Dr. Thomas Day
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interviewed by Susan Resnik
for San Diego State University
350 minutes (5.8 hours) of recording

SUSAN RESNIK: This is Susan Resnik. I'm in the office of Dr. Thomas Day, the sixth president of San Diego State University, in the Gateway Building on campus at San Diego State University. We're about to begin an interview which is part of the San Diego State University Oral History Project, under the auspices of the John and Jane Adams Mini-grant Program. Good afternoon, Dr. Day.

THOMAS DAY: Good afternoon, Sue. Good to have you here.

SR: Thank you. Well, let's start by going back to your parents and telling me about them, and a little bit about your childhood, but first tell me when and where you were born.

TD: Well, I was born March 7, 1932, in New York—in Manhattan, I believe—the youngest of six children. My parents were Alice Brennock Day, and Fredrick Davis Day. My father died when I was three, almost four, in February 1936, so I have no memories of my father. This was the Depression, so some of my early memories are very fleeting in those days.

My mother had no money, as far as I could tell. Her mother, my grandmother, Ellen Lanahan Brennock, was very active in Catholic Charities in Manhattan, worked in a bishop's office. I think she made some arrangements for all of us children to be put into various boarding schools. So as far as I can tell, I was in a boarding school perhaps from age five or six, all the way through high school.

In high school, to work back a little bit, it was a high school in the Bronx, Mt. Saint Michael High School, and I got there not in the eighth grade, but maybe the seventh grade. I graduated from high school in ’49, so that would be like ’45-’44, right at the end of the Second World War. And during the war I had been sent up to Albany and went to school there for a few years. Before that, I was in a boarding school on the Hudson River called Ladycliff, which is up near New Paltz, right near West Point. And I had been there for years and years, as had at least three of my older sisters. There are four older sisters, and then my brother is the oldest.

My brother is Fredrick II, and when my father died, shortly after, he went to college, eventually finished night school and got his engineering degree. He worked as an engineer on the Lincoln Tunnel, and then went to work for the Pennsylvania Railroad, and was with the Pennsylvania Railroad and the subsequent railroads after all the mergers, for the rest of his life. He married right about the time a few years after my father’s death, and I think that was a great disappointment to my mother, because he was the oldest man in the family. I was the youngest man in the family. So they were sort of estranged—he and his wife—from my mother, and my grandmother would sort of bridge that.

My next sister was Joan, who I don’t *think* went to boarding school. I think she was just too old for that when my father died in ’36. So she became a nurse. She went to nursing training and became a nurse.

SR: In New York City?

TD: In New York. I think that was also Miseracordia Hospital, but I'm not sure of that. And then she joined the army as a nurse, and in fact was part of Overlord Invasion and went through the low countries as a nurse in a big nursing military hospital thing. She came back, went to Chile for a couple of years, and then got married to an old friend, and lived the rest of her life in Arizona. Her husband is a lawyer. I didn't see *too* much of her. Her husband's name is Herb Mallamo, and so she became Joan Mallamo. She had, I think, four or five children, one of whom died in her teens, and the rest of the family never quite knew why. She went back and got her master's in nursing, and was very sharp.

The next one down is Priscilla, who, I *think,* was in boarding school, in Ladycliff, for a year or two. And then during the war, if I remember correctly, she got married to Irving Boekelheisde, who was a physics graduate student, and Priscilla was in the University of Minnesota Medical School, the first woman to be in the medical school. A lot of bias in those days—still is, for that matter. And then left, graduated and went to Iowa, and Irv was in graduate school in Iowa in physics. And I can remember when I was at Notre Dame, from '49 to '53—I think it must have been '50, or something like that—going to Iowa to see them, because I hadn't seen them in a long time.

I vividly remember Priscilla being called into an accident, to some farmer who had chopped his wrist off, or something like that. She took me into the operating room while she was operating on the guy. I thought it was fascinating.

Irv took me to the physics department in Iowa, and I was a physics student at Notre Dame, and so I was very interested. And so they were in a lot of

different places. They went from Iowa up to Chico State, and he was on the faculty at Chico—physics. And she was a GP for a while, OB-GYN for a while. And then they went to the University of North Carolina for a couple of years. They traveled all around.

They had four sons. She's still alive, he's died. Quite successful sons. A couple of them are in entertainment and music and art. Both Priscilla and Irving were very interested in music. And the ones in the entertainment business, Jay and Lee, have had Academy [of Motion Picture Arts and Sciences] Awards [Oscars]. They've won one or two of those. The youngest son is Kim. He's a full professor of pathology in medical school up in Brown. And Todd is a good engineer. So a lot of brains in that family.

SR: Sounds like it!

TD: The next one down is a sister named Patience. We have a lot of old English names.

SR: They're lovely names.

TD: Yeah. She also became a nurse. She was in Ladycliff when I was there. I remember her being there—and my next-up sister, Abbyann. And I remember them while *I* was in Ladycliff. And so I think I must have been in Ladycliff from maybe '36, 1937, 1938, up until the war time, '41 or '42, and then went to Albany, and then went to Mt. Saint Michaels.

SR: Well, during those years, your early childhood, it sounds like it must have been a very difficult time, between the Depression and your mother being alone and all.

Do you have any memories of family holidays or shared things, anything that was a happy time?

TD: Well, one of the things you learn when you're a parent is that things are always happy with children, no matter what—unless you're really an ogre. So you don't think of it in terms of happy times and not happy times. But in direct answer to the question, by the time I was remembering things, my mother was in an apartment in New York City. She had been raised—as women were in those days in the twenties and thirties—without any particular training. My father was a salesman for insurance and committed suicide in '36. And as a matter of fact, *his* father committed suicide, and *his* father committed suicide.

SR: Oh, my!

TD: So Priscilla, the one who became a doctor, got bored with medicine and became a psychiatrist. And so she's always practicing on all of us, whenever she sees us. There are only three of us left. My brother died, and my sister Joan died and Patience died—Pat died. So there's Priscilla and Abbyann and myself.

So I didn't know until very recently, about a year or two ago, that my father had committed suicide. I didn't know my father, so I didn't know. And then I *never* knew that his father and *his* father…. And I was not particularly interested in genealogy until recently, now that I'm getting old. So the last word of Priscilla was that I should warn all my sons, of which I have six.

But anyway, to return to your question, we were all—at least the younger ones—were all in boarding school sort of permanently, through the academic year. And so from the time I was seven or eight, I would be in boarding school,

what in those days was the academic year, which was like the beginning of September 'til the end of June. And then I would go to camp through July and August—Camp Saint Agnes, up the Hudson, also near New Paltz. And I went to Camp Saint Agnes for fifteen years.

SR: Was that fun? That's a beautiful area.

TD: Well, you know, when you're that age, it doesn't impress you that way. You only appreciate that kind of beauty when you get older. But I have fond memories of it. I never felt particularly lonely, although looking back, probably my character was shaped by this kind of thing. So I was very private, and I don't know when you become conscious of your own consciousness, but maybe around ten or eight, I became aware of the fact that I would be very cautious about making friends, and would listen and not talk so much, as I'm talking now. So in camp or in the boarding school, and in Mt. Saint Michael, which I think I went to in the sixth grade if I remember correctly, I was always not so much shy, but consciously reserved. And I've always been like that.

In those days, until I got to Mt. Saint Michael, I can't ever remember anything happening with us as a group, while I was in Ladycliff, although I do remember coming from Ladycliff, which was up the Hudson, down to Manhattan, and especially going back in a bus, because I never liked buses, I always got kind of sick on buses. And nowadays I can never remember whether that was because of the gas fumes, or whether it was psychological in going away.

But I remember coming to my mother's apartment on vacations from Mt. Saint Michael, which were sort of limited to Thanksgiving and Christmas and

what have you. You couldn't get out of prison, so to speak, on weekends. And those memories are like from the sixth grade on, seventh grade. And I'd come home on a vacation, and Pat would be there—Patience/Pat—and Abbyann would be there, and I'd be there. And my mother had a small one-bedroom apartment with a kitchenette—very small.

SR: Was it in Manhattan or the Bronx?

TD: It was in Manhattan in Tudor City, which still exists.

SR: Oh, I know it well, in the east forties, near the U.N. now, but not then.

TD: It's still there, [unclear], but in those days, there was no United Nations.

SR: That's right.

TD: Thank God for [unclear] reasons. And you could look out onto the river.

SR: Right, East River.

TD: And as I got older and would come home for vacations and the three kids and my mother, I finally got so they'd let me out, and I'd walk around that part of Manhattan, which was very good memories—Lower East Side, up and down Third Avenue, Second Avenue, and Fourth Avenue. Walked all around. *Loved* to take the subway. Learned early-on to beware of single men who liked to come and stand next to you.

SR: Well, that's the New York City education!

TD: Oh, yeah. Well, you look back, and that was very good—I mean, you learned a lot of things.

SR: When you were home, do you remember going to any of the museums?

TD: Occasionally. My mother was not very interested in doing that. And as I look back, I think it was a *tremendous* shock to her to have her husband commit suicide.

SR: I would think so.

TD: And all of us were living in New Jersey, relatively, as I look at it, comfortable middle-class people. But all the money was gone when he died, so there was no money. And the family, towards the end, always called her Alice B.—my mother. So she went to Manhattan, put us someplace where Grandma Brennock arranged, through the archdiocese, and went to work as just a sales clerk in Macy's basement, not knowing anything. She was trained as a pianist, and was quite a *good* pianist. One of the sad things is that as she got older she got *tremendous* arthritis, which I can feel now. And I vividly remember her knuckles all swollen. But even in a teeny tiny apartment in Tudor City, she had a piano. She was born and bred on a grand piano, but she had a little piano. And *I* took piano lessons for a while, although it was hopeless. But I've always had musical leanings, talents. I remember all kinds of songs and symphonies and what have you. But she would play, and by the time I got finished with high school, it was very hard for her, and it was very sad. (SR: That is sad.) So she had a lot of talent. Abbyann, the next one up from me, was quite an accomplished pianist. Priscilla was a very accomplished—and still is, somewhat—violinist. And in her old age now, in an elder citizens' home in Davis, she's now—she wrote me recently—she's teaching herself the piano. So she's very alive and well.

So I would come home from Mt. Saint Michael on Thanksgiving, and there'd be dinner. But we didn't *do* very much. Pat and Abbyann would take me to the zoo. I can remember going to baseball games, and decided I'd learn about baseball, although I had no interest particularly in baseball. And we'd go to museums, the three of us, *without* my mother. My recollection of her when I was young, she was reading voraciously all the time. And down the street was East Forty-third Street, down the street toward Second Avenue was a little hole-in-the-wall bookstore which would bring in new books, and she *loved* mystery stories. And this was one of these railroad car stores that you go in the front, you can go all the way into the back, with all these shelves of books. And this was between Second and First Avenue on Forty-third Street.

SR: I know exactly what you're talking about, because it later became a restaurant called La Bibliotech.

TD: How interesting! I haven't been back in…. The last time we were back there, when she was still alive and taking care of herself, I was in Maryland. And shortly after that—she had, actually, a very successful life, which I'll get into. But at that time, it was still a bookstore, so that must have been the early seventies. And in the times I'm talking about, which are the mid-forties, more or less, it was a grungy little place, which I loved. And so she was reading mysteries one a night. And this place—she'd read the book reviews in *The New York Times*, she'd find a book coming out, she'd go down there and say, "When it comes in, I want it"—she could get on a list. They'd give her a call, she'd go get it, and she'd read it in a night and put it back, and *all* these things. So I was

reading a lot of them too, because there were a lot of silences in our house. And so I read all of Rex Stout, for example, at that time. And he was current at that time, so whenever he'd come out, she'd…. And Agatha Christy and all kinds of things.

And then as I got along in Mt. Saint Michaels and got interested in science, I started using what little pocket money I could get, which came from her as sort of quasi-allowance, for science fiction, pulp science fiction, the earliest science fiction: *Astounding Science Fiction* and … there were two or three of them. And I'd just get on the subway and I'd ride around and read science fiction for hours. I thought that was the greatest thing that ever was—and I *still* love science fiction and think it's a great genre.

So life centered around this bookstore down the street, right on a corner where we were in Tudor City Towers. It was a little delicatessen, and I would be charged to go out and get something right just kitty-corner across in the delicatessen. One of my earliest vivid memories was that I got a ten-dollar bill to go buy things, and I lost the ten-dollar bill in the street, and I thought the world was going to end. So she would get some food there. We almost *never* ate out. So there was this little kitchen, where an adult could reach to the window and to the wall with outstretched arms. She couldn't cook worth a damn, so all we had was spaghetti and Spam. Pat liked to cook, and so when Pat came home, I thought it was great. Then we would get something more than spaghetti and Spam. And Abbyann couldn't cook, she never could cook. She taught herself to

cook when she got married up in Canada. But Alice B. didn't like cooking, but we wouldn't go out, because we had no money at all.

A vivid memory: she had two lady friends, whom as far as I know, were single ladies. Now, Alice B., after she was in Macy's, somehow got a job in an advertising agency. And then I don't know much about it, but by the time I was paying attention, she was an account executive in what was Cecil and Presbry Advertising.

SR: That's terrific!

TD: Well, account executives—first of all, there were no women, so she was always sort of the first woman around, which I think just embittered her all the more. She, in retrospect, was not a very happy lady. But I respected her a lot, and she had a *tremendous* influence on my life, because I came to realize that this woman really had guts. She wasn't a very warm or comfortable mother, but she knew how to be a mother, and so I never felt neglected, never felt anything. And she became an account executive. As a matter of fact, she was the Nestle account executive, right after the war, which was a big deal.

SR: I think that's remarkable.

TD: We could get free chocolate bits.

SR: Oh! That's the best!

TD: But she was one of many account executives in the advertising business. And then later on, by the time I was going to Notre Dame in '49 to '53, or went further to Cornell, she had worked her way up in advertising businesses, and became fairly well known, both as an account executive, and as a *woman* account

executive, and had her bio in some hardcover book about advertising that I can remember.

Then she lost one job and got another one as an account executive. It was a very tough business being an advertising account executive, because if you lost an account, you lost your job. And she had, I can remember, a couple different known, named accounts. And I thought that was very interesting.

In any event, she had not very many friends. She had two other lady friends who lived in Tudor City: one of them a *very* short woman named Sinclair Dakens—these names are coming back to me as I talk—who was an executive in *The New York Daily News*. In those days, *The New York Daily News*' main place was Forty-second Street, between Third and Second Avenue. And I can remember Sinclair taking me there and showing me the presses downstairs. She was so short, she must have been like five-foot-three or something. What really caught my eye was she had a desk, and she had an old press half cylinder. You know, they would make paper by rolling them over. And she had that under—her chair was high, and she had her feet on that. I thought that was clever. So *she* was a successful single woman.

And another one was Pearl something that I can't remember. We didn't see her as often as we saw Sinclair. Pearl was also a successful woman. So they were three successful women on the Lower East Side, in Tudor City, which was a nice place to be, but not cheap, but not expensive.

SR: I can picture it very well.

TD: We were like on the twenty-seventh floor, the thirty-second floor—big, tall buildings. And I think that was my mother's social life: those three ladies got together once in a while. And once in a great while, I can remember one time Sinclair and my mother and Abbyann and Pat went to Schaefers, which was down on Forty-second Street, more or less across from the *Daily News*. And that was a tremendous thing. Other than that, we would go to the automat, which was on the corner, under the "L" [elevated train], the Third Avenue "L," right next to the *Daily News*, and we would eat there, or we would take things out, like spaghetti, and take it back up to the apartment. But going to Schaefers, I don't remember what the occasion was—Abby maybe was graduating or something—and I thought that was great. I keep kidding my wife about this. I mean, one of the things I remember most was they had finger bowls. After you ate, you could—and I didn't know what they were—and my mother explained. My grandmother was there, too. And so I always think that's one of the things we really need: if you're going to eat sandwiches, you need a finger bowl. But that was some relatively expensive thing, way over our head, and it made a big impression on me. I had to dress up and wear a tie. So that sort of pegs where we were.

Alice B. became successful, and must have had enough money to stay in Tudor City and to help with the kids, but it was clear that if you went to college—and she wanted all of us to go to college or the equivalent—you had to figure out where the money came from.

Now in my case, one of the reasons I went to Notre Dame was because Grandma Brennock, through the diocese or something, figured out a way that I

could qualify for a $1,000 scholarship to Notre Dame. That was big money in '49. So that's why I went to Notre Dame. But Alice B. paid the rest, which I didn't realize how much it was until *long* after, which was still, relatively speaking, expensive.

My next sister up, Abbyann, was *very*, very bright. Four years older than I am, so she graduated from high school when I was going into high school. She went to college in Manhattanville College, a little bit up from Manhattan.

SR: Oh yes, Riverdale, right?

TD: More or less. And Alice B. must have paid that too. I wasn't thinking about money in those days. We found out later she had *some* stocks, a couple thousand dollars, or things like that. She was very proud of them, and cashed them in towards the end of her life. And she had some insurance policies, but never, as far as I knew, any real bank account. So it's hard to know. She had guts.

SR: Clearly.

TD: Abbyann was the youngest girl of four. My memories are in Tudor City that she was always clashing with Alice B. But Alice B. was very outspoken, a very tough lady. And so Abbyann was very quiet. Her defense was very quiet, but iron, steel, tungsten. And she was just determined she was going to go away.

Pat—Patience—was becoming a nurse at this time right after the war, and was practicing in Miseracordia. Then when Korea came, she decided she was going to be a nurse in the navy, joined the navy, met her husband in the navy, Charles Weitz, W-E-I-T-Z, and got pregnant, so they kicked her out of the navy—couldn't be pregnant in the armed services in those days. And she subsequently

had—I forget, I'd have to look it up—four or five kids. She died. She always had some problems that I never was made aware of exactly what they were, but I think some touch of…. What is it when your bone is bad?

SR: Osteoporosis?

TD: Yeah. Or like Roosevelt had. Paralysis, you know.

SR: Polio.

TD: Polio. I think she had a touch of polio in her hip. So she always had a limp, and her face was a little bit saggy. But very cheerful and happy. She was the happy one in the family.

Joan was very pretty, and so she was sort of the debutant of the family. Men were always chasing her. That's one reason she went to Chile. And then the reason she came back was because men were chasing her. So she finally decided to marry an old sweetheart and give it all up.

Pat was the fun kid. Abby's very good looking, but very serious, *very* serious. (whispers) Quiet, very quiet. Still to this day very quiet. Studied philosophy and decided to go to graduate school, got her Ph.D. at the University of Toronto, met her husband there, who was on the faculty—sort of an expatriate American-Canadian. They got married shortly before my wife and I got married—about a year before. So we got married in '53. I think they got married in like '52 or '51. Lived in Canada, took the Canadian citizenship, had, I think, six children, all of whom are alive. All these children are all alive. And as I said, was trained as a pianist as well. And nowadays, she's four years older than I am, so she's like eighty. But the last ten or fifteen years, has been very active in

medical ethics, got a different position in the Medical School of Toronto, and started her own entrepreneurial business, and got some money granted, and has a foundation, giving out money on medical ethics, gives lectures everywhere, and got the Order of Canada, which is like our Presidential Medal of Merit, because she had done all these wonderful things. Early-on she had been on a commission for unwed mothers, and then she'd been on a commission to investigate Canada's prisons, and very, very active—still is, goes to Europe and gives lectures and so forth.

SR: Outstanding, it sounds like.

TD: Although she's having some problems. Priscilla tried to explain to me, but I couldn't understand it. She loses her voice occasionally. And in these latter years, she and Priscilla are now quite close.

SR: Oh, that's nice.

TD: I was reasonably close with Abbyann, but only because we'd see each other on holidays, and because she was the next oldest. Priscilla was very much like Fred—she just wanted to get away from her mother, and so she went out to Minnesota, which was as far as she could get away, and wanted to be a doctor. So she was not going to take any responsibility for the family. Joan joined the army and then went to Chile, so she didn't want to take any responsibility for the family. Of course Fred got married and went away, and he was ostracized, so *he* wouldn't take care of the family. Abbyann went away to Canada. So that left me, and I was then going to be the man of the family and take care of my mother. And when I got married as a senior right after Notre Dame, it crushed her. I was

the last one she had, from working and working, somebody was going to take care of her. Her husband ran away and committed suicide, so it was very sad. I mean, I didn't think this all through at the time, but….

So I graduated from Mt. Saint Michael with reasonable grades so I could qualify for Notre Dame, was interested in science the last couple of years.

SR: I was going to ask you how—do you remember when you first knew you were interested in science?

TD: Yeah, I was a freshman in high school.

SR: Tell me about that.

TD: Well, like I said, I read a lot of science fiction before I went to high school. My brother was an engineer, although we didn't see him very often, because we weren't *allowed* to see him. My grandmother would intercede for us. And they lived down in Astoria, Long Island, when he was starting with the railroad. And they had three children, the first of whom was named for her mother, Dorothy Ellen. The mother was Dorothy Ellen Tufts, and married Fredrick Davis Day, II. So their oldest was Dorothy Ellen—Dee Dee. I must have been, I don't know, maybe ten—I don't remember. I think Dee Dee is like sixty-five now, or so—maybe when I was ten. And I thought it was just the cat's pajama's that I was an uncle. How could I be an uncle when I was ten or thereabouts?! And it fascinated me that Fred was an engineer. Like all of the Days, he liked to talk within the family, and liked to lecture—all of us do—and he would talk about the engineering. He was—not at that time, but he became by the end of the time, let's say in '70, more or less, plus or minus—he was the superintendent of all the

bridges and tunnels of the Pennsylvania Railroad, and then the Penn Central Railroad when it amalgamated. And in fact, he started out life in helping on the—I always become confused whether it was the Lincoln or the Holland Tunnel—the one that was the last. I think it was Lincoln.

SR: I think Lincoln.

TD: And so he was an engineer who knew about structures, and he would talk about them very eloquently, and I can remember that. And that kind of turned me on a little bit. His children are quite successful. Dee Dee, the oldest, became a school teacher. The next one, which was Fredrick Davis Day, III, he is an engineer, I think. And the youngest, Christopher, is a physicist in Berkeley.

In any event, when I went to high school, that was also a boarding school. So Mt. Saint Michaels, you lived there. And you lived in a dormitory, so there were a hundred beds—it's like a prison. And I always figured I could survive in prison because I survived boarding schools. And there wasn't anything to do, particularly, except get in trouble. At that time—and still, I guess—I was very reserved, but if anybody pushed me or asked me questions, I was very blunt. And it was a Catholic boarding school, run by brothers, strict brothers. And I was always getting in trouble because I would mouth off to the teachers and correct them—especially in arithmetic or mathematics. The punishment in those days—which was '46, '45, '44—was in the part of the buildings that was the dormitory, you would go down to a classroom, which was the other wing, and you'd have to stand there in the dark, facing the blackboard. I got quite expert at that, and could actually sleep on my feet, and could go through most of the night.

SR: Chilling.

TD: Well, I mean, compared to other things, that was nothing.

SR: Actually, I've heard from a lot of friends of mine who went to Catholic schools—girls too—stories like….

TD: Sure. Well, I mean, you know, you have to remember, when you're young—you can see it in your own children—if you think about it, when you're young, there's nothing to compare relative to what's good, bad, or indifferent.

SR: It seems normal.

TD: I mean, unless you're really brutal with corporal punishment. The key, to me, in my own children, and myself then, was if you treat people as people, if you treat a child as a human being, as not an adult, but as a *person*, look them in the eye and treat them as a person, they'll take an awful lot. And they know instinctively—I mean, to this day, I love to be in restaurants and look at two-year-olds and three-year-olds, because if you can capture their attention, there's a real person in there, and they're talking to you, and they're looking at you, and I can always make a kid that age smile.

SR: Absolutely.

TD: And so it never occurs to you that you're being mishandled or hurt or stuff like that. You did something, you're being punished for it, the punishment in this prison is you stand and look at the wall. Okay. I can't imagine that to a ten-year-old that's any different than today—or earlier than ten, I suppose—sitting in quiet time [unclear] the class.

SR: Time out.

TD: It's exactly the same. Well, I mean, in Ladycliff I can remember being rapped on the knuckles with a ruler, which I didn't like. But my memory was it was never capricious. That's the memory I take away about reward and punishment. I can't ever remember a teacher in either Ladycliff, which was the early years, for Mt. Saint Michael—Ladycliff was nuns, and Mt. Saint Michael was brothers—I don't remember any what you would call any really sadistic or malicious teacher—either to me or to anybody around me. There were punishments, because they were running a prison. If you look at it, it's a nice prison, but it's a prison. And to boys, by the time I was in high school, one of the entertainments was to foray along—there were chain link fences all around the place, and we found places we could tunnel under, and once or twice we were caught. And that was an all-night stand-up punishment. We never got beaten, I can't ever remember being hit, but by God that was a s*erious* breach of a thing, so you were standing in the dark classroom for a long time. But we didn't get caught very often, and I can remember going out with one or two guys, and this was in Upper Bronx, 238th Street—it still exists, as a matter of fact—and in those days, within a block there was an Italian delicatessen…. And this was right at the end of the war, and so I was fourteen, fifteen, whatever, learned to smoke. Of course everybody smoked in the Second World War. And they had long Italian sandwiches with salami. I mean, the greatest things there ever were.

And so my memories are neutral to good—not specific, but I never felt abandoned, I never felt alone, I was always, to this day, very psychically conscious of my family, that I was the youngest of six, they were all alive and

well, I had a mother, never did exactly know what happened to my father, never knew anything about the Day branch, because only my mother's mother was in town. And in Albany, which is where they were from, the Brennocks were from Albany, and they were from the Lanahans, who were good Irish people. So there was none of the Day branch. Looking back, I suspect that because my father committed suicide, they just cut that branch off, and then *his* father committed suicide. So I was very conscious of being in the family. And we never communicated very much, and to this day I don't communicate very much. Well, I now feel more of an obligation, since there are only two sisters. But I never felt alone. I guess in retrospect, going through military boarding schools—and Ladycliff was a military boarding school—there's a famous picture of me about, I don't know, about ten, in a military uniform, in Ladycliff, and it was right next door to West Point, of course.

What I *did* learn was how to be alone without being lonely. Of course a lot of that was reading. And a very circuitous way to get back to it, sort of somehow in that mix I got interested in mathematics and science. And so when I was a freshman—I must have seen an older boy's books or something—I decided to learn calculus. Nowadays that's fairly common in high school, you teach calculus early on. In those days, you never learned calculus until you were a senior, if then. And I thought calculus was great. And the idea that these beautiful symbols could mean something—well, in mathematics they don't mean anything per se, they don't mean anything physical, but they mean something to themselves. So I thought that was very interesting, and I started teaching myself

calculus, and geometry was just nothing at all. So I thought I'd learn some topology and beyond that.

And then somehow, like sophomore year, I stumbled over physics. And then I thought that was *great*, because then things meant something *real*. The equations were beautiful in and of themselves, but the parts of the equations *meant* something that you could touch. And so by the time I was a junior or a senior…. Well, in senior year I was teaching myself relativity, and then general relativity. And I thought the greatest thing in the world was Einstein's simple-looking equation for general relativity: You know, "G," with all the subscripts equals zero. I thought that was wonderful, because I knew all of what it meant, all the expanded stuff.

And so when I went to Notre Dame, I majored in mathematics technically, but I switched to physics within a year.

SR: When you were in high school, it's fascinating to me that you did all this on your own. It's wonderful! Were there any teachers that influenced you?

TD: Oh, yeah. I only remember one teacher, Brother Luke. And I'm not even sure that he was a subject teacher. I think he was sort of—when you were freshmen you had sort of one general classroom kind of thing. They don't do that much in high school anymore. And the main reason I remember him is that he came to visit me in the camp in the summer, Camp Saint Agnes, because I was still going *every* summer. I'd go to camp for nine weeks. In fact, if you did that in the same place, I mean, this was also another prison, which you spent a lot of time trying to get out of, because by that time, by the end of that, there were girls' camps right

across the river. He came to see me, I never did know why, he just showed up one time on a Sunday. I must have been in high school, maybe freshman, sophomore. He just wanted to check on whether I was okay. That made a very big impression on me, because nobody had ever done that, outside of my sisters. My mother *never* came to camp, never came up to camp—which didn't particularly bother me, because I wouldn't know what to do with her if she were there anyway. There were a couple of times over the years—I must have been in Camp Saint Agnes every summer for maybe from…. Well, I have to count backwards. The last year, when I graduated from high school, I had a job in the hills of New York, working where they were building a dam, and I was just a common laborer, so I was clearing brush and stuff like that. That was the summer before I went to Notre Dame. The summer before *that*, Fred got me a job on the railroad as a workman. And so that was the end of junior year, when I'd be seventeen—or sixteen, actually. I went to Notre Dame when I was seventeen. So sixteen. So maybe from six or seven to sixteen, I must have been ten years in Saint Agnes Summer Camp. So I knew *everything* about Saint Agnes. And in fact the last *two* years of Camp Saint Agnes, I worked in the kitchen, because I was tired of just being a camper. And if you worked in the kitchen—you had to work every day in the kitchen, bus the tables, peel the potatoes in big peeling machines—it was very interesting.

[END TAPE 1, SIDE A; BEGIN TAPE 1, SIDE B]

TD: Well, the understanding was that if you're going to work in the kitchen for nine weeks, and if everything went perfect, then you would get like $300. And of

course you didn't have to pay for the camp. And by that time I was old enough to realize that my mother, Alice B., was paying for the camp for nine weeks. And I never knew how much, but I had the impression that it was hard for her to pay that. And so I was kind of psychologically encouraged to work. And I wanted to work anyway, because I was bored. You can only explore the woods so many times. But nothing ever went perfectly. Every time you broke a dish, it was taken off of your $300. And if you messed up in some other way, your pay would be docked. So it was very, very rare that anybody who worked in the kitchen for the whole summer walked away with whatever the amount of money was. Nonetheless, I'd come away with a hundred—I only worked there two years—with $100 or $200 that I could take home and I could give to my mother, and I could keep a little bit and buy more science fiction. It was an introduction to, you know, you had to work to get something, and you had to get something.

But I enjoyed camp. I never felt particularly sad. Never had anybody come visit me, and a lot of kids would. But it was in like three-week sessions, so there would be kids for three weeks, and some would stay for six weeks—very few stayed for nine weeks. And then there were visiting hours, and I never had visiting hours. And I can remember being a little embarrassed about that, but not particularly sad. But I remember vividly some of the scenes. I mean, the camp was near a little river, and so you had water sports, you'd learn how to be in a canoe, and you'd learn how to swim. I can remember I knew how to swim by the time I was…. I fact, they wouldn't *accept* me in Camp Saint Agnes unless my sisters could *prove* that I could swim. And so they somehow, in Jones Beach or

wherever, taught me how to swim. And by the time I started going, which must have been like six or seven years old, I could swim. And they were very cautious: they put you in a beginner's place which had a cage with a floor on it, and water that was about a foot high; and then there was an intermediate, where you were caged in, but there was no floor; and then there was the regular part, you could swim out, couldn't go across the river—although we did. I went immediately to the advanced part, so I enjoyed that.

And they had a lot of interesting things: I learned how to do archery, for example. Of all the sports at camp, I enjoyed archery the most. During the wintertime at boarding school, there was nothing to do at Mt. Saint Michael except you could play basketball, or you could play football, or you could have pool—there was room for pool tables. So I became very good at pool; became *reasonably* good at basketball, and I played more or less on the team; and I was the manager when I was a junior or senior, for the football team. You weren't really a boy unless you could do *something* in football. But I was never very big, so it was kind of hopeless.

I enjoyed camp more than I enjoyed Mt. Saint Michael, although I have good impressions of Mt. Saint Michael. One of the things I remember now that I'm talking, I was always getting in trouble—in fact, they almost threatened to throw me out. That was one of the times Alice B. came up to the school, because she *pleaded* that they not throw me out for being such a miserable kid. And she must have pulled strings with the archdiocese, because they kept me. I was always a good student, but I was always arguing with them, and they didn't like

that. And one of the punishments one time was, there were the classrooms on one wing of the building—about a five- or six-story building—and then there were the dormitories. When you got older, you could have a room. See, we were in dormitories. By the time you were in high school, there were rooms with four kids, and then there were rooms with two kids. And by the end, I was rooming with a boy/man who also went to Notre Dame. His name is William Ryan, Bill Ryan. And he's been in Florida all these years. And we corresponded, and I roomed with him at Notre Dame for a year. And that's the only person I remember from Mt. Saint Michael.

And the punishment was, between the residents' wing, so to speak, and the classroom wing, was where the brothers had some library and other things. And they would banish me to the library, which, you know, was like throwing me into the briar patch. I mean, it was just wonderful!

SR: Isn't that something!

TD: So I taught myself Latin in the library, because somehow in looking at all the books, I figured out, before I learned enough Latin, that there was a book there which had pastoral speeches from priests *way* back a thousand years, and they talked about homosexuality and sex [unclear] animals. And I thought, "Boy! here's an incentive to learn Latin!" And I would meticulously copy some things out when I was there alone in punishment. And then I'd go and I had a Latin dictionary somewhere, and I'd translate all this prurient stuff. Great!

SR: How interesting, that they thought that was punishment.

TD: They just didn't realize [unclear] just loved that. I certainly liked that a lot better than standing up in the classroom. But anyway, that was another way I could get ahold of books that had to do with science. And so I could read some things on astronomy and things like that. I mean, when I got out I had a pretty good [grade] average, and they gave out medals for English and what have you. I got an English medal, which I still have somewhere, and I think maybe a math medal. I don't remember any physics or science medal. The brothers were not particularly interested in science. I can remember taking a course in elementary science that had chemistry and physics, which just bored me to death. And I can also remember you had to take shop, which *really* interested me. I really enjoyed shop, and I made something for my mother, a little thing that scooped up bread crumbs: learned how to bend the metal and whirl the things, put a wooden handle on it. I thought that was great. I was never very handy, even though later on I did some experimental physics, but never very handy. Although I liked the mechanics, I could always fix my own car and do things like that. Most of that I learned from Fred, or taught myself.

But when I went to Notre Dame, I went as a mathematician, not knowing any better—and then took some physics courses and decided I'd go into physics, and did very, very well. Notre Dame in '49 had a very small physics department—still does. And the number of physics majors was like three. And one of them became a lifelong friend. His name is Charles Misner, M-I-S-N-E-R. Charlie and I really were interested in physics. In that time—and I think now still—physics at Notre Dame was like a small family, a small club. All the

students together, freshmen through senior and graduate students, couldn't have been more than twenty-five. And there were perhaps as many as eight or ten faculty members. But they had a shop where they made their own instruments, and so I got a job in the shop to earn some money, and that was great. I worked there for two years, I think. And there were a couple of brothers in particular. There was one—I don't remember the names of any of them—but there was one who was a master machinist and craftsman, who taught me about glassblowing and how to run precision lathes, and all kinds of things. And the thing that I really remember the most was that they also took orange juice, and through the winter would put it outside on the windowsill, and it would ferment, and then they would have alcohol. (laughter) I mean, I never did know very much chemistry, and I just thought that was great! But the physics department, as such, had a beer cooler way up on the third or fourth floor, and it had a combination lock on it. Young people were not supposed to get into it. And on the lock, the faculty would stick a symbol for "constant," like the "speed of light, 'C'," or "pi"—lots of symbols. And it was a *big* combination lock. It had like six numbers on it—not just a three-number thing, but a *big* thing. So you would have to remember the value of that constant to six digits. And so I became very good at that—I still remember those. I knew the speed of light to six digits, and I knew pi to six digits, and I knew all kinds of things.

SR: Oh, that's wonderful!

TD: And that was allowed. You could go and you'd open it, you'd get a bottle of beer. There were rules, you had to deposit some money, and you had to put the empties

there. And so it was a very family operation. And there were very good teachers. The undergraduate was very good. I remember most of the names of the faculty.

SR: Were there any particular faculty that….

TD: Well, there were none that stood out as inspiring me particularly, although I thought very highly of all of them. One of them—Charles Mullen—died, or got lost. He was a mountain climber. And after I left, some years later, he was climbing in South America, and they never found his body.

SR: Oh, my!

TD: Yeah. And my father-in-law—I mean, I met my wife at Notre Dame, and I'll get to that—he told me later it was always a big bone of contention to him, he was always very sour about it—the faculty didn't earn much money. I think they NOW earn much more money, because Hesburgh spent his whole time raising enough money to endow faculty salaries, so they can now get a civilized salary. But in those days, they made a pittance. And the fact that they couldn't find Mullen's body meant that his wife couldn't get his insurance. And Notre Dame came through and started paying his retirement, which was very nice.

SR: Oh, that's terrific.

TD: My father-in-law thought it was terrible, because they had an argument. I thought it was pretty good. I mean, I was a president by that time, by the time I heard that, and I thought that was pretty nice, considering that the bureaucracy could actually DO something.

SR: Yeah, I would think so.

TD: Anyway, they were good teachers. There was Alex Petrauskas, P-E-T-R-A-U-S-K-A-S, who taught theoretical physics, which was the blockbuster course that was supposed to be taken when you were a senior. But Misner and I took everything and loaded up much heavier schedules than most students. So we finished all the physics courses in three years.

SR: Now what years, what was the time line?

TD: I went in, in September '49.

SR: Okay, this is after World War II, and all the atomic science was going on. Were you interested in all of that?

TD: I wasn't involved in it, but I knew about it.

SR: But you knew about all the people involved.

TD: It was still very secret, and so it was not—I mean, details were not common knowledge. Obviously the bombs had exploded, and you knew what was going on roughly. But I don't think any of the faculty at Notre Dame had been involved. They were very [unclear]. Whereas, when I went to Cornell in '53, quite a few of those people were still going back to—in particular Hans Bethe, who was a Nobel laureate. By that time, in '53, they were working on thermonuclear stuff. And my thesis advisor, Phil Morrison, had been at Los Alamos. He was not involved—he was quite liberal, and he was not involved after the war. But up to the end of the war, he was involved. And Salpeter in Cornell was very well known. So there were a lot of them. I can't remember anybody at Notre Dame who was tied up with having gone to Los Alamos.

Anyway, it was small. Classes of physics were two or three physics majors, and then all the rest were general education physics and elementary physics, which we didn't take. So Misner and I finished it all in three years, and we wanted to take—being members of the family—we wanted to take all the rest of the courses, which were technically graduate courses. But the rule was that undergraduates couldn't take graduate courses. Of course, not knowing any better, it was just the rule. So we got together, the two of us, and we decided, well, we would circumvent the thing. We would volunteer to graduate, and then we could take the graduate courses. So we went to the powers that be, and they said, "Well, you can graduate, and you'll be the Class of '52," although he still claims he's the Class of '53, "but you can't get any honors." And we were both entitled to honors: he was suma cum laude, and I was magna, or something like that. So you couldn't get any honors on your diploma. Since it was the end of our junior year, you weren't noted in the books, because they were all published. And so we figured to hell with it, we'd just take it and run. We didn't bother going to graduation or anything, because we weren't known. But we were then inscribed on the rolls as graduate students. So the fourth year we stayed there, we took all graduate courses.

And we had done enough of all the undergraduate requirement courses—we'd stuffed them all in—so we took a few others, just because you wanted to know *something*. I think I took Russian and maybe an art course. Well, by that time I had met my wife, and so I took some music courses or things like that, but mostly just physics. And quantum mechanics was what we REALLY wanted to

take. And Misner was then, and still is, a very talented theoretical physicist, whose main bent was mathematics. I started out in mathematics, but once you get past rudimentary mathematics, you've got to be REALLY good, and I was not that good. So I was mainly a theoretical physicist. But he was reading very arcane books, which now comes back to me. There was a series of paper books called Bourbaki, B-O-U-R-B-A-K-I, which were in French, and published in French, and VERY abstract mathematics. And so he was reading that. I was reading relativity and stuff like that. He eventually became a world renown general relativity expert in topology and things like that—got his Ph.D. at Princeton—and eventually we recruited him up to Maryland. So he finished up in College Park, where I was.

I became sort of a mediocre middle-level theoretical physicist in high-energy physics, whereas he was an ultra, ultra theory-theory physicist. So the two of us were very friendly in what would have been our senior year, but was actually graduate year. There was a party…. No, I guess in my junior year there was a physics department party dance, and he brought a girl, and I liked her, and I took her home. And she worked in the library, and her father was the head of the education department. And so for that next year, by what I call my senior year, I went OFF campus and rented a room and bought a car, because I had this girl. In the summertime, and also part-time during the year, I worked in Bendix. There was a Bendix factory not in South Bend, but in a nearby town called Mishawaka, M-I-S-H-A-W-A-K-A. I was working as a junior engineer, and they were designing jet engines. That was a part of the company that was doing engine

work. And so I really learned how to be an "on paper" engineer. And Bendix was making the engines, and that was very interesting. So I did that part-time during the year to make money, and then in the summer of my junior year, and then also in the summer of my senior year. We got married after the end of my senior year in September 1953. I went to Notre Dame in September '49, and we got married in September '53.

And so I worked in Bendix that summer as well. Anne worked in the library. So we would meet in the library and we had a courtship. And Misner was the one who introduced us.

SR: Was Anne involved in physics?

TD: She had been dating a physics faculty guy named—I forget his name now—more or less seriously, not particularly. And then I don't know how Charlie met her, but he took her to this dance. But it was not a serious thing with him. I don't know how they got to that. Oh! the guy that she had dated was older than we were, and was sort of a post-graduate on the physics faculty. His name was Dave Yeunker, Y-E-U-N-K-E-R. I thought he was a nerd.

But anyway, we got serious, and by the end of it, we got married in September, and then we drove up through Canada on our way to Ithaca. I had been admitted to graduate school in Cornell. Misner was always a friend, and as I say, he was in Princeton. He worked with John Wheeler, who's a very well known physicist in gravitation theory, and stayed at Princeton for a while. Eventually we lured him up to College Park.

When I went to College Park in ’57, it was a small department of physics. College Park was a pretty big campus, but the physics department was pretty small. There must have been maybe ten faculty, I don’t know, and not very many students. But the chairman was a guy named John Toll, who was just a work of art. And by the time he left to become president of Stonybrook, the physics department was maybe a hundred faculty, and I don’t know, lots of students, and lots of research. So he really built an empire. So I lived through that period, from when I went there in ’57, and then in 1970 I became an administrator, so I sort of fell off the track when I went to administration. They never forgave me. Those were tough years in ’70—in fact, some of the physicists wouldn’t walk on the same side of the street.

Anyway, I enjoyed Notre Dame, worked very hard as a student. I had a job, because I had to make some money, because I had this thousand-dollar scholarship, which I sort of divided up into four pieces. And then my mother supplemented it. And then I had to get a job, so I got a job in the shop, and that earned a little bit of money, and maybe gave me some tuition break, I don’t remember. And then I went to work for Ball Band, which another company in Mishawaka that made shoes in the summer, kind of like my…. Let’s see, the end of my freshman year, I went back home and I worked…. Maybe it was *that* year I worked up in the hills. No, that year I worked down in New Jersey where they were building a new U.S. Steel plant, and I was a welder down there.

Then in sophomore year, I worked at Ball Band. I put together cardboard boxes, which was the pits. I thought I’d commit suicide after a couple of weeks.

My outstanding remembrance of that year, which must have been—let's see, '50 was the end of the freshman [year], so that must have been '51. Priscilla and her husband came from Iowa and stopped there. They wouldn't let me see her, they wouldn't let me off to go down and see her. I had to wait until after work.

SR: How horrible!

TD: I thought I'd set the plant on fire. In '50, the end of my freshman year, I went home, and Fred got me a job down in New Jersey where they were building the Fairless Works, the U.S. Steel Fairless Works, and constructing all the steel plant, which subsequently has been closed. And I went down there as a welder and had my card as a Teamster, and learned how to weld, which was interesting.

SR: That's terrific.

TD: Yeah. Well, I had a lot of different jobs. Unfortunately, I learned to weld on the fly, so to speak, so early-on every day—I didn't live down there—I would commute. I would take the railroad, New Jersey Railroad. And then I'd take the subway over to Tudor City. And one time early-on, I fell asleep on the railroad, and I woke up and I couldn't see anything, because I had welder's blindness. I didn't realize there was [such a thing]. If you don't put your helmet down exactly right, then you see the flash, you get blind. After a while, it eats away your eyes. And so I practically literally had to feel my way through the railroad station to the subway, and then from the subway to Tudor City.

SR: Oh, my!

TD: Pat was there, and she took me up to the hospital, and they looked at me and said, well, it would go away in a day or so, which it did. But years later in College

Park, I had problems with my eyes from that. The eye guy took a toothpick with acid and went and cleaned up some of the spots left from being a welder. So it was interesting. Anyway, I was a welder down there for that summer.

The summer before I went to Notre Dame, I was chopping trees up in the mountains in the Catskills, where they were building a dam up there—I forget the name of it—big dam, still there. And I had a lot of other jobs, worked in the shops, did stuff.

SR: So you did a lot of physical jobs as well.

TD: Yeah, I always enjoyed that. And I always enjoyed working on the cars. I got a few of the kids to learn how to, but some of the kids are hopeless [unclear].

But anyway, Notre Dame was intense. Both Charlie and I were taking like twenty-one hours a semester, and just very intense. There wasn't very much to do at Notre Dame. It's a campus which is outside the city of South Bend. You've got to hop a bus to get there. In the fall, if there was a football game on campus, they locked all the dormitories, they closed the library, you had to go to the game. Of course I never went to the game. I would go to the physics department, because I had a key to the physics department. Special physics majors got things like that. So I would hide away in the physics building, and Charlie would be too. And so I almost never went to a football game. But you couldn't get into your dormitory, and you couldn't get into the library. They shut down the dining rooms. I mean, they clamped the prison down, and then you either went to the game…. And they turned off the buses, you couldn't get into the city. I mean,

that's what it was in '46, '47. No, actually, in '50, '51, at Notre Dame. So there wasn't a hell of a lot to do except just to do the school work.

So those three years went by very fast. And then I'd met Anne, and that went by very fast.

SR: Does Anne have a big family?

TD: Well, her father was in education, and I think he got a degree at Notre Dame, and then he went to St. Louis University, and then he was an education faculty member at a couple of places, and then he ended up back at Notre Dame. So when I got to know him, he had long since been a full professor, and Notre Dame had an education department—not a college, but a department, and he was chairman of the department. And most of the students who were getting their credentials were nuns. That's where nuns went to get teaching credentials, so he was teaching nuns all the time. It my judgement, it showed. And shortly thereafter, we left, Anne and I, and they phased out education, which was a very bitter pill to him. Not shortly, I mean a fair amount [of time]. So he retired. But he left being chairman for a while, and they kept the department, but they were phasing it down and phasing it down. So he, towards the end, got very bitter at Notre Dame. He had been there a long time, and they didn't have much of a pension, so he didn't have much money.

And even so, at that time, Hesburgh came in just the year we were leaving, and Hesburgh lived forever—is still alive, in fact—and stayed as the president for, I don't know, a *long* time, was tremendous at raising money, had a vice-president who was *very*, very smart, whose name escapes me at the moment. It was Father

Ted and Father Ned, so it was Ned something. In fact, *he* ran the football program. I can't remember his last name…Joyce. Anyway, between them they had the brightest strategy of any university. They were determined to get enough money to underwrite faculty salaries. And by the time Ted left, they had done that. So Notre Dame never had a big endowment, but he concentrated on pegging it first to salaries. The old Ivy Leagues had tremendous endowments. Harvard had billions [unclear].

SR: Right.

TD: Notre Dame, when he started on endowments, maybe had—I don't think they had $100 million. But he ended up with lots of money dedicated to faculty salaries, so finally they could pay decent salaries. The faculty went, at that time, because they loved the environment. They liked the private school. It wasn't a very big school. They had *some* research on the far end of campus—physics, chemistry—mostly from the feds. There were some faculty members who were known, particularly in chemistry, to the feds in chemistry—doing fuel things during the war, stuff like that. But they weren't paying any money. It was just a nice place to be. But then it started competing at the big college stuff, and they couldn't attract people, so Ted and Ned had to really get real money, and he did—he did a very good job.

But my father-in-law was at the end of the old-school group, Kohlbrenner, K-O-H-L-B-R-E-N-N-E-R, Bernard Kohlbrenner. Anne is the oldest of four children: she has two sisters and a brother. The youngest girl died two years ago. She's the oldest, then the boy, Phil, was the second-oldest, and then a girl,

Margie, Margaret. In fact, we're going back to see Phil and his wife in the middle of September. Phil is about my age, about seventy-four. Anne's two years older than I am. So they were a small family, and they lived in a small house. He was a full professor, chairman of education, was the thing. But Notre Dame was typical of colleges like that—it was the two cultures, C.P. Snow, whatever his name is, two culture books: the arts, the humanities, and the sciences. So he had a built-in bias against scientists, and here I came along, romancing his oldest daughter. And so we were kind of at sword points for a long time. Her mother always struck me as being very quiet, never spoke out, whereas my mother was (whew!) wouldn't speak, but when she spoke, it was the hammer of God.

So we just sort of went off by ourselves and we got married. I think my getting married killed my mother, because her whole thing had shrunk down to just me, and I was going to take care of her in her old age. It more or less killed Anne's parents, but mostly because they wanted her around, I think. I mean, they didn't have any particular….

SR: But your mother must have been so proud of you, accomplishing becoming a physicist and the honors and….

TD: You'd never know it. She never…. Towards the end, she came and lived with us. I think she held it against Anne that Anne took her boy away, which is typical of a mother-in-law. And it was the irony of ironies that in Maryland she came and stayed with us for many years. When we first went to Maryland, we had one child. We didn't have children most of graduate school—not for lack of trying, but it just didn't click. But once it clicked….

SR: From what I saw [unclear].

TD: So we had the oldest just as we were going to go away from Ithaca. We loved Ithaca. Ithaca's a beautiful place, and we liked it. And the physics department at Ithaca was bigger than Notre Dame, but it was also very family. And so when you were a graduate student in physics at Cornell, you were enmeshed in a small family. Now a graduate student has to take other courses, so I had to take languages, and I had to take some other things, to get a Ph.D. But your whole life is centered around physics. And I went there because there was a very famous physicist named Richard Feynman, who was a genius: young genius type, iconoclastic type. He was the youngest physicist that worked at Los Alamos.

SR: I've heard the name.

TD: Oh, yeah. And he went to Cal Tech eventually, and made his name at Cal Tech. But he was at Cornell, and Bethe was there, a very famous man. And Salpeter was there, and a few other people. I wanted to work with Feynman. When I got to Cornell, he had moved to Cal Tech. But there were lots of good people there, in particular, Bethe, and Morrison, who was my thesis advisor.

So even graduate students and their wives were welcome with family. I mean, it was always a student-faculty member sort of European, because Bethe was the main man, and he was European to his fingertips. He only died a few years ago at ninety-five or –six or –seven. Marvelous physicist, wonderful physicist. And it just shows you how stupid kids can be. When I was a graduate student at Cornell, there was a survey made of graduate students and of faculty: who alive did we think should get the Nobel prize in the next few years? Who

were some of the famous physicists? And I never named Bethe. I mean, I was taking courses from him. And one of the things that Bethe was famous for was that if he was teaching a course, and if he was doing calculus, doing an integral, and he couldn't remember what the answer was, he would work it out from scratch, right in front of the students—which was *unheard* of!

SR: That's wonderful.

TD: And the guy had published in all kinds of fields. I mean, a bona fide good…. Not a genius like Feynman. Feynman was a *genius*-genius. I mean, he had inspirations. But Bethe was the archetypical workman. I mean, the artisan who knew his work and would work through it and go and go and go. And he had this Teutonic—he was Austrian, actually—but he had this mentality that he just would not deviate. I mean, he couldn't be distracted. He would drag his students along.

SR: Fascinating. I guess it's just because you don't think of giving the Nobel prize to someone you know.

TD: That's exactly right. And I didn't realize. I was just naïve. I didn't realize that until later, when he got it. "What an idiot you are!" You just are too close to people, and all you see is their clay feet, or their hair sticking up in the air. His hair was always up in the air. And you just can't picture them…. And I knew lots of people like that as I went through life. I mean, Steve Weinberg went to Brooklyn College with Joe Sucher who was my office mate in Maryland. And I knew Weinberg pretty well, and I knew his papers. And he's a red-headed guy, looked like he never grew up, just your standard wacko. And he was not a genius on Feynman's level, but almost, almost. But just a crazy physicist, you know.

The world is full of crazy physicists. And just familiarity bred contempt. I mean, you just were too close to people. Salpeter got the Nobel prize too.

Anyway, we enjoyed Ithaca, and the physics department was great. We started having kids.

SR: It was *cold*, though, wasn't it?

TD: Yeah, but it was beautiful cold. I mean, you're in the mountains, and you've got the lake. It was cold. We had close friends that we met when we got there. He was a graduate student in entomology, in plants and stuff. And he had a lovely wife, and they had a lot of kids. So we got to know each other. So we had a kid a year for all those years. And he introduced me to hunting, so I was a hunter for a while, had some guns for a while—hand guns, long guns—which I all subsequently got rid of. And it was fun. And the physics was very interesting. And the physics *department* was very interesting.

SR: Now, what was your particular area that you were doing? Tell me about it.

TD: Well, I was never a very *great* physicist. I was all right, but not a really good physicist. And Morrison was like that. Morrison had done a lot of good papers, had a lot of good students, very good as a thesis advisor. But he was very smart with me, he picked a topic which was a well-defined topic. It had to do with decay of atoms where the electrons were replaced with strange particles, called mesons. And so he gave me a problem of working out what happened when these mesons replaced an electron and then bounced around inside the atom—which was pretty avant-garde at that time. But the physics part was very straightforward, and I did some calculations which were very straightforward, and

it was fun, and I got a thesis out of it. Then I went on to being much better as a theoretical physicist in that general area, which was then called elementary particles, because mesons were just being found at that time. This was '53, now '57 by that time. So in the mid-fifties, high-energy physics—the general, broad term was high-energy physics, because you had to use high-energy machines to make these mesons. And so the world of physics in high-energy physics was exploding with these mesons.

And so I came to Maryland, I shared an office which was carved out of the lobby of the building. They just put a wall and put me and Sucher in this makeshift office. Sucher went to Columbia, got his Ph.D., went to Brooklyn College, then Columbia, and he was a *theoretical* physicist—he did theory. And *I* was doing theory at that time, so I worked with him. And then a couple years later, we were joined by George Snow, who was an older man, came from the naval laboratory, in our naval research lab. And the three of us were a team: Day, Snow, and Sucher, in alphabetical order. We cranked out papers—a lot of papers—in high-energy physics theory. And Day, Snow, and Sucher were well known at that time. Snow was the lead, but we agreed to do alphabetical, so my name came [first] not for talent, but for alphabet.

Snow was an accomplished physicist who did theory as well as experiments, and started the high-energy experimental group in Maryland. Sucher was a pure theorist, mathematical theorist—not as strong as Charlie Misner, but more like Bethe. I mean, he was very determined. And I was sort of flighty. And so it was a good team. Snow knew all about the experiments going

on in high-energy physics, and he'd bring back problems. Sucher would know how to do all the arcane mathematics. I could do all the pedestrian mathematics, but Sucher was a *good* mathematician. But I was very good at organizing things, and organizing the paper, and then writing it, and then publishing it, and making sure everything got done, and making sure all the "i's" were dotted, and what have you. So it turned out to be a very good team, and we had a lot of fun.

Sucher is retired now, and is up in—he and his wife have a thing in Maryland, College Park, but also live up in Vermont, I think. Snow has died, and I'm still alive—for the time being. And so that was the kind of physics we were doing: we were doing high-energy physics. And I started in '57 as a research associate, not a faculty member—or not a professor faculty member. Sucher came in as a research associate as well. He was promoted to assistant professor after a year; and wisely enough, I was not, because I wasn't his strength. But I got to be an assistant professor then the year after. Snow joined us and started up his experimental group. He got some money from the feds, so we hired one or two other faculty members. By that time, Joe Sucher and I were associate professors and tenured. Snow came in as a full professor.

Snow went away on sabbatical to Italy maybe in '62 or '3, something like that. And so I was asked to run the experimental group. Up until that time, Day, Snow, and Sucher were all doing theory, but Snow was doing experiments as well. But I guess because they recognized I was organized, I was going to run the group. So we had four or five other faculty members. And so I was technically in charge of it, but it was a very socialistic arrangement. And I was probably the

youngest, because I was pretty young at that time. And then George Snow came back, and then *I* had sabbatical in '64-'5. I went to Berkeley, thinking I was going…. While I was head of the high-energy physics group, I learned about experiments. The other people were doing experiments, and so I helped on the experiments. And so we went to Brookhaven where the machine was, and we went to Argonne where the machine was. And most of the other guys, Ray Bernstein, who subsequently went to Chicago, and Guarang Yodh, and a husband and wife, Bice and Gus Zorn, were doing experiments. So I got introduced to it. So when I had sabbatical, came up after seven years, in '64-'5, and I got approved to go to Berkeley, figuring that I would be the West Coast of the group—we'd get involved in experiments in Berkeley. And the year I went there, they put the machine down to refurbish it.

Well, in my time in running the group, I had been introduced to the fact that computers were here to stay, and that a lot of the experiments were using computers to digest the data. And so I got sucked into programming computers. I'd never done anything with computers before, but computers are such that if you're organized, it's an interesting thing. And so in '63, '64, I started becoming an expert in computers—not computer science, but using computers.

SR: And those were the big mainframe computers then?

TD: Yeah. IBM had the corner on the market. Originally IBM was just using punch card machines. And there was a guy in the physics HEP group, the high-energy physics experimental group, who came from the navy lab, who was very good at using computers. And so he taught me about them, and I became very good at it.

At that time in Maryland, mostly because of this other guy, Bob Glasser, G-L-A-S-S-E-R, he and I beat up on the physics department chair, Toll, who was an entrepreneur par excellence, and he in turn beat up on the dean of sciences, who in turn beat up on the president of the university, that we had to have a computer center. And a lot of other people chimed in from mathematics and engineering. So we made enough heat and light that they built a computer center. And we got what at that time was a marvelous IBM machine.

[END TAPE 1, SIDE B; BEGIN TAPE 2, SIDE A]

TD: Sixty-two [1962], or more or less '63. It was essential to get a computer center for the university, and in particular for the physics department and engineering, and we were pushing very hard on that. Snow was away, but he appreciated computers more or less. Glasser was our high-energy physics computer expert. I didn't know much about computers when I was acting as chief of high-energy physics…. [tape turned off and on] But the high-energy physics at that time, in the experimental area, was rapidly being dominated by the digestion of *enormous* amounts of data from experiments with these big high-energy machines. You were taking bubble chamber pictures. The bubble chamber was invented by Louis Alvarez in Berkeley, and in fact that was a big thing when I was on my sabbatical in '64-'5 at Berkeley. I met Alvarez and was part of his group, and it was very interesting to me.

Part of that same group—to jump back to that—was a man named Frank Solmitz, S-O-L-M-I-T-Z, up in Berkeley, the radiation laboratory. And he was *the* guru in computer programs to analyze high-energy physics bubble chamber

experiments. So it was very disappointing for me to go to Berkeley in '64-'5, and not be a member of an experiment. But it was very fortuitous, because I sort of drifted into Solmitz's hands, and he was rewriting all of the programs for high-energy physics in that year. So when I was substituting for Snow in '62 or '3, and working with Glasser to push through a computer center, I was learning how to program in FORTRAN, but also learned machine language, which was the predecessor. Glasser was an expert at that, and taught me about it. And I just took to it like a duck to water. It just happened to be something that clicked with my brain.

So instead of sitting around doing nothing at Berkeley, I threw myself into the project with Solmitz and some of his younger colleagues, and we rewrote all of the programs that analyzed bubble chambers, and we were the center of the world to do that, at that time, which was very exciting, and very interesting. It wasn't physics per se, it was the application of computer programming. But we got to know all about the machines, and that's what led us to…. *Before* I went to Berkeley, we got the IBM 70-90, which was *the* thing; and then we got it upgraded to the IBM 70-94, which was the cat's pajamas, by the time I left to go to Berkeley.

Berkeley broke with IBM and brought in the UNIVAC, which was heresy at that time, because everybody was supposed to be IBM. I was writing programs in FORTRAN—and machine language, some of them, for efficiency—and it was a great challenge to me. The closest thing I could think of today, I've recently been hooked on this little puzzle that shows up in the newspaper today, called

Sudoku. And working that puzzle is very much like coding stuff in FORTRAN. It has the same satisfaction to me, and the same things fit together to me. I was working day and night at the rad lab in Berkeley with Frank Solmitz and some other guys, to take the programs that were used in bubble chamber analysis pictures, and rewrite them up into the 70-94, and in particular into the UNIVAC.

So by the time I came back from Berkeley in the fall of '65, I brought with me new programs that were now going to go all over the world. They were called TVGP, for three-view geometric program, and Squaw, because the acronym for TVGP was too awkward, we called it Tepee. And that was the geometry. And then the other program was Squaw, just to go with Tepee. And that was the kinematics. And that was the program that decided whether the mesons were there or not. And you had to run one, and then you ran the other, and we were putting them together. I brought back Tepee and Squaw in FORTRAN and some machine language for UNIVAC, because we wrote it in Berkeley for the UNIVAC machine. IBM hired me as a consultant for a year to translate it into IBM computers, which should have been trivial, but in fact never is when you're going from one machine to the other. So I made a little bit of money on the side for that.

And then I gave lectures, went over to the Netherlands, to a meeting, to talk to the people over in CERN on how to use Tepee and Squaw. It really wasn't mine, it was really Frank Solmitz's gift to the world, but I was involved in that. Solmitz subsequently, not too long afterwards, had a near-fatal accident on a bicycle and lost his power of speech—very, very sad. I don't know when he died,

but I think he was not complete after that. It was very sad. And he was a very gentle man, a very interesting man.

Anyway, through that period of my life, from, say ’62 to, I don’t know, ’66 or ’7, I became known and good at computers. I was still writing papers with Snow and Sucher, partly theory but more experiment. So I was also doing the experimental work, which in high-energy physics at that time, consisted in the ability of staying awake for twenty-six hours while you’re working on a high-energy machine, and not losing track of things.

But computer programming itself, by the time I left physics per se and went into the administration in ’70, the summer of 1970, I had been deeply immersed in the high-energy physics stuff with a lot of papers and a lot of computing, but I swore I was going to cut off computing, because it was just too absorbing. I mean, you can’t do it halfway. So I went cold turkey, and I never did any more computing, but I always had it in my blood. And so once I retired here, then I picked it up again—not to program, but just to use it.

So the time from leaving Cornell in ’57…. And also, along the way, in ’64-’5, while I was on sabbatical, I got promoted to full professor. So I came in ’57, and I was full professor in ’64, and was at that time the youngest full professor in Maryland. So I felt I’d accomplished *that*.

When I came back, and I was so immersed in the experiments and programming, that after a while I got restless, because high-energy physics was becoming more and more a logistics problem, a bureaucratic problem, organizing instead of just a team of three to write a paper, or a team of five to do an

experiment, it was getting to be teams of fifteen, because various laboratories were working together. Nowadays, if you see a paper in high-energy physics, it'll be a team of a hundred. I mean, it's just…. It was "where do you get the money?" and "where's the car come from?" and "how do you bus equipment?" That was all falling to me, because I happened to be that kind of guy. I figured "to hell with this," I didn't need this. So I missed the physics. But I figured if I was going to be an administrator, I might as well be an administrator.

In the fall of '69 and the spring of '70, College Park was enmeshed in the same kind of Kent State stuff, and we had tear gas and national guard, and there was big rumblings from the students and the faculty that the president should get off the campus. So the board of regents decided to make the whole system of campuses be another layer. The president of Maryland, in my years up until then, was named Wilson Elkins, a very interesting man. I was getting involved in being on the faculty senate, and he put me on a committee which was an intercampus committee to consider whether Maryland On The Eastern Shore, which was a traditionally black campus in the state of Maryland, whether that should be incorporated into the University of Maryland. It was sort of…. Maryland and The Eastern Shore of Maryland is a deep south state, mentally. This campus out on the eastern shore of Maryland, way down at the end, was just the black college. And so the question in '68 and '69, was should it be incorporated into the university? And there was a committee put together, of which I was a member, with members from College Park—which I was one—from the University of Maryland in Baltimore City, and soon-to-be-started University of Maryland,

Baltimore County—UMBC. So I had some visibility at the intercampus level and at the board of trustee level, on this committee. And I got interested in the whole question.

When they decided to move Elkins off the campus and make him president of the system, and started looking for now chancellors of campuses, and had a first-ever chancellor at College Park, the board decided to do that in the spring of ’70. I had my name in there as a long shot, but nonetheless interested. They brought in a first-ever chancellor, Charles Bishop, from Arkansas, to be the chancellor. And since he was looking around for vice-chancellors, there was no such thing as vice-chancellors, and he was going to be in charge of just that main campus. My name was brought to his attention, and he invited me in the summer of ’70, and I decided to go, as a vice-chancellor—not one of the *line* vice-chancellors, but what you might call a staff vice-chancellor for academic planning and policy. And in a way, I was kind of a fifth wheel. You had your standard vice-chancellor for students, your vice-chancellor for academic affairs, and your vice-chancellor for business affairs. And then there was this fourth wheel.

And so I got all the other things, “all other.” And “other” included, for example, coming into office in September of ’70, the fact that the whole campus was going to disintegrate. The faculty senate was in uproar. They got Elkins out, but they didn’t know what to do. They couldn’t cope with tear gas, they were canceling classes, the senate wasn’t following its own bylaws, so as a body it was not credible. It was a *mess*.

And there were physical problems. My colleague business vice-chancellor was nominally in charge of the cops. But the cops were out there on the mall in the middle of tear gas, and one famous time I was the only one around, and one of the plain clothes cops was going to be stomped by a mob, and so I had to go in and get him out. And there were other things. So among us four vice-chancellors and the chancellor, we decided to do something which would try to draw everybody together. So we decided to academically reorganize the campus. And that gave me an opportunity to reorganize the campus senate so it became viable again, and interested in something other than canceling classes, and whether they gave grades, or what have you, which is just, in my opinion, a bunch of nonsense. And that was the project, we took on that project. And I had some other projects, so I was a project kind of guy. And that ended up taking three or four years.

From my former physics colleagues—not Snow and not Sucher, but a lot of others—and it was *big* department by then, a hundred-odd people—they just detested anybody who was an administrator, so they just cut me off, and that was very painful. In fact, one of them crossed the street to spit at me one time.

SR: How horrible!

TD: Well, it was a good thing I went to boarding school, because you learned how to be inside yourself.

SR: That's so mean spirited!

TD: Anyway, Bishop was very good, very organized. And in particular, he was good with Elkins, who was feeling his way as a president. Johnny Toll had left the physics department two years before, to go to be the president of SUNY-

Stonybrook, when it was a brand new university. He made a world-class university out of it. Then he came back, as a matter of fact, to be the system president of the University of Maryland. I was always very friendly with Johnny, and whenever he'd come out here, I'd get together with him out here.

Elkins retired not too long afterwards. I mean, he got the place organized, and he got it together, and he brought up to central headquarters his right-hand man from the campus, who was vice-president of academics, Lee Hornbake. And we four vice-chancellors came in with Bishop as a chancellor. Bishop lasted for five years or six years, I think, and then he went off to be the president of Arkansas. I'm a little confused, I'll have to think about that. He left College Park and went back down south. No, he went to North Carolina or Arkansas, I forget. And they brought in a physicist, actually, as the second chancellor, named Bob Gluckstern.

I had accomplished the reorganization with a lot of political activity in four or five years. It was somewhat typical of what I would do. It was sort of beautiful in theory, but it was the ultimate in herding cats, and it was just like Los Alamos: it was impossible to remain stable. Now, I left after eight years, in '78, and by '80 or '81, the various factions that I had glued together came unglued, and they took away most of the reorganization. The key aspect of the reorganization, that was my gift to the world, but it didn't last very long…. And part of my problem is I'm always too far ahead—things like this librarian thing.

SR: I understand.

TD: The key was to put together the departmental disciplines that were essential to the colleges, and make them in a unit, and have a provost over those divisions. So there was a *division* of mathematics and engineering and physical sciences. So you had the college of engineering, and you had the department of physics and math, and they were all together. And you had the division of life sciences, so you had the college of agriculture and botany. And in particular, in the humanities, it made eminently good sense. Home ec would be in this, and so on. So it was beautiful little thing, had great graphs and everything.

The sand in the oyster was agriculture. Very interesting. There was a lot of resistance in engineering, there was a lot of resistance over where the business school was, there was a lot of resistance here and there. But the thing that blew it apart was College Park was a land-grant university of the State of Maryland, from the 1860s. Agriculture is the heart of land grant. You have 4-H, you have research, teaching, all the rest of it. People in agriculture at the University of Maryland, and most land-grant universities—I spent a year going around to other universities, sort of sinecure, before I left—they considered themselves the original land-grant university, as the king of the campus. And *nobody* was supposed to touch agriculture. And I went on broken glass, on my hands and knees, to the dean of agriculture, and pleaded. They gave lip service to it, they didn't *mind* being next to the department of botany, but the college of agriculture coming under a provost, having a dean under a provost, they never could get past—like the state department. And they never could get past the language, the protocol. What was a provost? Why was the provost over the *dean* of

agriculture?! The dean of agriculture was the oldest dean in the world. And they eventually went back to the regents and blew it apart.

I've done some things at San Diego State the same way, but I was smarter at San Diego State.

SR: Well, it's the culture of these people. It's all about their culture.

TD: Oh, absolutely. And what I learned was that it was exactly the same between the state department and the U.S. federal government and the state government. You have to transliterate between the language, but the concept's all the same. There are little bureaucracies, there are little domains, there are people who are imbedded and who give lip service and all, and who have civil service, or have tenure, or what have you.

There are remnants of that reorganization. It was called the academic organization. I had a study group, I had a committee, AOSC, the academic organization and study committee. And I used it to ram through the campus the newly created campus senate, so the senate came together. That was an accomplishment. The senate had disintegrated under tear gas and all the rest of it. And the pressure on the faculty took it apart, because faculty wanted to give students credit when the campus was closed, and give them no tests. And how do you put it into the transcripts. Of course faculty don't care. How do you put that into the record, into the student affairs records?

And so when we came in, there was nothing there. And the student affairs guy, he went nuts and he got replaced after about two years. The academic guy, named [George] Calcott, and I became *very* close, because he had to pick up all

those pieces. And he was a true faculty guy, which was exactly right. Unfortunately, at that point, you also needed somebody who had bona fides as a faculty member, but who was a real battle ax, and that was me. And the student affairs had to figure all the details, the bureaucracy: how do you record the grades, *where* do you record the grades? They hadn't computerized *anything*. And what do you do with students who just didn't go to class because they were marching in the street? And of course all kinds of universities had these problems. But we had a change of the whole organization at the same time. We went from a campus to a system in practice, and had the first-ever chancellor. So it was interesting.

SR: Wow. It was a special time.

TD: It was a very interesting time. [tape turned off and on] So in fact what happened was we came in as a new administration and had to simultaneously pick up the pieces, glue them back together, and start over again. I'd say one of the accomplishments that we did—and Bishop was good at this—was we revitalized the faculty senate, gave them this project to work on; got through the national guard period, so to speak; got back to being stable; and in the meantime there was this interesting administrative problem: How do you administer, and how do you structure a *major* campus?

By that time, Bishop was on the verge of leaving, and it was clear I should get out, because this fourth vice-chancellor thing just doesn't work very well in practice. Only the three are really significant. And then the other one would be fundraising. And so I started looking for another job. In my last year, they were

kind enough to send me up to UMBC, where my colleague from the previous year, who was the business guy, John Dorsey, was the new chancellor of UMBC. And so I went up there as the interim academic vice-president, and did that part, so I learned how to do that. And then I got the job in San Diego State. But I had been looking for a job for about a year.

San Diego State was the perfect transition, because it was about the same size. College Park is a big place, and San Diego State at that time had maybe 30,000 students. San Diego State is not a land-grant university, so from my point of view, getting out from under agriculture was like getting out from under purgatory. And there were a lot of other things, so that's a good place, probably, to stop here.

SR: Okay.

[tape turned off and on]

TD: Okay, let me go back to College Park for a minute, to clarify. There was the Morrill Land Grant Act that Lincoln got through. In the education circles, in public education in particular, that act stands supreme as the beginning of the concept of bringing education and the results of education to the common folk of the whole country. Every state has a land-grant college. And it never has very much money. I mean, it never appropriated very much money. But it embodied the concept that each state had to have a public university which had an agriculture complex, department, or whatever, which carried on research—which was the first time the federal government sponsored, so to speak, research—carried the results of that research to the people, and had education not only in the

college, but things like 4-H and stuff like that. And various states picked it up as we went along. And then, of course, after the Civil War, other states came into the union, and they came under the Morrill Act, and so forth. Maryland was one of the original states, and it had a college of agriculture, and it had the three arms of research, teaching, and service. And the fact that research was there was a major, major, major thing. It wasn't until the Second World War that it became *big*.

But the agriculture culture on land-grant colleges, is a very special culture. And it typically has older faculty, because it's one of the departments that's been around forever. And they typically are very close to the earth, they're very close to the farmers, very close to the people. So they're very political, *very, **very*** political—in the best sense of the word. And in particular, they think that the way they are is the way the world should be: as faculty, as a college, as everything else. Gracious, wonderful people, but absolutely intransigent. You cannot change their minds. And running this project, which we were doing for a variety of reasons, not least of which was to repair the faculty senate, to change the mood of the campus. But from *my* perspective, it was a great concept to have colleges imbedded with the supporting departments, so agriculture would be in the same place as botany and so forth. I mean, what could be better? Not to the land-grant people, not to the dean of agriculture, who felt that we were essentially downgrading him, to put him under a provost. Who the hell is going to be a provost?

And another major thing is that Maryland, like many states—not all—the board of trustees, the board of regents in the case of Maryland, was also the state board of agriculture. And it was part of the state laws and constitution, that that board had to be especially sensitive to the interests of land-grant agriculture. And that had been there since 1865. And so all the faculty, and the dean of the college of agriculture, who was a sacred person, had a direct line into the board of trustees—or the board of regents, in Maryland.

So not only was I trying to herd a bunch of cats on the campus, and trying to make the agriculture people understand, but the chancellor in this case, Charles Bishop, who was the first chancellor of the campus—and he was in agriculture. His life profession was agricultural economist. He was constantly doing the politics with the board of agriculture, who was also his boss, his board of regents. Well, by a variety of ways, we got them on board. The whole plan eventually went to this reconstituted senate. There were a lot of pieces of this plan, most of which were relatively noncontroversial, except for this structure thing. We finally got it approved by a divided vote. I don't remember what the numbers were, but it was like 55-45 on those issues. I insisted on the question being divided. It went to the board, and Chancellor Bishop had done his work with President Elkins, and Elkins was *not* in agriculture, but he was a very astute politician. And we got the board of regents to approve the plan. On this issue, the agriculture part, putting the college under a provost, with the departments related—life science departments. That was approved, but they never gave up. And they went out into the countryside, and they talked to farmers, and they talked to 4-H, and then I left.

(laughter) And after five, six years, a tsunami came flowing back from the countryside. And the board at that time then disentangled it. I think they still left a division here and a division there, but they were divisions which didn't have the political clout of the agriculture dean.

So when I came to San Diego, it was like getting out of prison, as far as the concentration of the usual faculty feelings of supremacy and what have you, plus the real, honest-to-God, down-in-the-earth politics of an agriculture college. The only thing close to that is a medical college. Law is a distant third. They think they're the best. Agriculture's first, medicine is second. Now, medicine in Maryland was a separate campus. It was the city of Baltimore, and in the new system it was The University of Maryland in Baltimore. And then there was a brand new campus, University of Maryland in Baltimore County, which was a liberal arts campus in the beginning—it's now quite a bit more. And then there was Eastern Shore Campus, University of Maryland Eastern Shore, which I was part of the committee that brought that in.

San Diego State had no law school, it had no medical school, and in particular it had no agriculture school. But it was large, and it had a couple of things, which I'll go into as we go into it. And so I thought it was great.

SR: May I just ask you how you were approached, and how this all began, regarding San Diego State?

TD: Well, I think I mentioned that Charles Bishop was the first chancellor of College Park, and he came from North Carolina—and not as a chancellor, but as a vice-president. His background was agricultural economics. He came in the fall of

’70, and I was approached by him in the summer of ’70, as were the other three vice-chancellors. By 1975, he was looking to go elsewhere. And subsequently I think he went to the University of Houston, I’m not sure. And then from there, he ended up his career in Arkansas. And after he retired, he went back to North Carolina. In any event, he was looking to go elsewhere. And it had been a very hard time for him. I described some of it from my lower perspective, but to come into a totally chaotic campus where the president was essentially ridden out, and then he came in, [there was] no senate, the faculty were everywhere. From ’70 until ’75 was a very hard time. And you have to remember, in those days, in ’70, ’75, the average lifetime of a public university president was like three years. So for a year or so, I had started looking around ’76 or ’77. He left, and a new chancellor came in, Gluckstern, who was a physicist, and in fact I think is still on the physics faculty at College Park. And so it was clear that he didn’t see any point in having *me* around, because I was not one of the usual vice-chancellors, and we had finished this big project, plus a bunch of other little projects. I’d helped with the library, I helped with the computer center, various other things. And I was perfectly happy to move on.

So I had been taking some interviews. Some headhunters were helping me, and I was looking for a presidency all through ’75-’76. And in the meantime, my colleague, John Dorsey, who was one of the four vice-chancellors—the money guy and the financial guy—and he was very favored by the president who left—he was made, by the president, the chancellor of UMBC—Baltimore County—which was a brand new place. And John had me come up as the acting

vice-chancellor for academic affairs. So you worried about faculty, you worried about graduation, and all kinds of things. And that was my last year, '77-'78. And through *that* year, I really looked in earnest for another job. The previous year I had spent on assignment, sort of detached service, going to other campuses, and wrote a little paper about what other campuses did about things. And I was also interviewing—went to Arkansas, as a matter of fact, to be interviewed. Went to a lot of different places, but nothing was particularly interesting.

But there is an educational "Mafia," if you like, in One Dupont Circle, where all the national organizations of higher education have offices. And so University of Maryland was in an inner circle called the AAU, the American Association of Universities, and those were the crème de la crème, because they had a lot of research. And then there was another one which goes by the acronym NASLGUC, which was the National Association of State Land Grant Universities and Colleges. So those are the land grant places. And then there's a third one—and this shows you the kind of structure of the political circles—called AASCU, which is the American Association of State Colleges and Universities. Those typically do *not* have research. The NASLGUC people being land grant, *have* research. And the AAU is public *and* private, and exemplifies research: it's the Stanfords, the UCLAs, and so forth.

So I had been going to these places, getting my face around. In the final year, '77-'78, Brage Golding, who was at San Diego State, was retiring, about to retire, and had in fact retired that year, '76-'77 or so, to go back to Ohio. And so there was an interim president of San Diego State. The chancellor of the system

of state universities was called CSUC in those days—California State University and Colleges, plural—was Glen Dumke, and he literally actually is the second chancellor. But the first chancellor, when they set up the system under the California Higher Education Plan, they brought in a chancellor from New York, who lasted only like one year. His name was Gallagher, and he lasted from ’61 to ’62. Dumke then was in office in 1962, and when I was looking in ’77-’78, he was looking for a new president for San Diego State, and he had heard about me. I did not apply or anything like that. You know, you don’t *apply* for these things. So he came to Baltimore, and I was at UMBC, and he wanted me to come talk to him. And I knew who he was, of course, and I knew that there was a vacancy in San Diego State, but it was one of several that I was looking at. And so we had a very good chat, and I was very impressed with Dumke.

To make a long story short, he decided to make an offer to me. I forget, it’s in some of those little pocket books that I gave you on the computer thing. But probably in the late fall or something like that. And then I had to go out and talk to—they had a search committee of faculty and students at San Diego State, and the board. And I went out, and then I went out with my wife, and then I think it was in March/April of ’78. I shouldn’t have been saying ’85 or ’86—it’s ’*7*5, ’*7*6, ’*7*8. So in the spring of ’78, I went out, and the board appointed me. I had visited the campus once or twice—once just passing, and then once seriously to be interviewed by all the constituent groups—although in ’78 it wasn’t as bad as it is now. So it was a relatively painless [process]. And my wife came out with me, and the board of trustees had a meeting, and I was appointed. And so I came out

once or twice in the remainder of the academic year of ’78, and got to know some people, and meet some of my central staff, and got to know the campus.

I guess a couple things attracted me. One, as I said, to my way of looking at it, it was very comparable to College Park in the sense that it was big. In money of that day, I don’t know, it had an $80 million to $100 million budget. But most important, it had a significant amount of research going on in the faculty. That was unusual to the point of being exceptional in the California State University System. Only one or two other campuses had *any* research—what I would consider research in the AAU and NASLGUC sense of research. And when I looked into it—and I did my homework, which I usually do—it had a foundation, the San Diego State University Foundation. And when I went into that and looked at it, and read the bylaws of the foundation, and carried it all the way up to the state laws governing the California State University, which were the organic law which runs that, because it’s the public university, in contrast to the University of California. And then from the law comes the education code of the law. And from the education code comes the board of trustees. And from the board of trustees come trustees’ actions, which are codified, and that runs the place. And when you read all that stuff, you find out that the foundations have very special places. They are quasi-private. They are private in the sense of having their own board, they have their own bank account, they have their own employees, but they’re quasi in the sense that the president of the campus is the president of the board, appoints most of the board, and can overrule the foundation in certain matters that internally affect the university. So being the

kind of person I am, that looked beautiful. I mean, that meant that you had all the benefits of the state paying everybody's salaries, so you didn't have to be like Hesburgh, running around to get money. So most of the overhead was paid, in the overhead sense. And yet you had a place where there was fungible money, which was accounted for with the feds. Most of it was federal research money. There was a teeny bit which was state money from tradition, but it was totally under your supervision and your organization, so you had all the benefits of a private institution. And it wasn't very big at that time, but it was clear from the structure of the laws, to me—and I had read this before I saw Dumke in Baltimore—that it was the best of both worlds, from presidential executive point of view. You had to know and follow the laws of the state, you had to be responsible, of course, first…. They were set up to be regional universities, in contrast to U.C. campuses, which each of them are by definition statewide. They're placed in places, but their mission is to be statewide. So U.C. is not a collection of universities—it's only *one* University of California. It's just the University of California at the outpost called Los Angeles, or at the outpost called Davis.

So the *C*SU was set up originally from places that existed beforehand, and therefore their responsibility in San Diego was to *San Diego.* Now that's a story which we'll get into as we go along. That's a built-in tension, you see. I mean, that's like saying that the ambassador to Ghana was there before you had a state department. And now you have a state department, and who's talking to whom here?

And San Diego being San Diego, which I also picked up on, had a very unique kind of local mentality that, "We're San Diego here!" Then there's Pendleton, and then there's, you know, be there bad creatures up there. I mean, we're down here, see, and we don't talk to L.A., and we *sure* don't talk to San Francisco. And Sacramento doesn't exist—in the minds of San Diegans. That resonated with me very well, having been an outspoken iconoclast all my life.

Now the fact that in that environment of the local people, which had a lot of political support, it was clear that while the dominant political strength of the state was in Los Angeles and San Francisco, in particular, that to me as a novice politician, the politicians of San Diego were very critical swing votes on political issues. But more importantly, they were treated with respect as a group—Democrat or Republican, it didn't matter—and better not to fight with that group. From the position of San Francisco, for example, or L.A., they're just a little bunch of rubes down there, and as long as they don't ask for too much, to hell with them. So you could have your own little empire.

And I felt when I looked at it that San Diego University, the faculty was first-rate, they had a long tradition of local pride as faculty, they had the beginnings of the university-wide feeling that research plugged into teaching was a good thing. They were not antipathetic to research—they weren't totally sympathetic to it, either, especially in the arts and the humanities, but they tolerated it. And the scientists and the engineers were starting it, and so that was already there, and they had a lot of relatively junior, going into middle age, faculty who were embedded in that, and wanted to do a lot more.

Then they had this foundation, which was private money, nonstate money, had its own rules, which I learned over time no other president in the system ever read—and it got to be joke that I was the only one who—and it's called Title V—I was the only one who had ever read Title V. And foundations were under Title V as a quasi-private institution. And if you could go out and get money and put it into that foundation, you as president, could do it. You didn't have to put it in the state budget, it didn't appear in the state budget. And so you could take money which was relatively fungible, and give it to a certain faculty member to set up a laboratory, so that that person could go to NIH or what have you. You didn't have to beg it from the state legislature. And in fact if you were stupid enough to try to go to the state legislature, they'd resoundingly say no, because they would say, "Research is U.C." So for many, many years I never spoke about the fact we did research in public. And in fact the faculty used to beat me up on that. And I would explain to some of them, but not too many of them. And when I'd go and testify, I never would testify about the wonders of San Diego State in research. I would always talk about the wonders of San Diego State in teaching, the faculty, some of whom were on the frontiers of their discipline. Because the instant you put your head up, U.C. would come to slice it off. And on *that* issue, U.C. and CSU *institutionally* are opposed, and always will be.

Now, I also found that there was a good relationship between San Diego State and U.C.-San Diego. U.C.-San Diego was still very new—it's only been there twenty years [unclear]. But Brage, in particular, had good relationships. And I came in, and there was sort of a quasi, oh, I don't know, informal group

that would meet once a month—the chancellor of UCSD, the president of San Diego State, the president of USD, the community colleges—and we'd have a dinner once a month and talk. And the hottest item was, "Well…."

[END TAPE 2, SIDE A; BEGIN TAPE 2, SIDE B]

TD: (in midsentence) … so to speak, of the major educational institutions in San Diego. And I thought it was very friendly, and it also served a lot of good purposes. [tape turned off and on] So this group…. [tape turned off and on] were, you know, the leaders in the *major* educational institutions. We all were in the same business. There was a certain amount of competitive spirit, but not in any bad sense. I felt it served several purposes. One was we could all agree that education was important to San Diego. We could all agree that on the political level, that having the backing of San Diego was important—even for a private institution like USD, and Art Hughes [phonetic] was the president at that time. So we could talk between ourselves about the various missions and what programs we would have, and so forth.

There was a master plan for higher education in California, which also attracted me to come. It was a very well-defined plan. It had been in place for a long time. Its "father," so to speak, was still in the state legislature, John Vasconcellos, who was a very interesting character, whom I got to know very well. And as far as I was concerned, some of the important things were written into that law—it was a law—was that research was the University of California, terminal degrees were University of California: Ph.D.s, LLBs. Law was restricted to the University of California. Medicine was restricted to the

University of California. On the other hand, education was to CSU. So it came out of teachers' colleges. But there was a little fuzz word in there that Dumke had been the author of, that the CSU could have *joint* Ph.D.s with other colleges. And in fact, it was *really* fuzzy—it wasn't even other *California* colleges, although we never pushed it to that.

When I came, San Diego State had two or three joint Ph.D.s, mostly thanks to the dean of graduate studies that I inherited from Brage—Jim Cobble. And they were in chemistry and one or two others, I forget. And I had read about this before I even met Dumke, and I thought that was a Trojan horse, that was just a beautiful hole in the wall that we could put our research, we could go through. And of course Cobble, that was his *life*. He was also a practicing chemist, very good chemist. But his life was to get research and joint Ph.D.s. And so, "Go Jim! Go!" And by the time I left, I don't know, we had a dozen or something.

In fact, interestingly, in my time there was a review of the plan of higher education, and I and two other presidents were very active with Vasconcellos's staff to try to get *independent* Ph.D.s for CSU. And we almost got 'em. And I had massaged the UCSD chancellor, thinking he was on our side, or at least he would be quiet, at least he would talk to University Hall in Oakland and they would be more or less quiet—but he wasn't, when it came down to it. When it came right down to it, that was University of California's life blood, and so they lobbied against it, and we lost at the end.

More recently, the plan has been revised again, and we did get independent Ph.D.s in very specific—this was after my time—but very specific

education areas. So now San Diego State can offer a Ph.D. of it's *own* in particular areas. But we had blazed a trail, there were no other joint docs in the system. We ran ahead with them, and you have to get your mind around the fact that the geography of San Diego, where we're isolated down here, plus the intense—not provincialism, but, you know, *pride* of the place, just allowed you to do anything you wanted, as long as you have the town with you, politically; and as long as you weren't stupid about it, or evil.

And so we traditionally, and I traditionally, would read carefully the laws, read the things, and push it to the limit. And we had the best staff in the system, bar none, in almost anything—far and away in a foundation that was run by Harry Albers, who came in about the time I did, and who had come from the Smithsonian Institution, and who was superb. And we were 110% in sync. And Cobble was the third member of the triumvirate. The law loosely was that the president was the chairman of the board of the foundation. I had decided never to serve in that physically, because I always wanted to be able to veto anything. And so Cobble always served year-by-year on an annual appointment. I would appoint him as chairman of the board in my stead. Now sometimes he got confused about that and thought that he was the chairman, but it didn't matter to me. I'm never very interested in those trappings, I just want to know where the power is.

And so we had a great team between Cobble and Harry Albers and their staff. I inherited a staff of the campus from Brage, which was first rate, absolutely superb. And he had done a *tremendous* job in organizing this faculty

senate and encouraging research and getting things going. But most important to me, was that all the top-level staff—the vice-presidents in existence, under them the deans and the directors of the major things—you know, personnel and budget and what have you—all of those were top flight. And I asked around before I came out, and it was clear that they were acknowledged by central headquarters as the best of their kind in the system, if not the country, in some instances.

So when I came in, I talked to each of the vice-presidents and to even people who were not [unclear]. Cobble was not a vice-president, much to his chagrin. And we talked about it a couple of times, and I always refused because I said I didn't want a proliferation of titles—I had been a proliferation of titles at College Park, and I wasn't going to repeat that mistake—but that he had all the running room he wanted.

I had regular meetings every Monday of the "cabinet," so called, and they were the three vice-presidents. They were Cobble, who was there by dint of the fact that he was chairman of the board of the foundation. Albers could join us, because he was internal manager of the foundation. And sort of in principle, but almost never in practice, the athletic director, which I'll speak a lot about later. All of those people that I inherited, the first among equals was the vice-president academic, which was Al Johnson. Brage had put him in as vice-president academic. He had been the dean of sciences and he was a botanist before that. And I very quickly—I mean, I study things beforehand and then I make decisions very quickly. It very quickly was clear he was perfectly fitted for the job. Brage had tremendously good taste on that. He was a faculty member mentality, knew

how to herd cats, had infinite patience with me and the faculty, very good taste, very loyal, and he was set.

The money guy, business and finance, was Bill Erickson, also brought in by Brage. Very different type of person, but very good at that thing: cheerful, cautious, always made sure I understood what was allowed and what wasn't allowed. If I'd ever chosen to not allow, he would have quit on me. And he was very straight arrow, but very loyal. Would argue—and I encouraged all of them to argue in these meetings and tell me whatever they wanted, but then once I made a decision I didn't want to go back over it again. And they took a while, but they got to realize that. So he was fine.

Under academic, of course, are the deans and the department chairmen. Some colleges—and it's still this way—some colleges the chairmen are sort of there for life. They're more or less appointed by the president. Most of the departments are elected by the faculty and rotate. And there are arguments on both sides of that. It wasn't like that in College Park. The chairmen in College Park were appointed by the deans. And the deans were very powerful in College Park. The deans in San Diego State when I came were very weak in that sort of sense. They basically just juggled among the department chairmen who were not their appointees, but who were appointed from the ranks. So they were responsible for budgets, they didn't make up the budgets. The vice-presidents or president made up the budgets. And that bothered me a lot and I worked on that with Al Johnson for years until we finally got a council of deans that were real deans and ran the place.

The corresponding people in business were the department chairmen: personnel, budget, stuff like that. That level of an institution the size of San Diego State is what runs the place. It isn't the vice-presidents, much less the president. It's the dean-director level. And at San Diego State early-on, and more or less now, my recollection is that level numbered twenty-five or something like that. And so it was important as the executive, to understand that level, to work with it; and for that purpose it was important to do it through the vice-presidents—not around them, but through them. And that was not a tradition. I mean, there was a lot of going around on the campus. Even though Brage was a very organized, almost military-minded guy, there was a lot of end-running going on. I made it very clear, very quickly, that was not allowed. It wasn't allowed by the vice-presidents, and it wasn't allowed by the deans/directors. Anyway, to get back, I was very happy with what was there, the people that were there—it's just that we had to tune it up.

The third vice-president was students. At that time, when I came in, he was called the dean of students, Dan Nowak. And it was clear pretty quickly that there was a long-simmering kind of jealousy between academics and student affairs, which is typical of big universities. In small universities…. I had spent a year, as I said, going around the country on extended leave, looking at a half a dozen or so universities, big and small. And I had read all the stuff on the shelf by Clark Kerr, who after he got out of the presidency, wrote a whole bunch of books, which Barry Munitz was the editor of, interestingly enough. And I had read all of them in College Park because I felt it was part of my job, and I knew a

lot about that sort of thing. I was not a particular philosopher of higher education policy, but I understood it. I just never had the patience for the philosophy side. Anyway, in small institutions, student affairs is embedded in academic affairs. [brief technical interruption] So to repeat, student affairs was found to be in academic affairs, and that's traditional in private institutions, most of which are small, and small public institutions. But as I mentioned in other circumstances I come at management with a relatively cynical point of view, and so I feel very strongly, and felt very strongly—still do—that you have to have checks and balances in the executive arm, the administration. And what that meant to me was that the issues that are handled by student affairs should be separated from the issues that are handled by academic affairs. For example, the faculty get grades. In my view, it's a mistake in a *big* institution, where it's very hard to watch things, for the people who give the grades, to also put them on the transcripts, and to give them out to the world. It's too easy for things to get wrong there. And so if you're in a small institution, the registrar personally can watch out for that. So if you appoint a good registrar, you can run a clean operation. In a big university with thousands of students, each of whom have tens of grades and thousands of faculty giving the grades, to have the people whose interests are the faculty also watch over the grades, is asking for a problem, asking for an audit problem. It's very much the same as having the people who take in the money also take it to the bank. I mean, you can sort of lose it along the way. Now, the principal money in the state institution comes from the state, so the state worries about that. And an institution doesn't sort of take in the money, it's available as a budget, and the

budget is sort of rigid. The non-state money, the student money, comes into student affairs. It's predominantly spent by academic affairs. So you have a money connection, and you have an academic connection in grades, which is the coin of the realm. You also have a connection professionally, personnel-wise, because academic affairs worries about the faculty, but then the staff are in student affairs. And so you have potential jealousies and pockets of this, that, and the other. All of this is theoretical—this is the theory of management. So I was kind of psychologically nervous to find a dean of students who was sort of running student affairs, but really was second class, compared to academic affairs people. And of course that's instantly picked up on by the faculty. People of the faculty feel that all staff are there for their benefit. I mean, all staff are really butlers and maids to the faculty. I mean that in a joking way, but it sets the tone.

And so there was an actual morale problem, that the people who worked in student affairs felt second class; the dean felt second class. The dean was sitting in the cabinet, but he was a dean, and here were the vice-presidents. And this particular dean of student affairs, Dan Nowak, was an ex jet fighter plane pilot who was very timid in many ways—quite clear—very, very reserved, very quiet, but a warrior type inside. The other two I was happy instantly to make sure that they stayed in office. Dan I thought about for a while, which for me was a long time, like a week, and got to know him a little better. He was an avid golfer, and I was a terrible golfer. And military as he was, he made sure that he could get me on the golf course. All military, I came to find out, here in this town, officer types are beautiful politicians. I mean, they really understand, and they don't quite suck

up to you, but boy, it comes to that. And that bothered me, because I didn't want a cabinet officer like that.

To make a long story short, I decided to make him a vice-president, which I did fairly quickly. I don't know that I did it the first year, but maybe the second year. And I, with him, and through him, made it clear that student affairs was a division of the institution on a par with business and finance, and with academic. It was not very popular in academic affairs. Al Johnson was a good soldier once he realized that that was it, he went along with it, but I don't think he ever really believed it. And it worked out. There was tension, and frankly, I *wanted* tension. I wanted a cabinet where there *was* tension, where the academic and the money guy fought all the time, and the money guy and the student affairs fought all the time, and the foundation came in and weighed-in on it. I figured I wanted a cabinet of equals who were willing and able to speak up in the cabinet, and also privately. They always had access to me one on one. And then I would make a decision. And once I made it, I wanted it carried out. And it took a while to get going, but they became like that. And all of them, I mean the three vice-presidents, the foundation, Harry Albers and Cobble, and to some degree, as we went through the travail of athletics, the athletic director. And I also had my principle assistant.

There was an interesting rule in Title V, which nobody ever read, that every president had to make records of cabinet meetings, of his meetings. And so I inherited a principle assistant. She went by various names in my time: originally was Alma Marosz, M-A-R-O-S-Z, who was on the mathematics

faculty. And so actually she was still teaching, and she was putting together a program on remedial mathematics or elementary mathematics for teachers. She had been brought in by Brage, and she was great. She was my principle assistant, and her job was to run the office. I inherited a secretary, and so we were fine, but there was turnover there. But mostly there was never any turnover in my time. I very valued stability. Had a high premium on stability. If people were right, I left them alone. Alma sat-in with the cabinet, took notes. I never saw the notes, never knew what she did with them, but there was some weird archaic rule, and so she filed them someplace. So she was part of the cabinet, and she was my confidante, her successor who was Barbara Hartung, who came out of journalism. They were my secret channel into the faculty and into the infrastructure and what have you. I put them on boards of the auxiliaries. The foundation was one of three auxiliaries. There was the foundation, there was the student administration, the A.S., and then there was the shops: bookstore, food service, stuff like that. And I would put Alma, and then Barbara on those boards. They also took care of commencement. It was the tradition, apparently, that Alma would organize commencement. And boy, when I found that out, I thought I'd fallen into heaven. "Fine, you take care of it." Which is a *major* logistics problem—*major*.

SR: I imagine so.

TD: We'll get to that after a while. Anyway, the inner core was very small. The office was in the old administration building. I inherited the furniture, I left it there.

SR: Where was the old administration building?

TD: Well, if you go out of here and go onto the main campus, there's the big library with the dome. And if you go around the dome, and stand with your back to Love Library, you're looking at the main administration building on the right. As I left office, the dome was completed and the *new* administration building was completed, and Weber went into there, which I felt was a good deal. I mean, it was a nice transition thing, sharp transition. But traditionally the old administration was right there near Hardy Tower. There's a little statue in front of it, of Samuel Black, who was the first president, donated by a great professor and her husband. And my office was on the corner right there behind the statue, and there's a plaque in the ground honoring me, right outside that window, which is the most honor I suspect I'll ever get in this place.

So I inherited that. The only thing I asked was that the ceiling was black in my office, and I asked that it be painted white. But I had learned in College Park the bitter experience of the president and chancellor: don't change physical things to your benefit.

And you've got to remember, I came in July of '78 and Proposition 13 had just been passed, and so the ceiling was about to collapse on higher education. So I figured we'd keep the place cool and calm, and I was happy, actually, with what became the three vice-presidents; with the foundation, it was fine. The office staff was small: there was Alma, there was a principal secretary named Barbara Erickson, who was Brage's principal secretary, whose husband was ill and would die not too many years later, and she would retire after a couple of years. And then I brought in…. I'm going bad. I'll think of it in a minute.

SR: You'll think of it.

TD: Her replacement was Marcia Crandall, and she stayed for a *long*, long, long time, until maybe three years before I retired. I'm embarrassed to not think of her [name]. And then there was one other secretary, and she turned over in a couple of years, and that was it. So we had two secretaries and Alma, and the vice-presidents. [tape turned off and on] Do you want to start now? Okay. I don't remember exactly where we were. [tape turned off and on] (resuming in midsentence) … and I wanted it kept that way, so that the upper-upper place was not plush. It was clearly not plush. I wanted to set a tone. And they were all wonderful people. And we had some very hard times, which I'll get into. And they handled it very well. And so people, when they came in the office, they felt comfortable, they were *very*, very nice with students; they were very nice with parents who would come in and complain. Let's take a break for a minute. [tape turned off and on]

Okay, now I've remembered my main assistant's name—it was Marcia Crandall. And as I was trying to make the point that she and the note secretary, and Alma Marosz, and my vice-presidents, and then eventually Leslie Yerger joined us, and she represented fundraising. We had a very tight-knit group for a long time.

Now, I came in July of '78, and literally right after the people of California had approved Proposition 13. And it was clear coming in that that was going to create a lot of budget problems for higher education in particular, but for a lot of the state. And it took a year or two to unwind, but by the time it was

maybe ’80, ’81, something like that—two, three years—we began to get real budget pinches. And there were freezes of the budget, and there were some temporary cutbacks and what have you.

In the meantime, there was a lot of pressure for enrollment to come in. Now, I had studied before I came, what the master plan said about the size of campuses, and I had made a study of the universities, and I’d come to the conclusion that every university, every campus has sort of a more-or-less natural limit to how many students it can have. The key is the student-faculty ratio. You have to have enough faculty for the students. If you have enough faculty, you have to have office space, and so on and so forth. A lot of the places I had visited, like University of Massachusetts in Boston, for example, at that time, like the mid-seventies, had tried to stuff a lot of students into dormitories. But in the riotous years around ’70 and ’72, it was a disaster. I mean, it was like packing explosives into something. They literally tore the dorms apart. So I came to San Diego more or less persuaded not to have much resident students. I figured they could all live on the beach—which they were doing anyway. And I didn’t want to get very much bigger. And that just happened to resonate with the necessity of budgetary constriction for the first couple years.

On the other hand, of course, it was very hard on the faculty. Faculty were used to growth, they had been growing. And for this relatively new president to come in and say, “No, we’re going to stop the growth, we’re not going to get bigger budgets, and we may even have to make some cutbacks,” was very tough. So it was sort of the end of the world, bugetarily, around the early eighties, and I

hadn't been there very long. But actually, it came out all right. The senate worked on it. The senate was very organized, Brage left a *very* organized senate, so that left committees. I used to have a lot of interesting conversations with the faculty senate people because for whatever reason, they were sort of like the British Parliament—they felt that *they* ran the place. Whereas I was more like the American president, I felt that the president was the executive, and they could be the legislative. I made a point with the faculty senate of essentially always honoring their wishes on the academic things, on academic programs—even if I didn't particularly agree with them personally.

And I always had under the constitution, so to speak, which was a written-down thing, very organized—typical Golding—the final word was the president. I had a certain amount of time, basically, to veto. I didn't do it very much: and almost, I don't think ever, on an academic program. But as time went on, especially under the pressure of budget things—and the worst budget was another cycle in the early nineties—the senate would sort of start executing things. And it is very interesting to me to watch the current federal government, between the president and the Congress.

So I would have meetings almost every week with senate leadership, and they would tell me what they were doing, and I would tell them, frankly, where I came from. I *very* rarely went to the meetings of the senate. I would send Al Johnson, who was superb at presenting our position. And we would have arguments—friendly. It took a long time for the senators to realize that I like to argue, but that I didn't hold grudges or anything. I mean, I just enjoyed arguing.

And so if they didn't agree, then I *really* enjoyed the meeting, and they would think that I was poking at them, or what have you. But eventually we got along pretty well. And that was very useful during this post-Proposition 13 time.

On the side, I was getting to know the town, and was very happy to be here, and making a lot of talks and things like that—typical things. One of the aspects of the San Diego Foundation was that under its aegis, was a continuing education thing, which was a self-support operation, it was not state funded. And this building, the Gateway Building, was the home of that. And it was run by a very good dean, who really took me in hand. We had programs in all kinds of countries, so my wife and I traveled to the Mideast and traveled for research things. We traveled to Europe for American language things. So there was that period, and I was getting to know Mexico. I *came* because we're on the border, figuring that we could have bi-national things, which we started up. Lucy Killea was in the legislature and was very kind within the first weeks to take my wife and myself into Tijuana. Dean Bill Locke, L-O-C-K-E, was in charge of the outreach extended studies operation—a very unsung hero. I mean, he did an enormous amount of things, very good things in programs with all kinds of countries. So we had programs where no other universities ever went. I mean, we were the first program to be in various different kinds of countries. He got things going into Mexico. Our dean of education at that time, '78, '80, was Tomas Arcieñega, who took me down to Mexico City and got me to know the people in higher education in Mexico City. I made a great effort to learn a little Spanish so I wouldn't be so stupid. Bill Locke took me to South America—my

wife and me. They lost our luggage, and I had to borrow some clothes to talk to the Chamber of Commerce of Buenos Aires. So that was very fulfilling, all that kind of thing—at the same time trying to juggle the budget issues, freezing hiring and doing things like that.

But I wanted to leave to start initiative particularly in the multi-national area—especially bi-national area—which through my eighteen years became very important. And as I was leaving, I was trying to get started a *tri*-national program between Mexico and San Diego State and Canada. President [Stephen L.] Weber has gotten that going now [unclear] very good. And we got going other programs, of which I'm very proud. We got the first international business program. And interestingly enough, one of the associated student presidents was one of the first students in the international business program. When I came, and through my time, the college of business was outstanding, was renowned to be one of the better colleges of business in the country. U.C. doesn't have business programs. It's part of the original master plan. We didn't have medicine, they didn't have business. They're creeping away from that, but that's a different point. Anyway, we got the international business program going, and you were supposed to major in business, and then you were going to take languages. This particular associated student president was interested in Japanese. We had a *very* small, two-person department in Japanese. And he subsequently went over to Japan, stayed there for a couple of years, is now in San Diego, a very successful business entrepreneur.

SR: What is his name?

TD: Larry Eamon. I think it's E-A-M-O-N, or something like that. And I see him once in a while, even now. So that was a very successful program.

Another one was we started up the school of public health. I felt that it was *very* important on the border. I was very impressed with the fact that San Diego was the biggest crossing point of an international border in the world, and it was a gateway for all kinds of epidemiology problems. And we had a reasonably good nursing program, which became much better as we went on. We have now an outstanding department in speech and hearing, communicative disorders, which still is outstanding. And we had a couple other related programs. And I thought, "Well, public health would be good." And then we had a faculty member who was really a champion of that. So fairly soon after we came, we reorganized the college of human services, as it was called, put them together, and then started up a school of public health, which is now a very renowned school of public health. So I thought that was a *very* successful operation. And we actually were putting those things together—the senate was, and I was, vice-president was—in very tough budget times. And it was a very uncommon situation for this campus. I was moving monies and protecting them for these new starts at the same time we were cutting back, and that caused a lot of trauma, naturally. I had never been very communicative with my long-range plans because, I don't know, I never had much patience for it. And that was a mistake—still is a mistake. But this era of the early eighties budget was very good practice in retrospect, for the *really*, really hard times of the early nineties. One of the outcomes on the campus political level, of the hard time in the early eighties to mid-eighties was that I

really worked with the senate to have them study how we handled that budget problem, and to come up with suggestions if we ever had to do it again. And so by the late eighties, they had had a study group, and they worked away on it—typical couple-of-year effort—and they came up—very much, thanks to Vice-President Johnson, who was working with them—with what I consider to be a *very*, very good result, which essentially, down at the bottom, from *my* perspective, was preserve quality, if you have to cut back. So do it, make any cuts narrow and deep in order to protect the rest. "Narrow and deep" became a war cry in the budgetary times of the early nineties.

On another front in these early years, the campuses got unionized. And I forget exactly when that was, but I wasn't in office very long, just a couple of years. And it was one of the only times—I can only think of one or two or three times—that I wrote a letter to *all* of the faculty. The question was before the house, should the faculty vote to become unionized? Now, the prior question was—and it had been faced by the University of California—*if* you're going to consider the question of unionization, or organizing, as it was called, should it be campus-by-campus, or system-wide? Surprisingly enough, U.C. had decided to do it campus-by-campus, which is surprising because U.C. is very tough in insisting that they are centralized—there's only *one* University of California.

SR: Yeah, I understand that now.

TD: And CSU, on the other hand, has always had the mentality that we were a dispersed set of quasi-independents—sort of glued together somehow, but quasi-independent. Chancellor Dumke was a very interesting man. In some ways, he

understood perfectly the virtues of a federal system, and was very supportive of me and other presidents in letting us sort of push the boundaries all the time. I mean, Glen and I occasionally crossed swords, but we respected each other highly, and I liked him personally. And San Diego was preeminent in this—we were *always* pushing the boundaries. So it came as a surprise to me that he and the board decided they wanted *one* faculty union for *all* campuses. And I wrote a letter at the time—I don't remember when it was exactly—urging the faculty, saying to vote against it—which was, in a certain sense, not proper, which I knew—and made the argument that we would be outvoted. The faculty of San Diego is very proud of their excellence, very proud of their independence, and everybody, including I, understood the virtues of unionization and things of that kind. But the argument I made, and felt very strongly about, was that faculty are not interchangeable. Every faculty member is an individual, with that individual expertise. And the fundamental principle of unionization is that the workers are interchangeable, that they're all the same, and that that was contrary to what San Diego [State] stood for. As it turned out—and it was hard to get this information—the San Diego faculty, as San Diego faculty, the majority voted against unionization. But the faculty on most of the other campuses voted for it. And so we entered into collective bargaining.

Eventually, as a president, I had to deal with nine collective bargaining units—every president did. There were faculty, and there was staff of this kind, and staff of that kind, the police. But this was just beginning right after I came out. And for a while it was no particular problem at *my* level. I mean, there was a

lot of negotiating and a lot of posturing, which there still is in the world of collective bargaining. But everybody was more or less amicable.

When the budget crisis hit us in the early to mid-eighties, things were *not* so amicable, because then, in the nature of things, the union would argue for more money, and the administration, of which I was a member, would argue we didn't have the money. So it didn't get bad, but it was a harbinger of things to come. So that was moving along.

Towards the middle to end of my time, I got very involved in the collective bargaining, particular with the faculty. And there was a small group, like two or three of us, presidents who were assigned, basically, by the chancellor at that time—first it was Ann Reynolds, and then it was Munitz—to work with the central staff on what positions to take with the various unions—faculty in particular. On this issue it became fairly routine that most of the other units were handled by the central staff, the chancellor's staff. They were more industrial-type units: the cops, what have you. But the faculty were the core of everything. Faculty unions are nowadays pretty straightforward, but in those days, as my letter to the faculty here said, it was a very different concept. Faculty qua faculty are not of them. I mean, they are herding cats. It's sort of one step beneath medical doctors. That's why we'd hate to have a medical school!

So when we got into the second significant cycle of budget problems in the early nineties, by that time negotiation was very bitter. Now, the contract with the faculty, given that you had to have one, was reasonably good. The local president had a fair bit of authority. You had to go through a lot of hoops to do

certain things, but you could do things. There was some differentiation made between the faculty. It didn't take away any presidential authority given to the president by the state laws and Title V and trustee regulations. For example, only the president—not the chancellor—only the president hires faculty, promotes faculty, grants tenure to faculty, or can fire them under certain circumstances. That is not a reserved power to the board. And that was one of the reasons I came here, that the local president did that. In contrast to U.C., where the board of regents grants tenure, not the local chancellor. I mean, I would never enter into that situation.

So even given what became animosity in some cases, the managerial and executive authority of the local president was not trespassed too much. A lot of fuss here and there. That was essential to when we got to the nineties crisis, because at that point I took very seriously what I thought would be backing by the senate, that if we had to cut a significant number of faculty positions, we would do it narrow and deep. What that means is that you eliminate a whole department, instead of just going across the board of taking the bottom 10% or more of the faculty. I felt that that made sense. It was explicit in the previous action of the senate—even made numerical, that if we had deeper than a 1% cut or something like that. So I translated it into a plan. I mean, the plan burst on the campus like a thunder bolt. I mean, it just…. It led ultimately to a vote of the faculty of no confidence in me by the time it got to be mid-nineties or early nineties.

To talk about that for a moment, I had several things in mind: not only did I consider it to be sort of like the College Park ideological plan, made sense—

maybe not too much practical sense—but I had learned from the College Park thing. I figured this made sense. And on the state political level, it would bring home to the governor—who was Pete Wilson at the time—and to the legislature, exactly what it meant to cut higher education this way. That if you absorbed a cut of this magnitude, which in fact, for this campus, in that budget cycle, was like 20-25%, and you have to remember that the personnel is more than half faculty, and in money it's *much* more than half faculty. And personnel is 90% or 92% of the budget. So if you're going to have to take a 20% cut in personnel, you cannot eliminate….

[END TAPE 2, SIDE B; BEGIN TAPE 3, SIDE A]

TD: Is that ready to go? Fine. In circumstances where you're facing a very significant budget cut—we're not in a time frame, very sequential, but let me finish this point—there is no way to avoid significant cuts in faculty. Now, faculty come structured: There are nontenured faculty, there are tenure track faculty, and there are tenured faculty.

[tape turned off and on]

SR: Continue please.

TD: In a university like San Diego State was at that time in the early nineties, the tenured faculty were significantly more than 50% of the faculty. There's assistant professors, who were nontenured; associate who's generally tenured; full was generally tenured. There were also research associates and teaching assistants and all kinds of other things. On this campus, unique among the CSU, my predecessor had started it—Brage—and I had very strongly kept up protecting some faculty positions authorized by the legislature to be used by research-oriented faculty in their earliest phases, when they were nontenured. And they had some teaching assistants, graduate student types, and we had some research assistant types, and so forth. So we were working very hard to get more and more like a traditional research institution, but as I'll talk about more later when I get to the science board, I was coming at it from the point of view of stressing the teaching part, and the research being an underpinning of it, as opposed to a research university where, frankly, they stressed the research part, and teaching is a duty. This is all very relevant, because on this campus, uniquely of all the campuses of CSU, a significant number of faculty positions were dedicated to the,

quote, “research aspect” of things. They were in graduate students, they were in nontenured faculty, and so forth. The faculty union contract protected the tenured faculty, just like ordinary collective bargaining. In ordinary collective bargaining, seniority tops everything. And that correlates with rank in faculty. And that was why I put the question very sharply to the faculty senate after the eighties crisis: the question of narrow and deep. The only way, under the contract with the union, to lay off *tenured* faculty was if it was within a teaching unit, which is roughly a department. In some cases, it slops over a little bit. But you could lay off all the full professors who were eighty years old in one department, and protect a nontenured faculty member in another. Otherwise, you have to go from below, up.

The depth of the cut was such that if we went across the board, we would wipe out all of the research and teaching assistants, and essentially all of the nontenured assistant professors, and we would become essentially 100% tenured, with no way to hire. So I took literally the recommendations from the earlier senate study and produced a literal plan, which was a mistake, because it was too detailed. A literal plan, department by department—some departments being eliminated, including all the tenured faculty, and so on. I did that for the economic business, for the budget business, but I also did it to make it plain. I thought it would be self-evident to the campus, but it wasn’t, as a matter of fact. But to make it plain to the legislature and the governor what this kind of cut meant, that you could not go to an institution like ours and lay on a 20-25% cut, when we had already gone through a budget crisis not too long ago, and where we

were a long-standing institution. So there was lots of built-in rank. Also, I wanted to make the case that there were some departments which were not pulling their weight like other departments. And that if you have a hundred different disciplines, and you have to cut 20%, rather than cut 20% across the board of a hundred, it might be better to take out twenty departments. Some of the departments could be duplicated in UCSD or what have you.

All this made perfect sense, it was a beautiful plan, and it was politically almost impossible—typical of my kind of activity at that time. I should interpolate that the senate, when I came, it was pure faculty. I suggested that they change the rules a little bit and include some staff, which they did. And then I wanted to put in some students, which took a little bit more doing, but they have some students. So by the time we got into the nineties budget crisis, all the elements of interested parties were represented. Now, the number of staff senators and number of student senators was almost de minimus, but nonetheless, the students were always very wise—as was the staff, as a matter of fact—but the students always spoke up—typical students, which was great. The staff went on certain key committees. So their interests were very well represented. So when we got to this particular budget crisis, all parties became involved immediately. And as I say, in retrospect, not very wisely I put out a detailed plan, thinking we would just argue about it, because I liked to argue—not smart. It put me in a position then of going around—and I literally went to each college and had a faculty meeting of the college, to explain their part of the whole. So I was

spending a *lot* of time on that. And then of course the senate was chewing on it a lot, and it was a year and a half of hell.

On a parallel universe, I had been appointed to the National Science Board, and when I retired in ’96, I was finishing my second 6-year term. The first term I’d lost a year because of the transition in presidential things, so they left the position vacant. So I had eleven years on the National Science Board. The National Science Board is a very interesting, unique board in the federal government. It’s not just an advisory board, it acts on things, it acts on a lot of money. At the moment its budget is up to like $4 billion. When I went into it, it was roughly a billion, or maybe a little bit more, I forget.

SR: When were you appointed [unclear]?

TD: Eleven years before ’96, so that would be ’85. So I had been here for about six or seven years.

SR: And by the governor of California [unclear].

TD: No, no, no.

SR: How did it work?

TD: Well, it’s a *national* board, so you are nominated by the president of the United States, and the United States Senate has to confirm you. And I brought for your edification—I was playing with this last night, as a matter of fact. You get a nice commission signed by the president.

SR: Oh, how nice! You’ll have to share that with the collection.

TD: In the early eighties—I came in ’78—one of my friends from College Park was a woman named Mary Berry, who, when I put in my new organization, we

appointed as one of the provosts. And she was the provost of part of the humanities, including history. She was a historian—black woman—very well known. She went out to be the chancellor at Colorado, Boulder, for a few years. And then when the new president came in, she was over at the department of education. And towards my last ending years, which were '77 or '78, I was going to go over and work for her—she was the director of the part of higher education—but I decided that was not for me. But she became quite active in the federal government, and she eventually became the chairman of the United States Civil Rights Commission, and was the chairman for a long time, and still is on the commission, I think. So she's been there forever.

Anyway, around the time I left to come out here, and then the early eighties, I asked her how would I get into some federal commission or appointment, and she suggested that there was a committee, the Medal of Science was awarded. And so with some help locally from my foundation person, Harry Albers, and Leslie Yerger, who was doing a lot of the external affairs things, we got the governor to recommend me to the White House to be on this committee.

SR: Okay, because I knew I read something about the governor recommending you.

TD: Well you have to. I'll be a little more explicit as I go. So you have to get decent recommendations, and the governor was a decent recommendation—and that was [George] Deukmejian. So I was appointed to the National Medal of Science Committee, which met twice a year or something like that, and made recommendations to the White House on who should get the National Medal of Science. And then Mary suggested that there would be openings on the science

board. And the National Science Board has about twenty-four members, as I remember. It runs the National Science Foundation. It's the policy board. The director of the National Science Foundation is on that board. All the other members are outside members. And it sets policy for science that's going to be supported by the federal government in certain areas—nonmedical government. There's the NIH, which is medics, and then there's the NSF, and NASA does space. So it's a very important board. (SR: Absolutely.) So we got the governor to write a letter to recommend I go there. And you have to have certain qualifications. As you can imagine, the White House gets all these recommendations, and after a certain level it becomes a political issue. And so we had the right kind of credentials, and I suspect—I never did know—but I suspect that the White House felt at the time that having somebody from a state college which is mostly teaching, would be a good thing, which it was, and so I got appointed. But the presidential transition in that year, '84-'85, was such that there were vacancies left for almost a year. In fact, it almost crippled the science board until they could get a new president in to make nominations. And it's very nice. You get your name in the record of the Senate, and that they approved you. Of course it's on consent time. (chuckles) You have to go around, you have to talk to the senators.

SR: How often do you have to be in D.C.?

TD: Well, I'll come to that. I mean, it became almost all-consuming. That impinges on the budgetary thing I'll return to in a minute. So starting in about '83 or '4—I forget—I had a commission, a piece of paper like this, signed by the president,

which I couldn't take a picture of, because I ran out of frames, so it's behind one of the science board things. I didn't have to go to Washington very much on the Medal of Science—maybe two or three times a year—but then in '85—well, actually, a little before, '84—once you're nominated, you can sit with the science board. This is typical federal policy. You can't vote, but you can sit there. And then part of that is you're supposed to do the Washington scene and talk to the senators and get to know what's going on. So probably from '85, I was going to the science board. At that time, the science board met quarterly. And so it wasn't very onerous. When there are budget times, or when there were government transition times, maybe we'd meet every second month, or something like that.

I served for a couple of years, and then I was elected by the board to be vice-chairman. Then you're part of the executive committee of the board. The executive committee of the board meets every month. And so if you look at the part of the disk that I gave you of all my pocket calendars, you'll see around then, starting maybe '87 or something, '88, I was going to Washington at least every month. And going to Washington, the board would typically meet on a Thursday-Friday. So I would have to go Wednesday. I tried the red-eye once, and that was all. So I would go on Wednesday and meet as the board Thursday and Friday, and fly back on Friday. So it took more than half a week every month.

In the late eighties, that wasn't too bad, I wasn't doing so much international travel anymore, and things were perking along in sort of mid years. But if you project that into this early nineties budget problem, it was a curse. I was going crazy. I was trying to meet with all the colleges, and I was still on the

executive committee as vice-chairman. I had been reappointed by Reagan. I was first appointed by George H.W. Bush, and then reappointed in 1990, so I was just reappointed. In fact, there was an interesting interim between the end of my term, which was like ’90, and maybe six months later when I was reappointed. I was technically not able to vote, and so I was technically not able to be vice-chairman. And so they appointed another vice-chairman. And then when I got reappointed, then they reappointed me as vice-chairman. As an interesting note, as I went off in ’96, I stopped being vice-chairman in ’94 or ’5, and Mary Anne Fox became vice-chairman, who is now chancellor at UCSD. So we got to know each other pretty well on the science board. She was at that time at Texas. She subsequently went to North Carolina, and then came up here.

In any event, in those times in the nineties—’92, ’93—the years from hell, in my memory—I was torn all which way, because we were doing very important things on the science board, and I was flying back and forth, often twice a month, and yet I had placards out all over the campus encouraging that I be fired. We never got to any riots or anything, but it was a very tense time with some things. To return to an earlier scene, we had students coming into this little office, which I maintained small. One of the secretaries was petrified, but they handled it very, very well. It was an interesting time, it was very tough. And I was trying to meet with the senate, I was trying to meet with the colleges, we still had a lot of ongoing things working away. One principal one which had been going on for some time, was to get a new campus up in San Marcos, and that was coming to

fruition—a lot of things. So in retrospect, I was really torn up pretty bad, and of course the campus was in a lot of problems.

My service on the science board I felt was one of the highlights of my life. I thought that was a great honor, it was *very* important, it's the best board I've ever been associated with. Every single member took it very seriously, and these were high-level people: these were CEOs of major corporations, or presidents of research universities. There were a few faculty members, every one of whom was superb. One or two, towards the end, governmental types, but very few. Very nonpolitical. You have to do politics, if you do anything in Washington. Of all of the boards, commissions, what have you, I'd say the science board was the least political. The director of the foundation, Dick Atkinson, was the director for a while, before he came out here to be chancellor of UCSD, as was Slaughter, who came out here. The director had to do a lot of politics, the staff had to do some. The National Science Foundation, which was under the science board in the sense that the science board made the policy, and then the foundation carried it out, was some of the best staff in all of Washington—I mean, superb staff. From a board member's point of view, they had one outstanding characteristic: The board would meet, you'd have twenty, twenty-five people come in from everywhere, they'd meet for two intense days with a well-defined agenda. The agenda—at least the action items—had been chewed up before, were staffed to death, were there for decision. You would decide, and you never had to worry about it again.

SR: Oh, that's wonderful.

TD: There was no back-door politicking, there were no daggers in your back, the staff did it, and you could trust it to be done. They would pick up the nuances from the board members. I've never been on a board like that before or since. So that was a joy. Working with those members of the board was a joy. Towards the end of my time, the chair of the board was a woman named Mary Good, who worked for a major corporation—Allied Signal. And then she became the deputy secretary of commerce, and in fact *acting* secretary at the time of my retirement big dinner, when the secretary—a black man who died in an airplane crash….

SR: Oh, I remember that.

TD: So that was '96. And she honored me by coming out and speaking at my retirement dinner. Anyway, they were top-flight people, and it was important matters. One of the first things I voted on, for example, was to start the program in the science foundation of super computer centers. One of the last ones I argued—I didn't usually talk too much, although I was very pushy on the board for recognizing state colleges who had teaching primarily, and I became well known for that. One of the last things I was passionate about was starting the gravity wave observatories, which is a very interesting physics thing which now exists and is operating. It was a very risky thing, and it still has yet to prove that it's going to work. And it was several billion dollars in the whole project. But I got carried away, I remember vividly, because I was still vice-chairman, and I normally didn't talk much. But it's an issue in science which is more than speculation, but has never really, really been observed, that if stars collapse, for example, they not only send out visible radiation, but they send out gravitational

waves. But the gravitational waves are such that they don't interact with almost anything. And so the technology is such that you can detect them, if you do it right. And if you can, there's an enormous amount of information that can be garnered.

So we set up a program of putting observatories, so called—although they're not technically optics, but they're other things—in two different parts of the country, so they could correlate. Unfortunately, I missed the inauguration of them, because I couldn't go, but I was known within the foundation as being a passionate supporter of this. I just thought that, you know…. A lot of congressional people were against it, and it was one of the few times I really lobbied hard, because it was all speculative. And these are hundreds of millions [of dollars] a year, going into this thing. And I just figured that it was not just science, it was art, and it was beauty. You had an opportunity to really do something marvelous. I get choked up now.

SR: That's exciting. Where are the two places?

TD: One's down in the swamps of Louisiana somewhere, for political reasons. The other one is up in Washington, near where the Hanford Nuclear Plants used to be. I forget the Louisiana part. And there were very good reasons to put them in different…. But, you know, we typically went out for bids, so to speak, from universities. It was squeaky clean, but it ended up in a strange combination of places. It started up literally making observations. I think I missed the inauguration maybe two years ago, or maybe three, I don't remember. I'm sure of the physics, and I know that physics, and I'm sure that eventually you'll get

sensitive enough instruments to see it. And when that happens, it will be phenomenal—*pheenomenal*.

SR: Terrific!

TD: It was not a hard sell on the board, because while the majority of the board at that time were what I would call hardheaded CEO types, people don't…. You know, you get a bad rap for the hungry executives, but inside they're a lot of idealists, you know. They're not afraid to explore. So it was a beautiful board in that sense. The scientist members were gung ho, although usually with a bunch of scientists they'll argue fiercely if they're chemists or chemistry, but the others are very parochial. Not so on the ones on this board. There's something about working on a board like this at the federal level which brings out the best in people. Now some people fail that test, but I didn't come across any in my time. It was very, very refreshing. So there were sort of parochial scientists, but they would rise to this. University *presidents*, actually, were the hardest sell. A university president is sort of midway between the faculty and the CEO of IBM. They're risk takers, but they're very cautious risk takers. And it was an order of magnitude more money than they're used to handling, by and large. And the president of Cornell was there, whom I got to know very well. He became chairman of the board for awhile, and a very nice guy.

SR: What was his name?

TD: Oh, I can't think of it now.

SR: All right, we'll get it.

TD: You can look it up. You go to the web. The NSF has a website that'll give you all that. (pause) Frank Rhodes, R-H-O-D-E-S. Very nice guy, but cautious. So I think partly the board was shocked that I was so passionate about it, because I don't usually act that way. In any event, it was really a very, very nice thing. And I, to this day, am very proud of having been on the science board. It doesn't happen often.

SR: I'm sure that also brought recognition *here* in San Diego. I mean, they were probably delighted.

TD: Yeah, I didn't make a deal out of it, though, so not everybody really knew it. And those who knew it, not many of them understood what it was. I hesitate to do that kind of thing. But in order to blow my own horn here, it was very rare that anybody served two terms consecutively, because it's a political appointment, and it's a very *nice* political appointment. It's somewhat like being made a member of the board of regents of U.C. I've been told many times by people who want to do something, they want to be a U.C. regent. From the governor's office staff, that's the Number One request—political supporters who gave you some money and want to be appointed, they want to go be a regent. How many regents are there? Twenty or something like that? Well, there are twenty-four members of the science board, and there are groups of six every other year—or four? Six? Eight? I forget what it is. So to be reappointed, if you look on the website, you'll see very few double appointments, and I was appointed by two different presidents, as you can see there. (SR: Yes.) And that's also—while they're both Republicans, they're very different types. That's a significant comment, because

each president has a very different kind of White House, and they have different science advisors, and this appointment falls under the advisory oversight of the presidential science advisor. And so you had to be satisfactory to *that* person. Then you had to be satisfactory to the Senate—certainly the California senators, and then the Republican senators, and then the Senate. And if you do it right, it's smooth—I mean, it's a consent item. Once in a while, it's not. It was always consent with me, but there were occasions when it was not. And so to do it twice, it's not up with judges, but it's….

SR: Significant.

TD: And in fact, I meant to mention that one of the unique aspects of the science board is it's an acting board. The budget is appropriated to the science board—it's not appropriated to the president. There are other advisory boards: NASA has an advisory board, defense department has advisory boards up the arm. *Only* the National Science Board, of all the federal government boards, is an *acting* board. There is no other acting board that gets its own budget and works. And this has been true, it's now a fifty-year-old board a year or two ago. It came out of the Second World War. I remember Vannevar Bush was its initial godfather and ran it for a while. And it was set up this way, that as a consequence of the kind of thing we're talking about, as a consequence of the importance that science played in the Second World War, Truman was persuaded to set up this particular operation, the science board and the science foundation, so that science in America would have a voice, a champion, and one with money—not a lot of money early on, but money which in their wisdom would further the science, and

later on the science and engineering, and in fact teaching, of the United States of America. There is no such other board.

In latter days, there came to be some boards somewhat similar in a few other countries, but not many. It's a strange board in the federal system. It's in the executive branch of government, and the president's department of the budget can give you a hard time, but it is appropriated to the science board and the NSF. And the president can't reach in and move that money somewhere else. So it's a very important board, and it's not very well understood, and we wanted to keep it that way. Once you get *too* public, people chew you up. So I enjoyed it a great deal. The only problem was that in the early nineties, I was going under for the third time on the campus, and we had these other obligations. So it became a very difficult thing.

Well, to get off of that, I was talking earlier that I was very proud of the fact we set up the school of public health, and we did a lot of other things programmatically. They're parts of the operation, and the foundation was becoming increasingly important and successful. Harry Albers and the foundation people…. He came in at the same time I came in. I didn't appoint him, but I was happy to have him—and increasingly so through time. San Diego State Foundation, which was doing all the research, handling all the research, was in one place, and if we raised any money…. I was not a very good fundraiser, so we didn't have big endowments. But I took on a program to put endowed chairs in each college. When I came, there were like one or two in business. By the time I left, almost every college had some endowed chairs. Now, that wasn't big

money, it was a half a million or a million a crack, and we would deposit that in the foundation. All the nonstate money was going into the foundation. That's been subsequently changed with the new administration, but I only wanted it one place. So that was becoming *very*, very successful. The extended studies program was getting very successful. Some of the colleges were excellent—business, of course, preeminent among them. Sciences was very good. Some of the colleges or the programs were going through a weak period. When I came in, nursing was sort of in the doldrums, but then it sort of came out. One of the earliest deans of the college of human services started out with Harry Butler, who did yeoman work getting it organized, pulling together a couple of departments and making a college.

And then he got worn down and Harriet Kopp became dean for a while. She was a chairman of communicative disorders, the speech and hearing clinic and things like that. Superb dean. I have to really get on the record how much I owe Harriet Kopp. She never failed, in my darkest days, to come in privately and cheer me up. I mean, she was a great woman—just a really great woman. And so we started up public health, I felt that was a good deal.

We enlarged the oriental languages, which would seem to be obvious, but let me tell you, of all the faculty on the campus, the three or four or five orientalists are some of the toughest bunch around. And there was a very sharp young woman, Yoshiro Higurashi, who was a Japanese specialist, and through her we started a Japanese program. She was very successful at it.

SR: Well, we'll get it. The student body, when you first came, and over the eighteen-year period, did it change much?

TD: Well, in quantity, it grew a lot through the middle to late eighties, because there was a rush going through. And in fact that's one of the reasons that we really started pushing the north county. When I came in, there was sort of an extended studies program in Rancho Bernardo for the retired folks. And then there was a demand to have some real courses—extended studies didn't get you to a degree, per se. It was off to the side. But there was a demand for courses up there, so we opened up a storefront place in San Marcos. And that grew a lot. In fact, before I came in the spring of '78, who should arrive in my office in College Park but a woman who worked for State Senator Craven, who represented San Marcos—Bill Craven. We talked a lot about transportation, Senator…. What we were talking about at lunch.

SR: Oh, Jim Mills?

TD: Mills. Mills was a superb gentleman. The finest gentleman I've ever met in elected office was Bill Craven—an old-fashioned, courtly—I don't know whether he's Irish or not, although he went to Villanova—had jokes, loved everybody. His constituency, which included San Marcos and Escondido and various parts, loved him. Started out in, I think, Oceanside or Chula Vista at sort of the city level, and then became a state senator. Marvelous wife, Mimi, and charming daughter who's very active downtown. His chief of staff appeared in my office, and they sent me all kinds of information. (raps table with knuckles to emphasize each word) *They wanted a college campus in San Marcos!* So that was the

political elephant sitting in the room by the time I came here. And I looked at it and I decided it was reasonable. I mean, this was an excellent place, *incredible* demand to come to San Diego State. It had one of the best reputations of all the CSU campuses. Sort of never stopped. We've got all kinds of kids down here from Humboldt, L.A., not to mention the locals. And it was clear that San Diego was going to grow explosively. My attitude was, and still is, as a matter of fact, that no campus should grow beyond it's natural size. One of the things I really learned in my year of going around to different universities was that a relatively common mistake [in the] late sixties and early seventies, which blew up in their face, was for universities to get too big. The master plan of education in California anticipated this years before, and had set a size that was the maximum for the CSU. It was 25,000 full-time equivalent, which translated into body count of 32,000-33,000. And I thought, as a matter of fact, as an independent observation on my part to these other universities, that was just about right for a big campus—that's a *big* campus. There are some exceptions. I mean, University of Ohio is enormous, and a couple of other places. They're not manageable in my opinion. When I came, the student body count was—well, you can look it up—but 30,000 more or less. And that meant that we went down a little bit because of the budget in the early eighties, but then we started to go up steeply. I thought, "Well, we get up to 25,000 FTE, we have to fudge a little bit," because by that time we were growing bigger out into Calexico Campus.

When I came, we had a long-standing campus in Calexico. Now, Calexico is a very small little place. You drive to Phoenix, you've driven by

Calexico. And it never had more than 1,000-2,000 students. And it was a big bone of discussion with the faculty here. They claimed the standards weren't good out there. By their standards, that was perhaps correct. But you stand in Calexico and look at what it did, and it's unique. It's *very* important. And there were three times that I had to go to the cross to defend that campus shortly after I came, because they had an earthquake, which tore 'em down a little bit. There was *enormous* pressure, "Just shut it down." But you go talk to those people. God knows I'm a hard-nosed Republican, but you go and talk to those people, and you're talking to real people down there where it counts. And so I just went to the wall on those people. It wasn't a big FTE, but when pressure got bad, we started really counting them in with everything else.

And then we had a lot of pressure in the South Bay. Some of the senators down there later on really started beating up on me to start a campus in the South Bay, which I didn't want to do. But I was willing to go with Craven on North, because I figured it was a natural geography—I mean, from Del Mar across you could draw a line. And above that, they could go to San Marcos, and below that they could come to San Diego. But even so, I felt strongly that as you looked into the future, this campus should not grow over 25,000 FTE. Now, the current plan is to do that. And I have a hard time keeping quiet about that. [tape turned off and on]

I was talking about North County. I think in the way of legacy, probably North County….

[END TAPE 3, SIDE A; TAPE 3, SIDE B IS BLANK; BEGIN TAPE 4, SIDE A]

TD: But I want to make a point that the person who really deserves the most credit for the current existence of CSU-San Marcos, who pushed me from even before I took office, was Senator Bill Craven, who is one of God's gifts to politics, is a courtly gentleman, and who thought only of his constituents, and really that's what San Marcos is all about.

Before we switch topics, we mentioned the—we got down this road because you were mentioning how big campuses should be, and things like that. I felt, and still feel that the original California Master Plan size of 25,000 full-time equivalent, which is roughly equivalent to—at least if you run it all the time—to a head count of 35,000 maybe something like that—that that's a natural size for this campus. To go beyond that, as is currently planned, apparently, you have to go off this contiguous campus. My experience in looking around at other places was once that starts, the whole quality of the operation changes dramatically—and not for the better. I think the hallmark of San Diego State has been, and I hope will continue to be, that there's a very fine quality of education—even though that's a lot of students—a very fine quality of education at San Diego State between very good faculty, and their being very successful in hiring in the next generation of faculty who are teachers first, and researchers in support.

But if it gets too large so you can't communicate very well, then the campus changes. It changes in the faculty senate, it changes in other things. I noticed that in my sabbatical at Berkeley in '64-'5. Now, Berkeley is a superb university. They haven't increased in size in fifty years. And the idea that the

best universities are always growing is simply false. So now we can go to other topics, if you want.

SR: I think that in addition to looking at the student [body] size, the faculty you were describing the whole nature of how it worked in the macro kind of sense, but did you get to know faculty, some of the people? I know since you certainly come from the sciences, I wondered about your interaction with some of the faculty.

TD: Well, as to the latter, the last part, no. Technically I was a professor of physics, and one year or two years I tried to teach elementary physics, and it fast became clear that that was not a good idea—because I was traveling a lot, and it's just not fair to the students. It's always a conundrum whether someone in the executive position, like I was in, can still maintain some of the aspects of being "one of the boys," so to speak. My conclusion, after living through it, is the answer to that is no. One of my idols from Maryland was the chairman who hired me, John Toll, who is a theoretical physicist, who later became the president of Stonybrook, and then came back and was the president of the Maryland system. He believes the answer to that is yes. And all of his life he has continued to do some theoretical physics in a very arcane area, which we don't have to go into, and still have some graduate students. And I would continue to meet Toll when he would come to San Diego. And the last time I met him, which was maybe a year or so ago, he was still doing that, and he's now the president of a small old college on the eastern shore of Maryland. I just felt that it was not possible to give due attention to everything. And I think that depends on the person. Also, I'm a very private person, and so I'm very conscious of the fact that one of the aspects of the

president is that you're the court of last resort. And if something happens, if there is a harassment charge, or if there's a murder, or what have you, eventually it will come to your desk. And if you have made, quote, "friends," unquote, with a lot of people who might be involved in that, it places you in a conflict of interest situation, which is very awkward personally and technically. You can't avoid doing that with your immediate staff, and there are occasions when even the immediate staff might have a problem, and that happened with me once or twice, and it was very awkward. You can be friendly without being friends, so to speak, and I tried to do that. I recognize, and have all my life, that my reputation is that I'm very remote and very distant, and to some degree there's a lot of truth to that from *my* side, but not as much as people think. I can't imagine how I could have coped with the budget problems in the nineties if I was real drinking buddies with everybody around. It's not my style, first of all. But even if I had cultivated that, it just would have been impossible.

Now, that's the down side, you become very lonely. It's very tough on your wife, because it's very hard for her not to have very close friends in the staff, but that's also a conflict of interest eventually. And so you become very lonely at the top, and that's a truism that's true. Some people compensate for that by cultivating friendships downtown. We didn't do much of that, because we had a big family, and so most of our nonprofessional life was centered around the family. If you look at it, that's a lot of missed opportunities where you could have very close friends in town, you could have close friends on the campus. We made a lot more friends in Maryland as vice-chancellor/vice-president level, than we

could do here at the president level, because particularly in *my* vice-president position in Maryland, I didn't have any line authority, I didn't have any authority-authority. And so you can be friends here and there. But as I mentioned earlier, I came into office in '70 when there were riots. All of our friends are in the physics department. They sort of are mostly liberal mentality, and under pressure of the national guard, anybody who went to the enemy on the side of the national guard, they didn't want to be friends with. And so we had, and still have some friends from that time, but not very many.

Out here, beyond the inner core staff, it would be very awkward to have friends. The problem that people don't appreciate, I think, in this type of situation, is that if you're very friendly with Mr. "A" or Miss "B," there are a lot of "X, Y, Z's" who are jealous and mad, and that's bad enough, but who can create a lot of problems, and who can act on their jealousies. And so it's very common, and it's very commented on, that CEO's, presidential people, are very aloof. It's not an aloofness which is desired by the CEO, but it's an aloofness which is almost mandated by the nature of the office, because you are the court of last resort. All promotion decisions come to you, all personnel decisions come to you in principle, all student discipline decisions come to you, all downtown problems come to you. We have, I'd say, a handful of people downtown with whom we're very friendly, but are not friendly in the sense that we've visited their homes and done things like that. So now in retirement, you pay a heavy price, as a matter of fact, because we are not going to people's homes, and we're not into that mileau, and it's a very tough situation.

SR: Do past presidents keep in touch with each other?

TD: Well, psychically. I mean, in some sense—actually, I've thought about that—in some sense it's very much like my being in contact with my siblings. We almost never write letters, we rarely make phone calls, but we're in sort of psychic contact all the time. What you've read about U.S. presidents, for example, I'm sure is true: you're a member of a very small club, you never particularly talk with each other. One of the joys we had in this regard was on athletics. We haven't talked about that very much. But I came in shortly after Brage had gotten us into the Western Athletic Conference, the WAC. One of the activities of the WAC, the way we ran it, it was run by the presidents. Most athletic conferences are run by their presidents. A lot of presidents sort of give that responsibility up to the athletic director. I never did, and neither did any of the other presidents in the WAC. There were like nine universities, something like that. We met as presidents who ran the thing, once a year, with our wives. And it was the one time when you could let your hair down, you were in a small group. In the California State University, there were, I don't know, fifteen, twenty campuses. The presidents met with the chancellor, and some chancellor's staff, once a month—sometimes a little bit more often—not with our wives, but the presidents did. And that was a very small club.

When Barry Munitz came in, and his wife, one of the first things he did was to have one of the presidents' meetings *with wives*, command performance. It was interesting. Some of the presidents thought that was the cat's pajamas. I happen not to be friendly that way, so I thought it was ridiculous. And a couple

of the other presidents were put off. So we and some of those presidents—myself and one or two others—our wives were even *more so*. The idea that as a wife they would sit around a table with the presidents while they discussed enrollment policy and things like that was bizarre. Barry thought it was great. I have great respect for Barry, and I like his wife, but I thought that concept was bizarre. A lot of people do that in the business world. I can remember when I first started as an administrator, it was the hot thing that in IBM and places like that, they would have a meeting of the executives of all the pieces, they go off on some island, they take their wives, and they'd sit there for the weekend. Even at that time, I thought that was weird. I mean, why in the world would they do that? Why don't you spend your time with your family? So Barry came with that idea. It didn't last very long. I didn't say anything about it, but I think that body language was against it, and I think somebody must have clued his wife somewhere. And so that stopped after a while.

So we didn't have the social aspect of being with the wives, except for the WAC. And my wife has very fond memories of the meetings of the WAC presidents and their wives, because those are the only women—and there were one or two men once in a while—with whom she could really feel she could speak out. They didn't particularly talk shop, but you were with somebody who knew exactly what you were doing in life. Other than that, it's a lonely life—very lonely life.

SR: Sure. Well, since you did mention athletics, though, I believe that [you were very involved], from looking at the material I was given. Could you elaborate a little bit more about what was going on?

TD: I found university presidents with Division 1-A athletics, you have to understand athletics, and I'm not going to go into it all, but Division 1-A is the top of the pinnacle. They have all the scholarships and all the rest of it. And it's under a lot of pressure, and it was pressure—actually, it started in Maryland with Title IX, getting women in programs and things like that. From a president's point of view, it's a real pain, absolute pain. And I'd say 90% or more of presidents slough it off onto the athletic director, or they appoint a vice-president—say a business vice-president, or a student vice-president, who really runs it in their regard. I learned in Maryland in athletics, where it was a big deal, that if the president didn't pay attention to athletics, at some point it was going to bite him in the back. Either something in the athletic program, or something with the athletic boosters, or something with the athletic organization was going to come and chop him off at the knees. And when I was doing my little years, running around looking at universities, it was very clear that Division 1-A athletics was a potential deadly hazard to presidents. A lot of presidents were fired over something in athletics, that came off out of a blind side.

One of the virtues of the WAC presidents was that those presidents, of which there were like nine, knew that. One of them, in fact, who was there when I came, *was* fired over that while I was here. And something came up in the program, and of course the last word is the president. And if you say, "I didn't

know it," then you're an idiot. If you say you knew it, and you sanctioned it, you were a criminal. So it's a no-win situation. It takes up, I've estimated over my time, maybe 10% of your time, which is an *incredible* amount of your time. There are so many things coming across your desk, that any one item that would take 5% or 10% is a monster waiting to devour you. The key person is the athletic director. I handled it in a way where my inner cabinet—athletics, business, students, fundraising—none of them were responsible for athletics. *I* was responsible for athletics. I made that *very* plain. In town, I passed it along that I was *very* interested in athletics, super sports fan. Frankly, I don't give a damn about athletics. I love to watch basketball, I'm fairly tolerant of football, but emotionally I'm not into it. And now that I'm out of it, I don't even hardly read the sports pages. But it was important for the town to know that I cared about athletics, because at Division 1-A athletics at San Diego State is a *big* thing. It's only a matter of time until it becomes so in UCSD. And Mary Anne Fox is an athletics fanatic, so she's going to push it. Dick didn't give a damn, but Mary Anne does. And that's going to be a very big confrontation in town. I don't think our president knows that at the moment, or internalizes it. So *that* takes time, and the boosters take time, and all that's by the side.

Then there's the program. The guts of the program is money. What nobody who's a sports fan really appreciates—neither my fellow presidents in WAC at that time—we made changes as I was moving out, and then right after I moved out, our current president set 'em all back—but nobody understands that to compete at Division 1-A takes a lot of money. A program like ours, in round

numbers, is a ten-million-dollar program. There is no state money appropriated for Division 1-A athletics in a CSU campus, nor in a U.C. campus. But U.C. has the local autonomy. I may have touched this point before. U.C. is *radically* different than CSU. U.C. has *constitutional* autonomy. The laws don't apply to U.C. They *can* move the money around. Politically, it's very unwise, because then the auditors come along and complain that you didn't use the money the way it was appropriated—the state money. They have a lot of *other* money, donated money, which we don't have. President Weber is working very hard on getting private money, and being very successful—*far* more successful than I ever *could* be, because I'm not the type who can very successfully ask people for help or for money. If you don't have private money, your chances of being very successful in athletics are near zero. And so I spent all of my time making the program survive. And in this regard, having the foundation with nonstate money was vital.

In real bookkeeping, our athletic program was never in the black, *never* in the black. By board policy, we had to be zero-zero at the end of the year, and that was done by covering it with nonstate money. There are certain things you can charge in our arrangement to state. You can charge *some* salaries, if the people being paid are members of the faculty union. You cannot pay $400,000 to a coach out of state money. The top you can pay is full professor, twelve months, which is nowadays, I don't know, maybe $100,000, if that. All that other money has to come from someplace else. I would never hire a coach at that level, because there was no way we could find the money. I don't know where it happens now, I don't *want* to know where it comes from now. Yet if you want to

compete with Division 1-A, it's all driven by money from football. And the only way you're going to get money from football is gate receipts, TV, and private money. There's a little money from the conference, but not much. The only way you get gate receipts and TV is to have a *successful* program. You can't have a successful program if you don't have money to get the right people in. So you have a circular problem. The only way to break the circle is to be lucky. We got lucky—and the way luck is defined if you want a winning football program, a successful football program, three years in a row—if you can do that, you can get your head above water. We never did that in my time, *ever*. The town held that against me. C*e là vie.* I inherited being in the WAC. Before we were in the WAC, we were in a conference where you didn't *have* 1-A competition. Brage, to his everlasting damnation in this regard, took us into a conference which we could not compete with. We managed to compete, we were lucky a couple of years, we had Marshall Faulk, and that got us a couple years. We never got three years under our belt so we had some money backlog. And that's just the way it is.

Fisher now is making a program in men's basketball, which is getting successful. But at its most successful, there was only one university in the WAC whose money problems was handled by men's basketball, and that was New Mexico for a while, and they're not there anymore. They fell off of that. You cannot make the kind of money you need to run the whole program, out of basketball. I was the one who pushed to make Cox Arena, and it was finished as I went out of office. So the next president gets all the credit for it, which is fine.

At its *best*, San Diego State will not make the money with packed houses with basketball to float football, women's basketball, women's soccer, men's soccer, this and that. The money's just not there. If you go to the NCAA basketball *tournament* and if you get to the quarter finals, *then* you can make a couple million, which can help float the others. If you do that enough, if you've got John Wooden as a coach of men's basketball in UCLA, then you can keep going back and do that for five or ten years, and you can build up enough money. There isn't a snowball's chance in hell that San Diego State can do that.

Now, you can have interesting sports, but this town wants winners, and if you're not a winner, they won't come to the gate. And if they don't come to the gate—because they can watch it on TV—if they don't come to the gate, you don't get gate receipts, you don't get the money, you can't buy the coaches, and you can't attract the right students. On top of that, the whole thing's changed, that now the NCAA powers that be want to *insist* that you have athletes who are also top students. They just don't understand that talents don't all go with all people. Some people have a talent for athletics, some people have a talent for academics. Very few have a talent for both, and to insist that all of our students are above average is insane! So that's a pressure on you which is not going to work.

SR: So that was a significant concern, I would think, during the years you were involved.

TD: Oh! Constant, constant. The money problems constant. The pressure from the town to win was constant. On the other side, the faculty were always against athletics. They thought the athletes were dummies who were getting free passes.

There was a no-win situation for the president. If you try to pawn it off on somebody else, it'll come bite you in the back. I always felt, you see a problem, rush up and face it head-on. The fallout's less in the long run, although it tears you up. You have to find the right athletic director, you have to find the right coaches. I was the first president in the United States who ever appointed a woman as the athletic director of 1-A.

SR: And who was that?

TD: That was Mary Alice Hill, a name which resides in infamy in San Diego at the moment, because she didn't work out very well. And of course the male chauvinists in San Diego said that just proves…. What most San Diegans don't understand was that when I was making that decision, she was the assistant athletic director at that time, and we had a change coming up. I remember it well, I was in Long Beach, at a presidents' meeting, and I called on the phone, down to…. What's the name of the football stadium, the sports writer's name? It's just gone out of my mind.

SR: I just went blank. You can see that I'm not that….

TD: It'll come to me. Anyway, there was a very beloved sports writer who was beloved by everybody. He also wrote a lot of very interesting books on sports—not traditional sports. Jack Murphy!

SR: Oh, Murphy! Of course, yeah.

TD: And I called up Jack Murphy, and we're friendly, and I said, "I'm thinking of appointing Mary Alice Hill. What do you think?" And he thought about it, he said, "Well, that's interesting. That might work." And so I said, "Okay, thanks

Jack," and I appointed her, and he gave me a very nice article in the paper, which helped smooth it over with the town. But for a lot of personnel reasons, it didn't work out after a year or two. And it caused a lot of problems. If you make a mistake like that, which *politically* was a mistake—ethically it was the right thing to do, and probably for other reasons was the right thing—but another one of my things in the long run didn't work out. It caused a lot of problems, because in this town, with a state university with no money for athletics, it's all ephemeral, it's all wish list. And so it's all mental. And if you get the mentality going the wrong way, you're pushing snowballs up the hill. And I had to go to backers, of which there were a half a dozen or dozen in town who were always helpful, who were *always* helpful. I mean, Bob Payne was always helpful, a whole bunch of people. Their names will all come to me. But that was it. That was it. And they couldn't carry the can. So it was, on balance—and I heard this over and over from presidents—on balance it's carrying a cross. It's just a road to Gethsemane, and it's just a cross.

SR: Yeah. I imagine that's difficult, and so much [unclear].

TD: I want to mention …Ron Fowler, who was our Number One backer, still is our Number One backer, who got an honorary degree. I mean, he's always there. And a couple of others.

SR: I was just going to say, to remark, stepping back from this, that's it's so much a part of our United States culture—the athletics and the teams and the schools. I can imagine the quandary, the uproar of whether students are good students or

not, and whether that's as relevant. As you said, some faculty says they should be judged…. I think that must be true all over the United States.

TD: It is. I mean, but if you really look at it, you'll realize that the most successful *athletic* programs are, generally speaking, very top-flight universities, who have no trouble…. You know, talent is on a graph, a bell curve, and UCLA has no trouble finding that small, small group of students who have both talents. But the typical CSU campus is not attracting that kind of student. They are attracting the hump of the bell curve, not the tail of the bell curve. And there are very few who are successful in athletics.

I have a granddaughter who is about to go to college, who's very good in softball, and she's going to Emory down in Atlanta, and she'll be on the softball team, but athletics in Emory is not Division 1-A. Athletics in Emory is Division 2 or 3—I forget—where you don't have scholarships, and where you don't have ten-million-dollar budget requirements. It's the scholarships which break your back. And the way they're now running it at San Diego State, the coaches' salaries, that's a nut that you have to cover all the time. And technically speaking, the university will not pay athletic scholarships in state money. But the athletic scholarships is probably, in my time, was maybe 60% of the nut. And you only get it out of gates, and you only get gates if you have a successful football program. That's the only money generator, is football. And football—it's a circular problem—football at that level has a squad of a hundred students, plus or minus. A hundred scholarships. And the scholarships are maybe $20,000 worth. So you're talking about a couple million right there. And then you throw in the

coaches, if you're paying them a quarter million or half a million, and you've got ten of them, I mean, there's a couple million more. And you haven't touched travel, and you haven't touched equipment, and you haven't touched anything. And you haven't *won* anything.

Most presidents say to hell with it, they just let their business guy handle it. And the business guy doesn't print money. I don't know where they get the money here.

SR: It's a tough situation, clearly.

TD: It's a tough situation. [tape turned off and on] Okay, that part of the question we got a little sidetracked onto the loneliness of being a president. It's obvious that in eighteen years I'm going to get to know some of the faculty. I made a point of always getting to know the student president. You can't get to know 30,000 students, plus or minus, but I made it a point to have a weekly meeting with the associated student president, some of whom would cancel a lot, and I wouldn't get to know them very much. But there was one a year—I had eighteen in my time. I would say out of those eighteen presidents, I got to know pretty well—not in a personal sense, but in a friendly sense—maybe half of them, something like that.

And in a similar fashion, I would have regular meetings with the student newspaper people, and I got to know the editors of the student newspaper, and some of the reporters. And in fact I got very friendly with one of them in particular, Dan Weintraub, who is a columnist for *The Sacramento Bee*. And I, for a while, once I retired, I'd send him snooty little e-mails, and he was very

polite, would answer. I tried to cut back on that, because he's becoming quite successful as a columnist in *The Sacramento Bee*, so I don't want him to have to feel obligated to waste his time with me.

And on the faculty, I would make a point of regularly meeting with the senate leadership. And so I got to know the chairman pretty well of the senate, and vice-chairman, a couple other people. They were always welcome to bring anybody. And I used that, as I mentioned earlier, as a forum to sort of argue with them, and see what's on their [minds]. A lot of times they come in and just sort of sit there, so I'd poke 'em with something, and then they'd rise to that bait. We had a lot of good meetings. I would like to think they enjoyed it—I always enjoyed it. It was a lot of tense times, and during the budget times in the early nineties, we had a *lot* of meetings. So I got to know them in that sense of knowing them.

But with the single exception of being invited, my wife and I, to the home of the chairman of physics when we first came in July '78, we've never been to other homes, nor have we had them to our homes. Although we always had people to our home in the cabinet, and in Christmastime we would open the home to the deans and the directors. And then some of the times, not always, I would invite some of the senate leadership, and they would come. So I think we had a house that was big, for the kids, so there was enough room. I think they enjoyed that, but we didn't get tête-à-tête type of things, or one-on-ones. And I would say that I made a point, starting from the beginning, and was infamous for this, of going around sort of nosing into everybody's office for the first couple months.

Let me interrupt myself: in the first year or two, we had receptions for retired faculty and staff. We felt that was important. It was very poignant, because some of the long-time retired faculty obviously were having a hard time. They would sort of take the cookies and put them in their purse. So I asked Alma to find out what we could do with that. And there is a retired faculty and staff association, which took upon themselves to make sure they kept in touch with everybody, and if anybody had any needs, that they…. Now Alma herself has some needs and is getting a little fuzzy around the edges.

And so we did that for a couple of years. I think that was accepted well. I got to know people that way, but there's just no way, with the problems as I outlined earlier, when you can sort of zero in on this chairman, or zero in on that dean. You know, get really, personally, family-to-family friendly. It's just not possible to do.

SR: I see. Well, moving on to another area, I was wondering about the whole role, on this campus, of sororities and fraternities and Greek societies.

TD: Yeah, well, that's another thing somewhat like athletics. Although in that case, the vice-president for student affairs was responsible for the Greeks. But we had, shortly after I came—I don't remember exactly—we had some alcohol problems, and in fact ended up throwing—I don't remember what it was—a fraternity out, because they had a bunch of drunken parties. And I made a big issue out of that. I mean, I used that as an opportunity to publicly state what I felt about fraternities and things like that. It actually became a national issue. I don't remember what the house was. As a consequence of that…. I mean, that was the one and only

time I really made an effort of being visible in that topic, because I wanted to set a stamp early on that I wasn't going to tolerate anything like that. And we were very tough on them, just threw them out. Then the vice-president got the national to go along with it, without causing us any problems. I *think* they've been reinstated lately, but I'm not sure of that.

But as a consequence of that, periodically, maybe twice, three times in my time, I had the police put somebody in one or another of the fraternities or the dorm, as an undercover thing. I've been petrified all along for drugs, for hard drugs. I mean, I've raised six sons, so, you know, if you pay attention with six sons, you're going to run across marijuana at some point in your life. But I've always been petrified with my own kids and with the students, that getting hooked on hard drugs is being sold into slavery. And I feel very strongly about that. And it became an issue—it's interesting to pass on—that I did not tell anybody about that. Nobody in the cabinet knew about that. And I had a very good relationship with Mr. Carpenter, who all my time was head of the police—John Carpenter—[who] I think only now has retired recently. So I didn't ask how he did it, and I made sure he coordinated with the feds, if that was appropriate, or with the downtown people. And he was very, very good at that—he had good relationships with both levels, which came in very good stead when the students were very upset about me and the budget.

But at some point—I forget exactly how—Dan Nowak, the vice-president of students, found out that I had someone, and he was very upset. As I think I mentioned, he was an ex fighter pilot from Korea, and very military—a colonel, I

think, retired as a colonel. And so that wasn't going through channels—at least that's the way I interpret it. You know, if a general goes around a colonel, the colonel doesn't feel good about that. And so I explained it to him and told him that from where I sat, he didn't have a need to know—not that I didn't trust *him*, but then he would have people working for *him* who felt that their nose was out of shape, and so on. And I realized that I placed him in an awkward situation, and we did find some—not some dealing, but some using of some drugs, but very little, I was happy to find out. I was certainly led to believe by this and other channels, that we never had a hard drug problem.

SR: Well, that's great!

TD: Yeah, which is very significant for an urban campus this size. I mean, other urban campuses are bedeviled by that. Now, that's not to say it's not going on, because, I mean, it's going on in high schools.

SR: That is true.

TD: So it would be very hard to believe that there's no hard drugs on this campus, in this urban environment, with all the transients going through. I *do* believe that there's no drug rings in the dorms, or probably not in the Greek houses—at least I hope so. And I was very sensitive about that. And so the Greek houses were an object of great attention, and the first time there was this chance, within a year or two, of grabbin' a Greek house that was just alcohol, we slammed 'em hard. And I think the current president feels the same way.

SR: Yeah. Well, today there was something in the news last night. That's why I mentioned it--[unclear, both speaking at same time].

TD: [unclear] I vaguely remember one with some of our athletes who were accused of not raping anybody in a sorority, but beating some kids up, or something like that.

SR: Yeah. Well, things happen.

TD: And so the combination of athletics and Greeks is another nightmare in any president's mind. A lot of presidents solve it by banning Greeks. UCSD had no Greeks for a while. They're only now beginning to start thinking about it. Again, Mary Anne Fox's problem. She'll regret it, as she will in athletics too. [tape turned off and on]

Okay, let me go back to a topic of legacy that we touched on briefly, but I gave some thought to it overnight, and I want to get some things on the record. And first off, before I even do that, I was briefing Anne on this, and I finally remembered a name of my cabinet, which I couldn't remember yesterday, and it's Paul Steen. And Paul Steen ran KPBS. In fact, he was almost the beginning of KPBS. And when I came, I tasked him with being the community person and the outreach person in the community, and raised some money, although I was not raising very much money—especially compared to nowadays. And Paul was in the cabinet as well. His place was taken, when he retired, by Leslie Yerger. I didn't want to overlook him.

Now, in legacy, eighteen years is a long time, so it's very hard to think of things that you want to point to, without being afraid that you're going to forget other things. But I'll just pick some things. I think the most significant thing I feel that we contributed was making the San Marcos Campus. I mean, from start to finish it was thought out, and it was put on track. It had strong support from

Senator Bill Craven, so the political thing was covered. It was strongly supported, pretty much, by Dumke. And then when Reynolds came in as chancellor, there were some glitches, because she never did reconcile herself to the fact that I was president, and that I ran the campus and she ran the system. But it went along, and it started out as nothing up there. When I first came, we had some classes in Rancho Bernardo for old citizens. And then they were complaining in the first year or so that they wanted to have credit courses. So we thought about it and it's not simple to give credit to courses given away from the campus. You have to go through the campus senate, you have to think about it.

Well, we basically opened a storefront up in San Marcos and put a fellow there who was very, very good all the way through this. Eventually he was the head of it up there, and let me see what his name was. Sheesh, I can't remember. Dick Rush! He was there all the time. So we moved it along, we had to get it through the legislature. It was a long process. If you look at it now, it's doing exactly what we wanted: it's up with the population, it's getting the right funding from the legislature, it's now in its third president. The first one went back to Missouri, and the second one went up to be, is now the president up in Sacramento, and the third one I haven't met. And it's growing and it's doing great. So I think, if you think about it, if you start a new university, that's the thing.

Now, I came, and there was another campus over in Calexico, and I talked a little bit about that before. Calexico is part of San Diego State. That's a simple statement, but it was the subject of a lot of backroom politics and pushing and

hauling. Some people wanted to close it. It was patently cost ineffective. You had to have a minimum amount of faculty, you had to pay them, you had a certain amount of capital overhead, but you had very few students. So it was not very cost effective. But from the people on the ground, it was *enormously* important.

[END TAPE 4, SIDE A; BEGIN TAPE 4, SIDE B]

TD: The Calexico Campus, as part of San Diego State, but in particular Chancellor Reynolds, it bothered her no end that San Diego had two campuses. We were only supposed to have one campus per college or per university. So that was an internal political problem.

Then there is an accrediting agency, which in universities like ours, in that time, came around every eight years or thereabouts. And I had three cycles of them, so it must have been less than eight years. And they could never comprehend what this campus was in Calexico, because it was an upper division campus, it didn't take freshmen and sophomores. There was a community college right up the road. And so the students of the people in that area, they would go to the community college, and then they would come to San Diego State, and they were very proud of coming to San Diego State. They got a San Diego State degree, and it was a very big thing. Most of them went into teaching, and some into administration of one kind or another. These accrediting people, I don't know whether they were talking to Reynolds or what, but they couldn't comprehend how we could have a separate, physically distinct, two hours away operation, which was just upper division. Administratively, they couldn't get their mind around that. And so one time they would come and bang on us, and

say, “Well, do they have the same standards for the courses?” And then we’d patiently go through it and how important it was, blah, blah, blah. Then they come back the next time, several years later, “Well, it’s not integrated *enough*.” And then they come back the last time and say, “Well, it should be totally separate.” And it was just aggravating as hell. And you could stonewall these people, and because they couldn’t very well withhold accreditation of the whole operation…. But it was just sand in your shoe all the time. It was just a pain.

And then when we started North County, so that we essentially had *three* campuses, Anne Reynolds was just constantly berserk. Of course, she was berserk a lot.

In any event, the whole point of this little dissertation is that I protected Calexico. And in particular, it caused a fair bit of uneasiness, to put it mildly, when we had the nineties budget cutting, because I wouldn’t cut Calexico. There were only ten faculty or so out there—ten or fifteen faculty—and I was talking about cutting out 100 or 150 faculty, of which 80 were tenured. “Why are we keeping Calexico?!” See? So you’re sitting here as a professor of sociology at San Diego, looking up there. “Who needs ’em?” And I just said, “It’s not open for discussion. It’s too important to the people out there, right on the border of Arizona, and it’s just not open. So I consider that one of our accomplishments.

And as is typical of most CEOs and presidents, your greatest accomplishments are having survived, of having preserved what you inherited so you can pass it on to the next guy. That is the same thing with Division 1-A athletics. I mean, athletics was under constant attack, it was constantly in the red.

There is a significant fraction of the faculty who are opposed to athletics, sort of in principle. And the town was pretty supportive, but they were not supportive enough to give money, and so you were caught in a bind with the townspeople. Being able to stay alive and reasonably competitive in Division 1-A athletics, from what I inherited to when I left, I consider an accomplishment.

On capital projects, I started the Cox Arena, which was finished right as I was leaving, which is a nice piece of work. Centennial Hall, which you passed yesterday, which is the new administration building: I think that's a decent piece of work. A lot of capital—I'm just talking about the main things. The new library thing, which I thought was nice. Pretty library. This building, the Gateway Building, which was symbolic of KPBS, symbolic of international education, we have all these students floating around from all over the world—got that going. So there were a lot of significant buildings. The trolley—we started that.

SR: That's certainly significant.

TD: And we had what's called the Paseo Project, which was to redevelop this whole area. And we were right on the edge of doing that when the market—the whole country's market—went in the tank in the eighties, so we put it on hold. We were just bringing it back when the nineties budget crisis [came along], so we put it on hold [again]. And then in the remaining two years or so of my term before I left, after the nineties budget crisis, we were starting, we were right on the edge of going. We had the funding in hand, and all the rest of it. And then I retired, the

next president looked at it, and it's now on hold, at most. In my view, it's gonna go down the tubes. So those were capital projects.

Academic projects, I inherited a little bit, but I really pushed international relations, international programs all over the world, thanks to Bill Locke and others. We started a whole new public health school, which was the first new public health school in the country in decades. And I gave them carte blanche. They hired top-flight faculty. And within—I think there's sort of preliminary accreditation or something in three years or five years, and they passed with flying colors, and it's a *very good* public health school. I'm very proud of that.

We did stuff in the south county. Steve Peace was in the legislature, beat me to death why I wouldn't go for a campus in the south county. I sort of moved him over to Dick Atkinson and said, "Go talk to U.C.," knowing full well that U.C. would never put a campus in south county. But I felt at the time that we could work with the Southwestern Community College, and we put some courses down there. And that eventually, like now, in my judgment, you *should* start a campus down there. The fact that it's right next door, I mean, so what?, in L.A. there are three or four campuses of the CSU. So rather than this campus expanding into a mega-campus, we should open a campus down south, and take all the people who are now moved into the south county. That's why we did San Marcos, because there is a lot of growth in the *north* county—Escondido and beyond—and they should all go to North County. So anyway, that's my own feeling about it.

But the most important thing that I want to touch on that I'm proud of, although most people would lynch me for it, is the faculty aspect of things. The eighties budgets were bad. The nineties budgets were catastrophic. And I touched on this earlier: to go at the problem administratively as a narrow and deep problem, as opposed to across the board, was a major, major decision. I think that most of the faculty—certainly the town—understood what it meant, and in principle approved, but not in my back yard. I mean, I don't want to be fired, I don't want to be laid off—obviously. Now, I knew that going in, and I had a deeper rationale or reason, and that was I wanted Pete Wilson to understand what it meant to *his* university and *his* back yard.

When we started the budget crisis, there was nothing on the books that allowed faculty to retire early. And I went privately to Pete and explained what it would mean if we were offered early retirement. And eventually, reluctantly, the legislature passed it, and the governor approved it. And it was *enormously* important for this campus, and for some other campuses, because under threat of being laid off, long-time faculty, full professors with years of tenure, could retire early—two, three, four years early—add those years to their retirement, be paid out, and leave with grace. And so in the end, instead of having to lay off a hundred tenured faculty members, which I was prepared to do, we laid off maybe one associate professor, or two. But we had *lots* of retirements. And they were—and I thought it through from the beginning in my scheme on paper—they were indeed in departments where I thought it *needed* to turn over. The effect of that was that while the whole faculty shrunk, there were left—it was not tenured in,

the remaining faculty were not all tenured, and in fact we managed to preserve all the research assistants and teaching assistants, so the research program was protected, and there were still positions to hire new people. If you're going across the board, all the stuff on the bottom would be gone, and all you would have left would be tenured associate and full professors, and you could never hire again until you came out of the budget and then you'd do one at a time, and you couldn't make any plans for how to hire back into this department or that. So it passed on to the next administration the opportunity to hire even before we got to the new budget—came out of the budget valley. You could temporarily sacrifice some temporary positions, research positions, to hire tenure track people, but you knew that when the budget came back you could replace it at the bottom. If we had gone across the board, we couldn't have done that, it would have built a tenure gap in the excellence of the faculty, and it would have killed the institution, in my judgment, at that time. And I think that's what's happened.

They now came out…. Steve's been there ten years, and his first five years or so, they were hiring furiously. The budget is tough now, but not nearly as tough as it was in my time, which was a 25% toughness. Now it's 5 or 10[%]. Bt all through that time, they could hire lots of people. I kept touch with various people, and they were hiring excellent young people, just exactly what they have to do. And I give them a lot of credit for that, and for the academic provost. They *never* could have gotten that if I hadn't gone publicly, beating everybody over the head, saying, "We're gonna lay off a hundred faculty." Boy, that grabbed their attention like you couldn't believe.

SR: Did you have a group of people who understood your concept, and were supportive?

TD: Not many. My three vice-presidents did. Leslie Yerger did. She was the, speaking loosely, the PR person. But to digress for a moment, I think it tore her up. She's a *very* sensitive person. And to talk about laying off, or shutting down a department, I think really tore her up, and she resigned shortly after that. And even the academic vice-president, Al Johnson, it was *very*, very tough on him, because these were his colleagues that he had lived with for twenty-five years, that we're talking about laying off. But they understood the strategy, and they were loyal people. Cobble, in the graduate school, for example, he was ecstatic, because the whole point, in my mind, was partly to preserve and protect the graduate program, and the Ph.D.s and the research people. So he felt fine. And he was so gung ho about it, it was somewhat counterproductive, because I didn't want to gloat about it. I mean, it's not something to gloat about.

I tried to explain it to the senate leadership on a couple of occasions, and gave sort of this mini-lecture. And I think the whole problem they understood intellectually, but they just couldn't stomach it. They couldn't face their colleagues in the department, and I understood that.

SR: Yeah, hard.

TD: And that's one of the reasons why I had just sort of created it in my mind and put it on paper without going through it. And in particular, I didn't want the deans to be tagged with having made this decision. By that time, we—we being myself and Vice-President Johnson, and mostly him—had really gone from deans who

were basically just administrators, to a core, a council of deans that was really a think [tank]. And I didn't attend—very, very rarely. Al Johnson ran it. And I did not prepare the council deliberately, and I told him not to prepare the council, until I had put this on paper in front of them, because I didn't want them to go down with me. I knew I was going to be torn down, but it was essential that the deans be seen as protecting their turf and their people so that they could survive if I had to get out. And that's what happened.

Now, because Barry Munitz handled me very well, and because one of the things was he didn't want to fire somebody on the National Science Board, I got through the budget thing and lasted like two or three years more. But it was clear it was a lame duck kind of thing. But the deans came through, and they retained credibility with their colleges, they were protecting. Yes, they might have to cut, but by God it was over their dead bodies. And that was essential to me. I mean, if I'm going to make the decision, I ought to take *all* the flack. And I would not say, "Well, the dean told me I should do this," or "the dean told me…." I'm just not that kind of person. I don't think they appreciated it, because they weren't in on the launching, and they had to go with the ship all the way, but I think those of them who thought of it, like Bailey, who is the dean of business, he understood precisely. And I made it clear for the deans, once I briefed them on it, that this was part of my strategy, I didn't want them tagged with it. And I expected them to be loyal and to do what I decided to do, but they didn't have to rapturize about it. I mean, they could just let it hang out, as far as their faculty were concerned—and some did and some didn't.

I mean, I wasn't trying to idolize myself, but I felt it was one of those decisions which had a lot of ramifications, particularly at the state level. We *had* to have the alternative of early retirement, or there really *was* going to be a catastrophe. And that was a very chancy thing, because originally Pete had been against it. The idea was floated by Munitz, and they shot it down in the circles up there. And then I talked to them and I explained, and he understood. And I talked to Munitz, I kept Munitz informed. And Munitz was very backing. I mean, after a while he had to sort of distance himself from me, because the heat got too bad, which was fine. But he understood. He was very supportive of protecting quality, as was Dumke—and Reynolds was too—I mean, in her own way. And she went on to run CUNY in New York, and one of the major things—I give her tremendous credit for it—she and I were at cross purposes all the time, but I give her tremendous credit for it—she went back to CUNY and was the person who said, "We have got to recapture quality at CUNY."

SR: I remember that.

TD: And she got pilloried for it. I mean, they just killed her. And she stuck at it, and I give her credit for that.

SR: I do recall that.

TD: And I admired her for that. I mean, CUNY…. This is a digression, but I had gone on an accreditation team to review Brooklyn College early on. Then I made it known to the accrediting people that I didn't want to waste my time on those things. And Father Healey was the central academic guy, before he went to Georgetown. And I knew *of* Brooklyn College. I mean, my closest colleague in

physics came out of Brooklyn College, and so forth. And it was a *great* college. It was a *real great* college. I mean, Nobel laureates came out of it. And I was shocked! It was awful! And the faculty morale was terrible. I mean, because we were letting in open admissions, and the students couldn't write their name, and it was just…. I mean, to see this on the ground is grim. And here he was making all these speeches, and usually you don't do that. I said, "I want to see the central academic guy," who was this guy Father Healey. And I told him, I saw him, and I said, "This is ridiculous. I mean, this is not a university, this is just a playground." "No, no!" And he was a very vulgar-spoken guy—I mean, swearing and bad words, which kind of shocked my Catholic self. I said, "Father, you don't understand, you have destroyed an institution of great merit. You still have good faculty, who are only just waiting to resign [i.e., retire?]. You have a student body which has swept in off the street." "Well, that's what we want! We want to open the doors and give them a chance." I said, "That all sounds fine, but that's not what a *real* college is for." I went through my speech. And it wasn't until Reynolds came in that they started to redress that. And then I've been watching the city, and they've slowly—they take two steps forward and one step back, and two steps forward. I read in the paper yesterday in the *Times*, that Klein [phonetic] gave an impassioned opinion piece on what they were doing. Good for him! Lots of luck! We'll see how the unions treat *you*.

But in that well-intentioned "help everybody" [approach], it just destroyed these institutions. We have the same thing in San Diego City Schools. Nice guy, Tom Peyzant. I used to meet with him, and we'd get in conversations like this,

and I'd say, "Standards! Standards!" "No, no, *all* students can learn the necessary things." I said, "Tom, that's a patent lie. That's just false. Not all people have the same talents. You just have to admit it. You can't say everybody has all talents until they're eighteen, and then they have a distribution of talent. That's just nonsense." "Well, what would you do?" I said, "What I would do is what they did when I was a boy in New York. You had an academic degree, and then you had a nonacademic degree. Some people call it 'dummy,' which was unfair, but you had shop, you had this, and people could go back and forth. There was nobody forcing you, but if you were on the academic track, and you weren't paying attention, you didn't get a regents diploma, that's all." And a regents diploma was not something that you would necessarily use to change oil with, but not having it would be a hindrance to college, and everybody understood that. (emphasizing each word) *Not everybody is equally talented.* They may be equal for opportunity, but they don't have the right genes. Tom, my opinion, was screwing up San Diego, and screwed up Boston. He's still there, as far as I know.

Anyway, I think the thing I'm most proud of is having had a strategy when we had *real bad*—and there's a whole thing on the disk I gave you on those years, '92 and so forth—we had a strategy, still makes eminent good sense. Anybody in the business looking at it cold, clean, objectively, would say it makes good sense. To put it in practice was excruciating, excruciating. And we had tombstones on the mall, big signs, "The Students RIP," "The Department of Linguistics RIP." The students were rioting, the faculty were burning me in effigy, and eventually passed a resolution of no confidence, and so on.

Bottom line, it worked, we did *not* have to lay off a hundred tenured faculty. We got early retirement. Now, they felt the gun was to their head to retire—and it was. But better that than destroying the institution, in my judgment, by having no flexibility of any kind for *years*. And of course the best faculty would go somewhere else. I mean, our best research teaching faculty are always getting offers every day. They *love* to come here because of San Diego, and because they like to be teachers who are doing research, and they're a very special breed. But if they're offered twice the salary and a housing allowance in the University of Wisconsin, they're on the edge. And so they don't need that hassle. The other side of that is they stayed away when there was a vote of no confidence. I mean, you know, all the people who knew what was going on, never showed up to vote—which is true, literally. I mean, only about half the faculty voted. But we saved the institution, and I consider that saving the institution.

Now, it's not something I can talk about in public, because it's too self-serving. It's not something I could expect the faculty to ever credit, because it goes against their religion. A *few* administrators understood it. The other presidents understood it. It was very interesting. One or two other presidents were willing to go on the line and sign the dotted line that they would lay off tenured faculty. Out of nineteen presidents, there were like three. And they also thought I was crazy, including the ones that would do it. But they're all, "Go, Tom, go! We're right behind you!" And I had always been like that in the council of presidents. But they understood the strategy. They just, most of them, with a few exceptions, couldn't face it. And so what they do is across the board,

and they just wiped out the bottom ranks. I mean, okay, that's a command decision, then that's the way to do it. And they say, "Well, it worked out all right. We came out of the budget problems, from let's say '94, '95, '96, we started to come back a little bit. See, it worked out all right." You know? Who took offers elsewhere? "Well, yeah, we lost Professor So-and-So." I said, "Hm, that's what we're talking about."

SR: So now as you look back at it, and over the time, you feel okay about it?

TD: Oh, I think the strategy worked. I think it gave President Weber the opportunity with his provost to start right away hiring in good faculty. And I give him credit, they've got good taste, they've been hiring good talent. And then as the place has started to build back up, they could do more of it. Now, unfortunately, the budget is building up, but it's being tied by the central administration in Long Beach, Chancellor Reed, it's being tied to a concomittant increase in enrollment. But the fact was that one of the things I wanted to *do* in the nineties' budget, on another track, was to cut way back on enrollment. And I proportionately cut *more* on enrollment than I did on the staff. Because the student/faculty ratio had gotten out of whack.

SR: Yeah, you mentioned that. Right.

TD: And that's the single important measure of what you're doing in the institution. And I had managed to get it back down to a level which was proper for this institution, figuring that then as time went on, if I'd stayed in, I would have fought tooth and nail. I wouldn't even take money if I had to increase the enrollment. And for several years, I refused money for enrollment, because the president

controls enrollment, not the chancellor, by Title V. And I told that to Steve when I came in. I said, "Don't let them twist your arm." But for a lot of reasons he's caught. So now he, in order to get more money, which his vice-president in charge of money wants, he has to take more students. And that's a mistake on a couple of things: one is it gets too big, but more importantly, the number of students creeps ahead of the money—"money" meaning faculty. All you need money for is buying faculty. So the student ratio gets worse and worse: you get more and more students to the faculty.

The faculty don't feel it for a while, because it's incremental. Oh, they had a class of fifteen last year, eighteen this year, twenty-one next year. Then it's up to thirty—as long as the classrooms can be big enough. And of course once you start lettin' 'em in, the pressure to have classrooms big enough becomes intense. And the faculty just feel worse and worse, and they don't have time for this. You've changed the institution. So my attitude—and I was there at the *beginning* of the money coming back—was I refused the money. And I told the faculty senate, "I'm not gonna take the money, because we're not going to open the door to more students." We got it back down to where it was, 17:1 or 16:1 or 18:1, and it had been up to 20 or something, which is absurd for 30,000 students. And through the budget thing, one of the first things we did was we went from like 33,000 or 34,000 body count down to like 31,000. And there was hell to pay in town. And I went around and explained it to the people in town. I said, "Not everybody in this town can come to San Diego State, no matter *where* you draw the limit."

Okay, so that's that.

SR: That was a major contribution. And as you said, now looking at it, from where we are now, you accomplished what you set out to do.

TD: And I hope it'll stay. I stressed international things. I get a lot of—they're all on that disk. I gave a talk every year to the faculty, which I'm very proud of those talks—convocation talks. And the theme I kept referring to was one on international, and the other was on teacher-scholar. And I invented that phrase, teacher-scholar. Didn't exist when I came, although there were teacher-scholars. But I beat that to death. I mean, I just made this place so proud of the fact that they had teacher-scholars, and I used to beat up on the science board and say, "Well, you're not talking about universities with teacher-scholars, you're talking about universities with scholars who don't teach." And this place is *renowned* as having fine teacher-scholars. And the whole *atmosphere* changed in my time.

Brage brought in some top-flight faculty: Love before him, Malcolm Love, tremendously loved guy who served like one year longer, or two years than I. My ambition was to serve longer than Malcolm Love. He really started bringing in the real teachers who also did research on the border. Cobble was the spark plug for that—Jim Cobble. But when I came, it was sort of a little small campfire here and there, and I wanted a whole *place* like that. And by the time I left, we were research university 2, or whatever it was in some lexicon thing. But more importantly, the faculty *everywhere*, in *all* departments didn't feel they *had* to do it, but they were tolerant of it and supportive of it, if they themselves were not it. And they appreciated the concept that whether you got money from the

feds or not, there was more to teaching than just regurgitating the book—that you should be alive on the frontier. And whatever their discipline was, you should be alive on the frontier. And that's an atmosphere which is *supreme* in this university, and still is, as far as I know. And we preserved that and made it take over the whole place.

SR: That's exciting!

TD: It was a very exciting thing.

SR: Because as you well know, there are so many places, some of the Ivy League schools where students complain that they don't have that.

TD: It's inverted. And that's fine. I mean, you need top-flight—and U.C. is like that, *by construction*. I mean, you've seen the master plan set up that way, to be the research arm and the research university, and take the crème de la crème, and that's why they're screwing things up, because they're flirting with open admissions too. But they're the crème de la crème. And I never objected, I wasn't trying to replace that. I made that very clear to them, first, and to the legislature and everybody else. That's not what we're talking about. What we're talking about are teacher-scholars—not research people who are 100% in the lab and then once every two years they teach a seminar. These are people who really teach, all the time. Now, it's not literally true, 100%, because there are ways of letting people off here and there. But that's the atmosphere here. And when I was first here, the people in the senate, and if there were, I don't remember, forty people in the senate, maybe three of them were like that—usually from science or engineering or something like that. And firstly, they avoided the senate like the

plague, because it was a waste of time, which I didn't blame them for. But then I went around and had a vice-president say, "You've got to get some of these guys in there so they can at least talk up once in a while." No, they wouldn't talk. By the time I left, I'd say of the senators who were politicians down here, you know, half of them were this type. That's a big deal. That means you're not wasting your time….

Well, I mean, to digress, when the place got unionized, one of the things I went to the cross on was we (emphasizing each word) *we could not have* the union dominate the senate. And I played on their pride, "You are each individual academicians and this senate is not just a union shop." If they got a hint of anything in the union, I'd veto it. I'd say, "That's an administrative problem. That's not an academic problem." And I don't know what it is now, but boy, we were really tough on that. And that's another reason why I wanted these teacher-scholars to be in there, because they disliked being unionized. I mean, if you got a raise, they liked to get a raise. But they didn't want any nonsense about rules here, or that. So to hell with that. So to have this be a teacher-scholar institution, was a great goal, and it was very successful. And in the long run, that's all that counts. That's the end of that part, thanks.

SR: That's great. [tape turned off an on] Tell me, how did the whole idea of publish or perish fit in with this whole plan?

TD: That's a good way of coming at the question of teacher-scholar, which is the hallmark of San Diego State. Let's look at a land-grant college like College Park in Maryland, where I came from. Not every department at College Park had

world renown researchers or scholars, depending on what the language is in your area. But it was pretty much understood that if you were going to be hired or promoted, you had to have something published—I mean, literally, physically published. And if you didn't, then fine, you could have tenure in certain cases, but you were unlikely to ever rise to the rank of full professor. Now, full professor, to a university person, is…. Well, if it's dominated by the union, it's first of all, money. Because in our system, there is a schedule of salaries by rank, and they don't overlap. Or at the end, I was beating on the system to have them overlap, and maybe they do now, I don't know. But you would be Assistant Professor from 1 to 6, and Associate Professor from 1 to 6, and Full Professor from 1 to 6. And if you didn't get promoted, you were stuck on 6. Well, if you have what I would not nicely call "the union mentality," that's a big deal. You wanted to go from 6, Grade 1, to a 2 or 3 to 6, Grade 2. Well, that's not the way good universities run, in my opinion. That's one of the reasons why I was opposed to unionizing—still am—academia. In what you might call a research-driven university, as land-grant universities are, like U.C. is, legitimately, by design, it's very hard to maintain that kind of thing, because you're looking for talent, which is hard to measure, and you can't just say, "Well, I'm a Level 6 talent, and I want to be paid at Level 7." But that's the mentality that prevailed from the teacher college mentality, and still is prevalent in most institutions of colleges of education. That's one reason why we have problems with education.

So in College Park, publishing—in fact, the whole world of academia, in my lifetime—publishing per se became dominant. I mean, it was just sort of a

golden calf. In physics, and in science, engineering, related things, life sciences, there's a whole universe of things that you can publish which are significant and new. It is *extraordinarily* difficult to do that in the humanities and in the social sciences—at least so far. Social science engineering may get there in the brave new future, but not right now. So intrinsically, it's a very bad yardstick in a comprehensive university. If you're like Cal Tech, where you're tech, and you have all the sciences…. Now, you have humanities, too, and it's not that the humanists are technical, but they have a special place in a technical place. It's a very hard thing to come to grips with.

SR: No, I understand.

TD: And they're publishing just in the same way as scientists are, or the engineers are. In our kind of institution, they're not. In College Park, they sort of are, but forgive me, a lot of it's just garbage. I mean, that's the bias of the physical sciences, but basically they're just regurgitating the third paragraph of Shakespeare's fourteenth subparagraph where all the commas are. Okay, if you're that narrow, maybe that's of interest. But in the slightly larger scheme of things, it doesn't make any sense, to me anyway.

In this institution, by the time Malcolm Love came—the fourth president, who retired in '71 or something like that—there were these all-around…. There were *some* faculty who just out of personal interest were publishing things: humanities, science, whatever. They didn't have federal money, they just were curious, and they'd spend time on it. It's like building an airplane. I mean, one of the things that impressed me, the dean of business when I came was building an

airplane in his garage. I thought, my God! He retired shortly after—Allan Bailey [phonetic] went into it. But they were little seeds all around. Malcolm consciously brought people like that in. It wasn't a competition for money, it was just personal drive. There are people like that out there. Brage consciously tried to find them and bring them, and was successful. I made it a life's work to get the deans and to get the departments to look for these special people who just had this itch. They, in turn—they're not doing it for a renewed NSF proposal—they just have an itch. They are special people, and the students sense that, and they learn from it, very important.

Now, the whole place got debased by the physical sciences after the Second World War, because then there became a lot of money, and money always screws things up. So the physical sciences, in particular engineering…. Nowadays it's the life sciences, biological sciences. But there's all this money swishin' around, and so you start chasin' the money, and then you have to publish to get the money, and so the publications are rationalized a slightly different way. They're worth money, to be crude about it. You read the debate now on stem cells—forget the ethics of it, which bothers me a lot—the money sloshing bothers the hell out of me. You get special interests, you spin a lot, you lie a lot—that's what it comes to: "We're gonna cure cancer tomorrow, if only you give me a hundred million here." Come on! Give me a break!

So the publishing part got bad, and we got distorted. And I, and in particular Al Johnson, the academic VP, spent a lot of time on that problem,

trying to make sure that publications were there, but they were inner-driven publications. Even if they were on a contract, I didn't care.

SR: Well, that says a lot.

TD: Let me finish the point. In contrast a lot of my colleague presidents in the CSU—and elsewhere, for that matter—I personally really took personally any promotion. I didn't worry about hiring at the assistant professor or less level. I personally had to sign off on hiring at tenure level track—associate or full. I spent a lot of deep time, once a year, every year, reviewing all the proposals for people to get promoted—particularly to tenure, and *particularly* to full professor, which towards the end of my time created a lot of flack for me. The faculty didn't think I should be doing that. Why, I never understood. I kept telling them, "That's the most important thing a president can do, is to make judgments—not arbitrary finance judgments, but hopefully thought-through judgments on whether this person should become a full professor, who then votes on everybody below to be promoted. I was desperate not to have a union shop where the guy got to be a union boss and just promoted his buddies. There's still a lot of that in *all* universities, but you have to work at it. [tape turned off and on]

I enjoyed being on the science board because there were presidents of universities. I got away from the campus, and I was with people who were doing the same kind of thing, and it was very useful. I found it very interesting, because I had an enormously difficult time making them understand what San Diego State means when they say teacher-scholar, because they come at it backwards from our perspective. They're researchers who do teaching. It's not that they devalue

teaching—they understand the value of teaching—but they're driven by the research. I guess the way to characterize San Diego State faculty is they're driven by teaching, they like teaching, they *love* teaching. Some of 'em are shallow, they just like to talk. Some of 'em are empathetic. Some of 'em are cold. I mean, they're people. But they're *driven* to be teachers. Now, they understand, or they can't avoid internal pressure to do scholarship and to do research, because they love to tell the students about that. That's a teacher-scholar. There are some in research universities, of course, but most of the faculty are the other way around. Now, they have an ability, if they're good, to transmit that inner drive to their students, which is how much fun and how important the *research* is. That's what they're teaching. That's the essence of *their* transfer of education, which is wonderful. We're not doing that. They're different in kind.

By the time I got off the science board after eleven years—and of course it turns over—I think people saw me coming all the time on this topic, whenever we showed up. But they truly realized that was a different point of view. They didn't embrace it particularly, but they understood there was a different point of view. And I think that was very important, and I detect that it's still permeating some of the decisions the board's making.

SR: Okay.

[END TAPE 4, SIDE B; BEGIN TAPE 5, SIDE A]

SR: Would you like to talk about your family now? We talked about your family growing up, and you've mentioned your children some, but bring us up to date.

TD: We are very private people, and I think the university, and the community, actually, figured it out very quickly that I was very family centered and very family oriented. We have nine children. We had our first child just about as we were leaving graduate school in Cornell in '57. And then we had 'em spread fairly closely through the years. And then there was a couple of years' gap—I don't have the numbers in front of me—until the last one. And in fact, it's a family joke that I can't remember birthdays. When the kids were growing up, and we had them all running around, I couldn't remember their names, and I'd say, "Hey, hey! Boy! Boy!" So I have to sort of consciously call the roll in my head.

Another joke in the family was that this had an effect. One time when one of the boys, Mark, was playing football in junior high school, he broke an arm, and it wasn't clear that it was a broken arm, so we never took medicine very seriously, because you have just too many of them. So by the next day it was clear that there was something wrong with that arm. And so I took him to the emergency room, and they did the usual paperwork, and they said, "Well, what's his birthday?" And I turned to Mark, and I said, "When were you born?" And they said, "You *are* the father?" I said, "Well, yeah, I'm the father." And so from that time on, I always carry in my wallet or my pocket, a list of all the kids and who they are. So I'm looking at it now, as a matter of fact.

Anyway, we came out to San Diego with the nine children—actually, not all of the children—we didn't bring them all out, because by 1978, the oldest, who is Erica, had been in the army and had met her husband, Maurice, and they

got married in ’78. She was born in ’57, so at that time she was twenty-one. So she didn’t come with us.

The next one, Monica, who was born in ’58, the next year, she got married in 1980 to her husband, Jay Berenter, and she came out. So she was the oldest one of the crew that came out.

Now, I have to give credit to my wife here for a lot of things, of course. I came out in July, and I stayed down in the Howard Johnson’s near the university. And they came out several months later. Anne, my wife, brought all the kids out together. So she brought out eight kids at that time. That was a major thing.

Anyway, Monica was the oldest, and in ’78 she was twenty, and so she was in college. And in fact we have a very nice picture of her looking at the sundial outside of the old administration building, and she was registering in San Diego State. And I went along with her and found out that there was no computerized registration, it was all paper and pencil. And I had been helpful in College Park in computerizing the operation. And so it so impressed me that I swore publicly I was going to computerize the registration. So she went into San Diego State.

The next one down is Mark. We have two girls, Erica and Monica, and then we have two boys, Mark and Kevin. Mark, in ’78, was in the army, and in 1980 also married—as did Monica and Jay—Mark married his wife, Joyce, in San Antonio. He came out of the army, went into medical school, and is a doctor of osteopathy, and very successful doctor in Las Vegas. I’ll back up a little bit. Erica and Maurice have a son and twin daughters, so they have three kids. And

just recently one of the twins got married, so we're at that stage. So one of the oldest of the grandchildren now is potentially going to give us *great*-grandchildren. Erica and Maurice are in North Carolina. And all three kids went to University of North Carolina at Chapel Hill.

Monica and Jay have two children, Alexandra and Samantha. Alexandra, the oldest, is about to go to Emory this fall. So it's going to be very interesting to see the effect on her younger sister, and the effect that she's gone on her mother and father, who I think are going to have a hard time, myself. Monica's husband Jay is a podiatrist in town, and works over at Scripps, and a very good one, very well known, Jay Berenter.

Mark, the third child, is a doctor in Las Vegas, married to Joyce. They have three kids: Brittany, Mark Thomas, and Blake Robert. Brittany Anne—Anne is for my wife—and Mark Thomas—Thomas is for me—and Blake Robert—Robert is for Joyce's father—Brittany Anne is going to go to UNLV in the fall, and the other two are proportionately younger. All three of them are athletes, as are Monica's two girls. They're very good softball players. Alexandra is going to Emory on a softball—not a scholarship, because it's not Division 1-A.

Next down is Kevin, who is a middle school teacher in El Cajon. Monica went to State, Mark did not, Erica did not. Monica graduated from State. Kevin graduated from State in education, and has since gotten his master's and teaches drama. He graduated from San Diego State in drama.

The next one down is Sara, a girl. She was born in ’62, so in ’78 she was sixteen, seventeen. Now, in Maryland, when we had all these children, with the exception of sabbatical ’64-’5 in Berkeley, we were fortunate enough that we had a big enough house—when you could buy a house on a professor’s salary—so we had, I forget now, five or six bedrooms. And in Maryland it’s all brick, beautiful houses. And they had all lived in one house for a long time. So everything you read is right. If you pick up a family like that and move ’em, somebody in the middle gets hurt, and Sara was the one who was at an age when it was very tough for her to come out. And she had a lot of problems. She was sixteen, seventeen, and sort of left the family for a while for a long time, but now is very happily married, and is a wonderful young woman, and has some medical problems, but a wonderful person, and is very much in touch with the whole family all the time. The whole family’s very much in touch.

SR: Oh good, that’s nice.

TD: Sara is in Ohio. As I said, Erica and Maurice are in North Carolina. And we’ll come to one of the boys who is also in Massachusetts. Mark is in Las Vegas. Monica’s in Poway here. Kevin is in El Cajon.

After Sara is Timothy, who married Krista Smith. Both of them graduated from San Diego State: Krista in hearing and speech, and Timothy in physics. He got his bachelor’s in physics and his master’s in physics from San Diego State, and went on and got a Ph.D. in electrical engineering from Stanford; has been a leader in lasers in telecommunications in a company called New Focus; was a co-founder, and then they sold that out. He got bored, and now he’s starting another

company called Daylight Solutions here in San Diego—New Focus was up in Silicon Valley—and is very bright, lots of patents given and pending in all this area. He's a very interesting fellow. And they also live in Poway, and they have three children: Meghan, Cameron, and Aaron. Meghan is an athlete swimmer, although she's having trouble at the moment with her inner ears, and that seems to be coming through the Day genes, because I had trouble with ears, and my brother had trouble with ears—I don't know about my father. So Meghan is having some problems. And then the two boys, who are younger…. Meghan is in high school, born in '90, so she's fifteen, sixteen.

Next down is Jonathan, also graduated from San Diego State in biological stuff and is kind of an account executive salesman in a medical equipment company, and is up in Massachusetts, doing very well. In fact, we're going to see him in a couple of weeks.

Patrick is next. He went to San Diego State for two years, was mostly interested in watching the basketball team, and worked with Smoky Gaines, helping the basketball team. Decided after two years that he wanted to be a chef, interestingly enough. Went to Grossmont Community College and took some courses there. My wife Anne is a very good cook, and that seems to be genetic to some degree. And then Patrick went to Vermont for two years for what is currently agreed on to be the second- or third-best chef's school in the country, the New England Culinary Institute. In fact, I went out and gave a commencement speech for them. And he went to San Francisco and was a sous chef, and then he came down to San Diego, and he was head chef in a couple

different places, and then he opened his own restaurant, which I invested in. Then the restaurant closed after a while.

SR: Oh! I was going to ask you what it was.

TD: Well, it was called Blue Bay. It was out on Pacific Beach. But number one, location is always true. It was well located, but it had no parking. And we didn't appreciate how important it is for a restaurant to have good parking, so it really suffered from that. And he now works as kind of a super salesman for SYSCO, the food distributors, which is, I'm learning from him, the number one big food distributor in the country, and is a very successful thing. He works very hard, and he's very successful. He's married to Marianne, who is a very successful person in a title company and mortgage and stuff like that. They have no children.

And finally the youngest is Adam, who is married to Suzi. And Adam has five children—was married previously where he had four, and then when he married Suzi, he took on the fifth. They are, in order, Annelise, Mackenzie, Thomas Nathan, Addison, and the fifth one is Christian.

So we have sixteen grandchildren, nine children, and Kevin and Jonathan have significant others, so that all of them are paired up, so that's eighteen, and sixteen grandchildren is thirty-four, and there's two of us, and that's thirty-six. And so when rarely—not very often we get *everybody* together, but we got them together not too long ago in Palm Springs a year or two ago, and so at that time we were thirty-five, and Adam got remarried, and now there's thirty-six people in the group, so it makes a big picture.

SR: It's a beautiful picture. It's a beautiful family. It's really remarkable. Where did you all stay in Palm Beach, how did that work?

TD: I forget—one of the classier hotels. Jay handles all that kind of thing. I don't remember whether it was the Hilton, or one of those. Anne and I, when we retired, we bought three weeks of time shares in Marriott up in Newport. We never go to Newport, but you can use the time shares to trade it for other places. And so we used a couple weeks to trade up there in Palm Springs, so that a couple of the families could come and be in there. Some of these kids, by money standards, are pretty well off, and some are not. They're all very hard workers. We are very fortunate with our children, we love them all very much. We had a long tradition, even when I was working in physics, so that I was working very hard—in contrast to being an administrator—I was always home for supper, made a point of that. We always encouraged all the children to participate and argue. So it turns out that all nine of them are very argumentative and talkative.

Another dimension, they were all, in formative years, as I went into administration and then came out here, not all of them would acknowledge that I was president out here: some would, some wouldn't. But they grew up in an environment—especially the younger ones—where you had to meet people and you had to be gracious and you have to hold up your end of the conversation, so they can all do that very well.

I didn't talk about Adam very much. Adam works in Sycuan, resident Indian tribe, as their public relations guy. He's the assistant tribal leader. I forget exactly his title, but he's in charge of all the non-gaming aspects of the

reservation, and is also the political lobbyist, in the best sense of that word, and is a very important person out there.

So we're very proud of all of them. I think they're all successful.

SR: That's quite an accomplishment. You know, when you talk about accomplishments, that's really….

TD: Well, let's see, Monica went to State, Kevin went to State, Timothy *and* Krista went to State, Jonathan graduated from State, Patrick went to State and went on, Adam went to State, graduated. So we have quite a number who were at State. And in fact, one secondary reason that I came to San Diego State was that it was clear it was a very good university, especially for undergraduate teaching. And most of the kids were at the point, or coming to the point where they were going to go to college. I wanted them to be able to go near home, if they could—or wanted to—and most of them did. Monica went one year to Notre Dame, and then came back and finished in State. Adam went one year to USD, and came back and finished at State. And the other ones that I mentioned all went through and finished at State. And they all went in different parts of San Diego State, so we got all kinds of information on different parts.

Timothy was in the physics department, and that was nominally *my* department, and so it was very interesting to see what kind of faculty he met. He got excellent training, excellent education. Physics at San Diego State is a relatively small department, but has very fine faculty. So he got very good training, and in fact one of his predecessors at State became the first woman astronaut—and I can't remember her name right now—Hispanic woman, was top

of the class, was valedictorian of San Diego State. Can't remember her name. Yes, Ellen Ochoa. And interestingly enough, her mother came through a couple of years later and finished and got her degree at San Diego State—the lady astronaut['s mother]. And Ellen was a physics major too, and she went on to Stanford. So Stanford has been very receptive to the physics majors from San Diego State, which is not typical.

SR: That's great.

TD: Anyway, we're very proud of them, and they….

SR: Well now that there are all these grandchildren, do you ever—I imagine you do—you mentioned softball, but do you get involved with any of their activities?

TD: Well, I go to some of the softball games, so that's Monica and Jay's kids. And Timmy's kids are playing football now—the boys are. The oldest child, Meghan, is a swimmer, and so I went to a couple of her meets. So I do that, but I make a point of not going to all of them, because then you're expected to do all of them. You have to limit your time.

Adam's kids are beginning to get in some sports. They're the youngest of the bunch, and so I have to go out there. Adam and Suzi live out in Alpine, so they're a little further away, but they're in the area as well. Patrick's in the area, and Timmy's in the area, Kevin's in the area, Monica's in the area. So *not* in the area are Erica, the oldest, in North Carolina; Mark, who is in Las Vegas; Sara, who's in Ohio; and Jonathan in Massachusetts. So five of them are here, and four of them are elsewhere.

SR: Do you all keep in touch by e-mail?

TD: Yup. Monica's the organizer of the family. She's the second-oldest. And she's very organized and very good at these things, very good at computers, very good at e-mail. And so she makes sure everybody stays together.

SR: That's great.

TD: And I do a lot of it because I have enough time now. But I don't try to keep in touch with all of them like she does. I keep in touch a lot with Sara, because there were some years when that was a very important lifeline, so we still do keep in touch.

SR: That's great.

TD: And I program my e-mail thing so that if there's something I want to say to all of them, I just type it to "kids" and it goes to all of them. And you have questions you have to face: Should you give all your children presents on their birthday or Christmas? Or should you give to all your grandchildren? So we don't give presents to the children or children-in-law anymore. We give presents to the grandchildren. On the other hand, they're getting older, and so then you have to ask, well, how much are you going to spend on presents for these older kids? And the twins, for example—Erica's twins—they were born in '83, so they are twenty-three. One of them just married. The other one is going in the Air Force Reserve, and is going through that. At what point do you stop giving them gifts? You go through life thinking this way all the time. You get it bred into you that whatever you do, you're setting a precedent for nine. So you want to be very careful. But all kinds of things—I always used to kid when people would ask about it, that you either adapt or die, when you've got nine kids. And so it must be built into the

genetics that you become very good with jungle instincts. Somehow you're listening to all of them, you know where they all are in the house, and you know what they're more or less up to. You get very cynical with them, because they're up to *something*. And you're always listening for the right kind of cry, whether it's funny cry or hurt cry. I still see myself doing that now. I love to see, especially two-year-olds—one-year-olds, two-year-olds, I think is a beautiful age, because you can see a real person in there—especially when they're beginning to talk and walk. And we eat out a lot now: for example this morning we ate at the Pancake House, and there are a lot of kids in there, which we love. So you see these little kids two years old, and we hear a cry, "Oh, the kid's happy." Or you hear a cry, "There's something wrong there." And you still have these instincts about things, which I think is interesting.

SR: It's wonderful. I think there's a culture in a family, and also as you were mentioning, there are certain things that are genetic. How about music in the family?

TD: Well, that's interesting. Some are more interested than the others. We don't have any performers of music. I don't think any of them play instruments. But I think all of them are very inclined to music. Now, a lot of them, especially with the children, are in modern pop music. Some of them—Timothy, for example—is very inclined in that direction, and also in other esthetic things—sculpture and painting, collecting and doing things. So they're not performers. I think that's going on into other parts of my siblings. But the interest in music seems to be everywhere, which is good.

We're readers, Anne and I. For a long time, we never had a television set. And we were in a neighborhood in Silver Spring in Maryland where we had—towards the end we had nine kids—and we bought the house when they were building it, and it was a small little dead-ended neighborhood where the average family had six kids. There were a lot of Catholic families there, and there was a temple up the road, so there were some Jewish families, and they had a lot of children. It was very ideal for raising the kids. They were always up to something. There was a pool across the street, so a lot of the kids were swimmers when they grew up. And it was a very self-supportive kind of thing, and they were not out in the streets. Some of the kids got in trouble here and there, and I was very strict, in their eyes, and they still hold it against me, some of them, and make sure they rub it in—Mark in particular. But I felt we were just bringin' 'em up. They were all happy kids, and they were all outspoken. We always encouraged them to not be smart-mouthed, but to be outspoken and to argue and to learn on things and give their opinion, whether it was politics….

We were readers a lot. Like I said, we never had television until I went on sabbatical in Berkeley in '64-'5, where Jonathan was born. And that had a TV in the house, and that was the end of that. There was just no way to prohibit four or five kids from looking at TV. But they were never welded to TV, we never had that. Computer games were yet to come. They missed sort of that generation, [and are now available to] the grandchildren's generation. So they all liked to read, and they read different things at different times. They're all bright and smart in different ways. They have different talents. It's very interesting to see.

You know, nine is a statistically significant sample. I mean, they all have very different interests. The scientists here, physics-type scientists, biological-type scientists, a teacher of drama—all very different.

SR: It's very interesting.

TD: In fact, there's no duplication, in that sense, at all. Monica graduated in recreation, and went to work briefly in San Diego in the recreation department. One of the aspects of recreation, whether you're at camp or something, is you're organized. You've got to keep control of these kids. She is organized. Now that her girls are going to go away to college, she's started to do something with the organization.

SR: Yeah. Well, that's wonderful. I think that it's been such a treat, having you share all of this.

TD: My treat!

SR: A contribution, certainly, to San Diego State University Special Collections, and I want to thank you very much.

TD: Well, it's been my pleasure, Susan. I've enjoyed it, and I'll look forward to getting things and going through it all again.

SR: And we'll go through it again!

TD: Since you're going to have to listen to it all again….

SR: That should be fun. Okay, well thank you.

TD: Thank you very much.

[END OF INTERVIEW]