanted to live with just blacks. I mean, they did not want to be bothered with anybody else. Black Power. We want to live together. And this guy was an educated guy but he did a dumb thing. He was an ROTC officer but he did a dumb thing. In the military, you need unit integrity. I do not care who you are - if you are part of that unit, you stayed with that unit. I mean, you know, if you were in that platoon, you stayed with that platoon. You do not let Joe Blow in your platoon during the day and sleep at the C company's platoon at night. What this guy did . . . I talked to him. I never figured it out. I said, "What are you doing?" He allowed these kids to have barracks of choice. O.K., so we ended up with all black soldiers in one barracks, all whites in the other barracks and I said, "Now, what are you doing?" "Well, they want to just be" . . . I said, "That does not make any sense. You are asking for trouble."

IH: This was a black lieutenant?

LL: This was a black captain who is a smart guy. I mean, you know, college degree. He had no leadership skills obviously. So, he did that. And one night, there was . . . these kids are already mad, they are already hostile. You put them all together; it is just a conundrum of things. It is just boiling over. White kids went in to wake somebody up because they were on the night shift to go to work. Well, the kid had a baseball bat, I mean, because he did not have a weapon. He had a baseball bat. That is what he walked around with. So, he goes into these barracks and there must have been 40 guys in there, all black guys in there. He said something to wake somebody up and they jumped up and

the kid felt intimidated. So, somebody started at him and he hit this guy with a baseball bat. Boom. Paralyzed him. And all hell broke loose. I mean, that place went up in flames. They burned up the barracks. I mean, it was just ugly.

IH: This was in Vietnam?

LL: Yes. In 1972 that happened. Man, it was like crazy. And it was all because of poor leadership. You keep unit integrity. You do not let anything like that happen. And it just did not make sense. The place was burning to the ground. So, the only way they got that situation under control, they had to take individual soldiers and move them all around Vietnam, and put them in different units. I have never seen anything like that. I mean, anybody that has done anything or been in any management position, you know better than that. You know that you have got to have unit integrity and you know you do not allow that situation to happen. But because the guy did not stay with the basic principles of leadership, the whole thing blew up.

And then, we had a major sitting up at the headquarters . . . this guy and a big dog. Now, he is at the headquarters. This is the time all the stuff was happening in Birmingham and they were sicking dogs on black folk. This guy brought his big dog in his Jeep, came down to see what was going on and these kids are all standing around in formation, and the dog got in front of them snaring. And that set them off again. I mean, I am saying, just all of the blunders that were made in that situation were just unbelievable. Just basic stuff. But anyway, that is just a diversion, another story. But that is the kind of stuff that happened.

LL: That was the worst I have ever seen. It was just bad news.

IH: Can you talk about your feelings that you had, currently have, but again, during the Civil Rights and Black Power Movement? I mean, when you saw King or X, did you agree with both of them, one of them or just parts of both of their philosophies or not at all?

LL: I have to say to you that when I listened to any of those guys, even Stokie Carmichael, I had to listen to the message. What was this guy saying? And even Malcolm X. Even Martin Luther King. What was the message in what they were trying to get across? Each one of them, from my perspective, had some good things. But I tried to take the best from those individuals and put it all together and see what works for me. What works for me? I was not a militant. No, I really was not. But that does not mean . . . you see, people get mixed up there. Militant does not mean I am going to take crap, O.K.? If I am not militant, that does not mean I am going to take crap from you. It just means that I may be dealing with it a little bit differently and you know when my cup runneth over, then I am going to deal with it the way I have to. But I do not go into the arena looking like doing that. I go into the arena giving everybody the benefit of the doubt. And now, you have got to prove to me that you are not worthy of what I am giving you. You have got to prove to me that you are not worthy of the respect and the dignity that I am going to bestow upon you. And once you do that, I can always change my mind. I can always do what I want to do. But there is no one way that is the right

way. It just does not happen. It is a hodgepodge of things that make this whole system right, as far as I am concerned. I mean, if you look at politically what is going on now, there is no right and totally wrong in any of these candidates that we have running for president or going to run. You have got to take the best of what all these people are saying and say, O.K., who comes more closer to my philosophy of what I want to see America become, of what America should be, and who is that candidate? So, I did the same thing with Martin Luther King. I did the same thing with Stokey Carmichael, Huey Newton. I listened to all those guys. They all had points but they were all going at a result in a different way. And, you know, believe it or not, there was no way that America was going to allow Huey Newton to do what he wanted to do. I mean, it just was not going to happen. But you can still be a little bit of Huey Newton, you can still be a little bit of Stokey Carmichael - but you have got to know when to use those tactics. And that is the way I felt. I mean, that is the way I felt the whole time I was in the military. I mean, I always watched my back - I have got to tell you that. And I was always on cue. But you would watch it. But I did not go around looking for things. If you observe what is happening around you, you can pick it up in a hurry. You will know. You will absolutely know. And, again, as I say, if you watch your job performance, you make sure you are doing the right thing and you make sure you are communicating with your boss . . . and if that boss is not communicating with you, you need to find out why aren't you communicating with me? What is it about me that you do not want to communicate with me about? So, you just have to understand how to balance those things, as far as I am concerned.

And then, the truth of the matter is, if I look back on my career, I gave and I took, and the military gave and they took. I left the military. They sent me to graduate school up in Boston for 2 years, they paid that full tab and I went through all the military schools. I mean, I went to everything that I could go to and I retired as a full colonel and had a good career. Left with them with an MBA. Started working on a Ph.D., education administration. But, you know, so it was a give and a take. And the truth of the matter is, this may sound strange coming from a black man but I am going to tell you something - systemically now, we have no discipline in the system. We have no discipline in the system. I am not saying that . . . do I think we should come back to the draft? No, I am not saying that at all, but I am thinking that somehow, every young American should pay some dues somehow. O.K.? There must be some commitment for service to others. You need to have discipline in the system. Now, you say, well, what are you talking about, Colonel Luceer? Well, what I am talking about is that when I joined the military, I enlisted. I was in regular enlisted. But during that period, we had a lot of college graduates and a lot of them coming from historically black colleges and universities in 1958, 1959 who I served with. I was 17-1/2. These guys could be anywhere from 22 to 30 years old if they (inaudible)_____ advanced degrees. So, they mixed all those lots together. I learned a lot from those guys. They taught me a lot because they had been in the world a lot longer, they had been in college. So, I learned a lot from them. And I also learned discipline, real discipline. And I am saying I think if we had some sort of a service oriented thing . . . it could be a hospital where these kids have to give something back to this country and find out that look, there are no free lunches out there . . . the world really does not owe you anything. The world owes you an opportunity to get it

and the world should not hinder you from doing what you want to do. Now, that, I believe. But I believe that you as an individual has responsibility to do something yourself. And what I see and what bothers me the most is I see this, what I consider people looking for an instantaneous satisfaction, what I call instantaneous satisfaction. Well, O.K., but it does not work that way. It is reflective right now of our society. I am an old man but, you know, these kids now want to do what I have done and it has taken me 45 years. They want to do it in 2 or 3 years.

IH: Microwave society.

LL: It does not work that way, man. It does not work that way, and I think that is what has caused a lot of the problem.

IH: They see the result but they do not see the work.

LL: They do not see the work that went into it. I mean, man, I spent, like I said, 31 years in the military. I spent 12 years working for another firm up in Washington, D.C., where I had a lot of stuff going on. The same kind of stuff but, I mean, as a civilian, doing it as a civilian. But man, I mean, they do not see all of that. Well, that is another subject.

IH: Almost wrapping up. I just have a couple more questions. Back in the 1960s, again, the Vietnam era, can you tell me what was a symbol of masculinity for you as a black man? Like some of the folks talked about Muhammad Ali, Jim Brown, Huey

Newton, Tommy Smith, the Black Power Sign, Fred Williams, or maybe it was someone in the military. I am just curious - for you back then, what was a symbol of this is what a man is, of masculinity?

LL: That is a tough question. How do I define it? Masculinity does not always have to be physical. Masculinity, to me, is a combination of physical and mental. And I do not believe one has to be confrontational to be masculine. So, you know, I guess when I sum all that up, the person that probably comes closer to anything, to me, is probably Martin Luther King. The man stood for something. He knew what he was standing for but he was not a confrontational individual. He had a plan and he worked it. So, from that standpoint, he was probably my mentor masculinity. Now, physically, I had guys in the Army that I looked up to, guys that, man, stood tall, like Jack Rozier, Howard Boone. I mean, these guys stood tall. I mean, they stood tall. I mean, when they walked into a room, the room stood still, O.K.? Art Holmes, those guys all come to mind. All those guys I am talking about, they came from historical black colleges or universities, the guys that helped me along the way. And guys that commanded respect. To me, that is the way I saw it. Yes, Muhammad took a hell of a stand, I have got to admit, and that was good stuff, you know, but you have got to ask some other questions. And during the time, that was one heck of a stand. But you have got to look at the results. I am getting off on a little bit of a tangent. You have got to look at things that change events. You have got to look at things that change the world. You have got to ask yourself, who are the people that really changed the world back during that period? I would say to you that Martin Luther King was probably one of the very first. He changed the world. He changed the

world's way of thinking. So, he had not only impact in America, he had a global impact. Muhammad was very significant. Absolutely. Malcolm. All those guys were significant. But when you look at the people that really changed the world, I have got to give Martin Luther King about 95% of that credit.

IH: I would not disagree with you on that. Wrapping up, what do you feel people need to know about African Americans' military service during the Vietnam era that has not been told or written?

LL: Well, you know, and it has probably been told . . . they need to know that those young men and young women that were over there, African American . . . and there were some African American women there but they were in what they called the WAC. I mean, they were in their own unit. But I watched these kids perform and they played a very significant role in Vietnam. I was at Long Bien but I had access . . . I watched these choppers come in, the Medivac choppers, and I would be there sometimes and run the hospital area, and watching these kids coming in there all shot up that I just pulled out of the bush. Man, it was ugly. And those kids made a lot of sacrifices. Black Americans. Everybody made a sacrifice in Vietnam. But the black Americans made a significant sacrifice. And we got our few medals of honor, we got our silver stars. So, they contributed. They really made a heck of a contribution in Vietnam. There were some problems but the problems were not only with African Americans, the problems were with everybody. And the biggest problem that I saw in Vietnam was the drug problem. I mean, that was a bad problem. It was a terrible problem. So, consequently, when I was in Vietnam, I saw this drug problem and it was not only the African Americans that were

doing it. I mean everybody. I mean, all these guys were doing it. It was just an ugly problem.

IH: Was it mainly marijuana or was it the drug of choice?

LL: The drug of choice when I got there was heroin. It was a little vial, a little plastic vial about like that - for $5, you could get a bottle of heroin. O.K.? And that was happening. How was it happening? Well, take Sienna Plantation. And if you are trying to guard this facility, you have got a perimeter out there, a guard perimeter with bunkers, machine guns and all the stuff. You know what I am talking about. And right next to that is a little old village over there that is sitting right down the hill from that bunker line. Well, you have got all these soldiers sitting out there at night. They are away from home and they are feeling bad. And you got these people coming up there selling this stuff to them. O.K.? So, you go out the next morning, you see all these vials on the bunker line. So, you knew what was happening. It was a dangerous situation because, I mean, these kids could have come in there and started cutting throats easily. But that was really a bad scene and consequently, what happened, I think, is a lot of the guys and girls that had those problems, they brought them back to the States and then that is when the habit went from $5 a day to $200 a day. You saw robbing, people taking stuff right out of their house, breaking into homes, and that was the real culprit. I mean, I do not know if anybody ever talked to you about that but I mean that was a real culprit, man. Real significant. And I used to talk to a lot of those kids because I sent them to drug rehab. I mean, the drug rehab did not really work. I mean, it was O.K. sometimes. The best

thing you could hope for was get them out of rehab and get them back to the States and hoped they stayed off the stuff. That was a real problem. And it got to a point where it was so bad, if they flunked the test a couple of times, you could just put them on a plane and get them out of there. I mean, they could be gone in one day. But you had to get rid of them. So that, to me, was a significant problem.

But how African Americans performed in Vietnam? They went above and beyond the call of duty and I know they performed well because I was there watching them. I would see the chopper pilots. We had a lot of helicopter pilots. There were a lot of minority pilots flying choppers over there. I mean, flying in these hot zones, flying Medivac. We were very close. All the guys at Long Binh, every Saturday and Sunday, we would figure out how to get together and exchange stories and eat a little bit, have a couple of beers, and go back on Monday and start all over again.

IH: That pretty much wraps it up. I think a question I did not have written down was in 1975 when Vietnam fell, did you feel that it was all for nothing, when you saw what happened?

LL: No. I did not get disillusioned by . . . I guess, because at that time, it was what it was. We kind of figured that we were not going to make it . . . we were not going to get anywhere with this thing, so, you know, let it go. But I did not feel disillusioned. I did not think it was all for nothing. I mean, some good came out of that. Should we have been there in the first place? I am not the judge of that. I would never pretend to

understand that I understood what caused us to go in there. I am more philosophical about Iraq than I am about Vietnam, but that is a different story. I do not think it was all for naught. I mean, in every war, there is a winner and there is a loser. And, you know, you have got to look at the other side. You go back and look at Germany. Were they disillusioned because they did their thing? Were the Japanese disillusioned? So, I do not know. You just rebuild and the next time, you try to do it better.

IH: Thank you very much.