

SS: Today is August 6, 2010 and we are in the Skillman Library. Excuse me, August 9th. Today we are speaking with Peter Newman Class of 1973 as a part of Lafayette's Oral History Project. First, I'd like to thank him for participating in the project. My first question is could you please tell me about your family and where you grew up?

PN: I grew up in Stamford Connecticut. I was born in New York, but moved out there when I was two. I grew up in Stamford, Connecticut, which when we started there was pretty rural and by the time I went to high school it was getting pretty built up. North Stamford was one of the more rural areas of Stamford. And, I went to Kings School, which was a boy's day school, from grade 6-12, and graduated from there. I lived at home with my parents. My father was a writer, comic books. In fact he's in the *Guinness Book of World Records* for having written the most comic books. My mother was a travel agent. And, my sister, Lisa, is three years younger than I am, and she went to Thomas school, which was a day school right near there.

SS: Why were you initially attracted to the college?

PN: Lafayette really sort of happened to me more than anything else. I was looking at colleges the summer after my junior year in high school. And, I had done a northern swing. I was looking at Dartmouth and Bowdoin and Tufts up north. Then, I did I swing through Pennsylvania. I remember looking at Franklin and Marshall and some other schools in Pennsylvania. And Lafayette was in that area. I looked at Lafayette. I did know somebody who was a freshman that year at Lafayette, so I decided to take a look at that. I do remember going into Marquis Hall, and I actually met up with the kid I knew who was a freshman. He and his friends said, "Don't come here if you expect to have any fun." That wasn't a real good greeting. I was hoping to have a little bit of fun. I later realized he was a very serious premed student. He probably didn't have

any fun. But there was fun available, so, I wasn't really that psyched for Lafayette. It's kind of funny, I applied to Lafayette and Colby College I made as my two safety schools. But I was not a very good student in high school. I went to a little prep school, where from 7th grade on, they were using college textbooks. I just didn't do very well there. Everything about learning was meant to be like this is work. There was no joy in it. There was no fun about it. I didn't react very well to it. I was probably extremely ADD except that didn't exist then. And, the result of this was that the two colleges I heard from first were Lafayette and Colby. And, I was put on the wait list for both of them, and those were my safeties. So it was a little scary.

SS: Was there a reason why you chose Lafayette over Colby?

PN: Well, I didn't get into either of them. I was on the wait list. So then what happened was I went on to get rejected from every other college I applied to. This being the spring of 1969. At the back of our room at the school I went to, there was a chart, there were usually 20 or 30 kids in a graduating class, with our names and where everybody was going to college. Somebody did the favor of writing in for me, Saigon, which was very much a possibility back then. It was not a good month. Then it was the first Sunday in May, I remember Barry McCarty who I guess still works here a little bit in Admissions, had interviewed me. He called me that Sunday afternoon and said "we do have an opening on the Lafayette wait list. Are you interested?" I was like "Yes, sir!" So, that was it. I could then relax. I still have heard from Colby yet, so I don't know. I'm waiting. And then I went to Lafayette, which ended up being a lot of fun.

SS: And when you first arrived on campus, aside from that initial visit, what was your impression? What was the mood around campus?

PN: I was really excited. I was very ready to go to college. I was very ready to get away from home. And I had that, I almost think it was that genetic quality that by your senior year of high school, you and your parents don't get along. It's like making it easier to throw the kid out of the nest or whatever. And, I was very ready to go to school. I had travelled on my own in Europe and gone to school over there, summers and things like that, so I was used to being away from home. And I was just very, very excited about getting there. I remember I got to the dorm first. I was in my room, and my parents came up and they were you know going to help me make my bed and do all this kind of stuff. I was like "I'm ok" and I was just very ready to be on my own and get started with college.

SS: So, in that, you know, initial few months on campus, was there a particular faculty member or certain faculty members that you took to, that influenced you and acted as mentors.

PN: Not at that point, no. Later on, there would be some faculty members who became pretty good friends and who had a large influence on me. But, not really freshman year as much. We went to classes, and back then, I don't know if you want to talk about classes, but back then classes were six days a week. So, as a freshman, I had six 8:00 classes a week. Meaning 8:00 Saturday morning. That was not a good thing. And 8:00 was not a good thing to begin with, 8:00 on a Saturday morning, it was pretty funny, the condition that people would show up to class. I would have to say that the atmosphere was a little bit different than it is now at the college. I remember my first philosophy class was with George Clark, I believe I had Tuesday, Thursday, and Saturday mornings. Class was at 8. He took attendance before the bell rang. If you walked in on the bell, you weren't there. On the first day at class, he said to us, "When students don't belong in college I like to let them know. Last semester, I let forty percent of the class know."

SS: And who was this faculty member?

PN: This was George Clark. He was a philosophy professor. It was a welcome to college. I'm an adjunct here now, so it's a very different attitude.

SS: Now, do you take this attitude in your classes?

PN: No. No, I don't think I would have gotten two semesters out of that one. You know, it was meant to intimidate, but it was also a very different attitude towards, I don't know if we'll talk about this later but, grading and things were very different. You know, pretty literally, if you got a C in freshman English it was like "yes!" There was a little bit of that you know "Welcome to college. Yeah, you were one of the best students in your high school, but so was everybody sitting next to you here. I remember, I think it was around the time I went to college, there was an interesting in article in Life I think, about kids going to Yale. They had all been straight A students in high school and they had gotten to Yale and it was like "Everybody is a straight A student here, you're a C student here." I think there was a lot more of that. I think if you were to compare what our cum.'s where to what cum.'s are nowadays after one year, they would be very, very different.

SS: So, what did you think about coeducation the first time you heard it at Lafayette? You know, just the phrase, about Lafayette considering it, what was your initial reaction?

PN: It was all good! The fact that Lafayette was an all male school had nothing to do with my choice to come here at all. It probably was a negative. I, as were most of the freshman, was very supportive of coeducation. The resistance among students, and there wasn't that much resistance among students, was probably mostly from seniors. We always thought it was a little bit of

jealousy because they'd be gone. But, we were pretty much in favor it. I don't know if you want to talk about this now, but going co-ed because that was an interesting process.

SS: Well, did you have any specific expectations with the school becoming co-ed?

PN: Women! No, I just think, it was going to be a more normal attitude. The atmosphere would just be a little bit different. You know, I always like having a social life. I went to a boys' high school, even though it was a day school, we were used to working to get our dates. It was kind of funny because most of the kids from Lafayette came from public high schools where it was co-ed. And, you know, they would meet people in school to go out with. I remember when we were trying to set up dates for the weekend, it was something that wasn't as much as a chore for us. I was used to doing that kind of thing. And, you have to understand the logistics of all of this too. Because I lived on the third floor of South college.

SS: Your freshman year?

PN: Yeah, and there were probably, I don't know, probably 60 or 70 kids on the floor. There was one pay telephone for the entire floor and that was the telephone. So that if somebody, if you were trying to arrange a date from Cedar Crest, I know I would, or someone you knew from high school or further away, well you only had one phone that you could use, and seventy guys were sharing it. And then there was the horror show of, you were trying to call somebody else at a dorm that also only had one phone, for you know the sixty or seventy girls on the floor there. So, logistically it was very difficult. But it was something that probably became easier to those of us who went to an all boys school, just because that was the way it's always been. So, but that was, that was kind of a horror show.

SS: So would you maybe characterize the mood your freshmen year 1969, before co-education- If you had to maybe choose one word to characterize it, how was it? Was everyone anxious, or, as you're saying just excited...

PN: You mean about co-education?

SS: Yes. Just that the year before this when everything is about to happen.

PN: I would think the word I would use is ready.

SS: Ready. Okay.

PN: My, it was my first week of college at Lafayette, and I am sure this will come out later in the interviews, but, we really broke a lot of the barriers, and rules, and things like that. We got rid of things. I would like to talk about that later with co-education because most of it came into play, and it was important. But the first weekend that we were there, there had been rules about, there was no twenty-four hour visitation in the dorms. And we had that changed by the first weekend we were there. And it changed on a Saturday, and there was a kid in our section, who that first night had an overnight female guest. And we were so jealous, and so pissed off at him, that found that if you jammed a pencil between the door and the door jam, whoever was in the room couldn't get out. And so somebody in our section did that. And it was all out of jealousy.

SS: Okay. Thank you for that. During the spring of 1969, there was talk that students were dissatisfied with the fact that they felt that they had no real voice or vote in determining the course rules and regulations. What is your interpretation of this? Is there any particular reason why students would have felt this way during that time?

PN: Yes. And there was this whole, huge period of change that, that came to Lafayette in a period of two or three years. The year before I went there, ROTC was still mandatory. And that was pretty huge. Also, the year before us, students had to wear a jacket and tie to dinner at Marquis. And I am going to tell you, the food did not merit that. That's another place to change completely. We also had required courses freshmen year. We were given, you know, distributional requirements. Everybody had to take English everybody had to take Math or Philosophy. You had to take a foreign language, a science course, I can't remember exactly. I remember the one big choice was you can take Philosophy or Math. And I was like, "Ohh this is a home run. I'm taking Philosophy." I thought I would be out there in a toga, discussing the meaning of Life. It's weird that they put it up against Math. And then of course I get in there, and I find out that it was symbolic logic. And we were doing modus ponens, and modus tollens. And I was like "Wait a minute, this is math!" And that was the one where the professor told us that forty percent of the class did not belong there. So we also got rid of that, the requirements, which I think now they have back again a little bit.

SS: Yeah. Here, it's, it's distributed. What you're saying sounds more like core curriculum, which schools like Columbia have. They now characterize it as core distributors, so it's something in the Social Sciences can be completed in a lot different ways.

PN: Well, we got rid of it completely. And maybe Freshmen English you still had to take, but I'm going to say, and I think this will come out later, that it was a very different time period, and we were much more inclined to take, you know, crazy courses that sounded interesting. I remember Mary Fehrs taught a course called Cosmological Controversies or Star Trek One, and, a lot of us took that. It was in the Physics department. It was really, it was really neat. It was about black holes, and quasars, however, it also, it was the first time in my life where I was actually asked to use Calculus for something. And it was like, "Wait this wasn't part of the deal." But, I remember taking that, I remember taking Steve Lammer taught a course on Mysticism, because there was so much interest in that at the time. And Music courses I took, and Art, pass/fail, because I was interested, but I didn't know anything about it. And I think there was much more of a tendency among kids to experiment, and just take their interests, rather than trying to be so pragmatic with their electives. So maybe the distribution requirements really weren't as necessary back then.

SS: Maybe. Statistics show that the student body by and large supported Lafayette becoming co-ed, as you mentioned earlier. What do you think their main reasons were for their support?

Other than the presence of women?

PN: It's been said that guys between the ages of 18-22 have an interest in women. And I'm thinking that was probably, that was the big one, yea. I mean, you know, you're taking guys who, what, statistically have these thoughts every eight seconds, or something like that. You know, and I think they were really ready for Lafayette to be co-ed. I think it just seemed un-

natural the overwhelming majority had gone to co-ed high schools. It was pretty unnatural not to see a girl five days a week, and then only see them on weekends. So I think people just wanted a better social life, a more realistic life style, things like that.

SS: And for the men who in the Lafayette magazine, they had pro and con articles. A lot of the con articles depicted women as a distraction. What do you think of that?

PN: Sometimes distractions can be okay. And I don't know I think that if you look at, you find the majority of the people who, students who were opposed to, I know there were whole different issues with alumni, were the students who were seniors, and you know, and maybe some of the juniors, but I think among freshmen, sophomores, and if I remember correctly it was over eighty percent of the student body, eighty some odd percent wanted co-education. There was I'm sure, something of the idea of tradition, and I went to Lafayette at a really interesting time because my Freshmen year still all these traditions were there. And some of it, you know, was kind of neat things. On party weekends they would have these incredible mechanical floats and things in front of fraternity houses and Rose Bowl Parade kind of things. It was neat, and guarded the campus on Lafayette Lehigh weekend. And, there was a whole Lafayette tradition that was here. And that really did die off within a year or so going co-ed. And I think that there were people who, you know, like that tradition, and thought that was fun. So I think that, that probably contributed to it some what.

SS: And from your interaction with other professors and students, who were here prior to co-education, how did the presence of women affect the overall social life on campus?

PN: Wait. Social Life?

SS: Social. Maybe just the social setting, with, mentor, in the classroom, out the classroom...

PN: Well most of my courses were liberal arts courses. And I think at the time I was at Lafayette, the liberal arts professors were a lot more liberal than the engineering part of the school which was thirty-five to forty percent of the school at that time. And this was apparent with probably the decision for co-education, later on that year the student strike and everything. So, I would be less likely to have encountered the issues in classrooms I was in because I was an English major, so those classes weren't ones where you'd have as much of the professors who might not have approved. But, you know, I know women who were in the first class or two, who did, and reading some of the other interviews, who did encounter, you know, "What do you mean you want to be a lawyer that's a man job and things like that." And, and certainly there were attitudes that were not supportive of co-education. But, that would probably be better to talk to the women about. But I do know, I do know that yea it did exist I did not encounter it that much in the liberal arts world. But the women who came the first year or two, were for the most part were very good students. I think academically their qualifications were a little higher than the men. And I am sure that was deliberate because, you know, they didn't want, they would have enough issues to deal with they didn't want them to come here and flounder, and they certainly wanted these women to get into to class and feel good and feel comfortable, and things like that so they contributed, they made contributions to class right away.

SS: Would you say even though that may be a question to be better for a female of that year, do you think the faculty did a good job in assimilating the women to campus? Did you have a chance to see that happen? Maybe some interactions with friends?

PN: Yea.Yea. I think the people, the faculty I was most friendly with, and by my sophomore year, which was when it went co-ed, there were some faculty members that I became friendly with. And you know there were times when people would have you over for dinner or something like that, or you'd go out. And the faculty members would include the women in that, and some of the people, some of the faculty members that I was closest to had maybe three or four guys and two or three girls that were occasionally invited over to their homes, and stuff like that. So I think they, they did that.

SS: Do you believe that the faculty who were in the supportive of co-education were a greater influence to the student body? Do you think that students took more or maybe could sense that support from faculty?

PN: Well let's put this way. I know some women who encountered some pretty negative attitudes and things that bothered them from faculty members, so, some things that should not have been said. I think, I think the women probably became pretty aware of which professors were most supportive and which weren't.

SS: Ok. Do you think that in the initial process there was enough infrastructure available for the women?

PN: I think they did a lot of planning, and it had to be done quickly. Because when we talk about the politics of getting co-education later I'll will bring that in. But, you know, some of the planning was probably misguided. For example, making sure there were bath tubs and sewing machines available for the women. Which we look back on and laugh about it now, but those were some of the things that were the preparations, and yet some of these women the direction they were going, they wanted more athletic opportunities. And it took forever to get a locker room and things like that. So, I think that, you know, maybe they were holding up as a model, Smith College in 1953, and not realizing that you're getting a whole different kind of women coming there. So, I think it wasn't for lack of effort, so much as maybe just not knowing what would be the things that would help the transition.

SS: As a student here you mentioned that because you were in more liberal arts classes, you maybe had more of a chance to have classes with women. How many women did you have in your classes? And did you personally witness any sexism in your classes?

PN: Well each year there were more. The only thing that would of...you see freshmen year, for the women, many of them were taking the freshmen, you know courses I would have been out of, for example the intro courses, you know. As far as women in classes and in my major, which was English, most of them wouldn't be taking classes in their major until their sophomore year so that would be my junior year. So, but there were definitely classes, if it was a class of twenty-five maybe four or five women in there. And the number, the percentage of the population that were women even I the first year, was very small. You saw the women, and you felt their

presence much more than that. You wouldn't of guessed that the ratio was so imbalanced at all. And that's probably because it was liberal arts. And there were some women who transferred the first year and second year too, so some of those women were in upper class courses.

SS: Ok. Do you share any negative impacts you think there were from co-education?

PN: I really can't come up with one. We all miss those delightful mixers we use to have with Beaver College, which we then felt was a horrible, grossly, cruel name for a girls college, which is now Arcadia. But it was kind of funny they use to have mixers the first couple weeks with Cedar Crest and Beaver, and they were kind of funny. I remember one of them, because it was really the first week we were here, and mixers were for freshmen, and it was our first real party as a section. I had a really great section leader, can I mention names? Peter Goehrig who was really good. He kept us together as much as we want. He got us really involved in activities, and of course he did not get himself involved in the next activity but, we decided that we were going to have a party. We were in South College, and the mixer was right across in Marquis, you know, so we bought half a keg a beer, all these drinks and things like that. We had this great image that all these women would be coming back. Needless to say at the end of the mixer, there was still some stuff left. So our section went in and finished it. It was a very really good night, it was like a bonding experience, we were all there for our first week, and all the kids got together, and we partied all night long. And I think it was a very important night for us because it did bring everybody together. And interestingly out of the fifteen or sixteen kids in my section, five of them or six of them are still my best friends that I see all the time. And I think that night was a big night because it did bring us all together even though our expectations for

the night were not where we ended up, but we had a good time. I do remember that somebody tossed the keg of beer out the window like 3:30 in the morning, it landed on the top of a little volkswagon beetle, which had a concave top. I didn't do it!

SS: Okay. And now just bringing it present day a little bit, in the classes that you've taught here at Lafayette what's your perception, what's the difference of the male/female relationships in the classroom on the academic level?

PN: Well I've been an adjunct here, this would be my third year here now. Obviously the numbers are pretty much even. I don't know exactly what the ratio are now

SS: It's, I think fifty-one percent.

PN: Ok so it's pretty much even. So the fact that the number are even, I think, is one big change. I can say the women are very willing to vocalize and argue and stand their ground in decisions, and I think that is true. But I think I am going to say that I think that most of the women who came here were pretty strong women. And I think there is a certain selectivity to that. I mean, the kind of women who would decide to be a pioneer, you know, is not going to be someone who is riddled with insecurity. And so I don't think that it is a tremendous change in terms of women voicing their opinion and things like that. Is there more of it? Probably there is. Absolutely! And it was probably somewhat intimidating. But I think by the nature of the women who came here, they were willing to express an opinion. But yea, now it's very, you know, fifty/fifty in my

classes. I've had classes which were three quarters women; obviously that would not have happened years ago.

SS: Do you think that the men in class are maybe at all conscious of their once dominate nature on this campus, or is that all gone today?

PN: I don't know. I think the fact that, I think probably the fact that most people come from public education where there are co-ed classes, and even private schools which are now almost all co-ed, that there is nothing really exceptional about it. This is what education has always been even for me. This is just a continuation of that. And in my classes, I have guys who are big athletes, but there are just as many women who are very involved in athletics in my classes. So, in that regard I don't think, I don't think there's a huge difference.

SS: Okay. The push for increase African Americans on campus drew much attention and formation of the ABC students, you know, they wanted their voices to be heard. How do you think administration approached the situation?

PN: I think the college really did want to have a larger minority population. I think they still do. And, they did things, I remember some of it, in the archives, you can see some of the recruitment brochures and magazines, things like that. It was a tough sell though. I mean Lafayette was this nice little liberal arts college in Pennsylvania, and most of the kids came from Pennsylvania, New Jersey, and New England. It was always hard to get a large black population to come to this school. And I know it was really tough for a lot of the black students who did come here. I

can tell you that I remember to some of us, it seemed, and now I think we understand it better, but I remember one of the first things, one of the demands of the Black Manifesto that there was at Lafayette, was that they have, they became the ABC, Association of Black Collegians, and they became a house, and all these kinds of things like that. And that was a little bit controversial because a lot of people thought well you know this is supposed to be an experience about integration, so that you know we learn about their culture, they learn our culture, and it would be a blending. It seemed the idea of having a separate house, was a form of segregation rather than integration. And that seemed to a lot of people to be inconsistent with what the aims should have been. Looking back at it now, I think that you had this very small group that needed some kind of safe zone, that this our place, and there was a place that everyone could get together and talk about what they are encountering and things like that. But I do remember at the time it seemed to be the opposite of what the reason for segregating the community was.

SS: Could you please describe the differences that you noticed in the assimilation process as they relate to African Americans throughout your years.

PN: I, the four years I was here, I think black student became more politically involved. But all of my political experiences at Lafayette really started with the strike of '70. Many people involved in the strike were black. And, there was a certain group that was more militant than other, and involved themselves in more issues. But I was in a fraternity. We had a couple black members of our fraternity. I don't know. Most of us had friends who were black. It wasn't like there was this total stratification or anything like that. Most of causes that the black students supported were supported by most white students also.

SS: Now, what was your association with international students during your initial years at Lafayette? And did that change at all over the time you were here?

PN: I don't know what the percentage of international students was. It had to be really low. And I think walking around campus now and having had international students in my classes, I think there is a lot more. It just wasn't the group that I was very aware of at all. And I think that probably some of the ones that did come here were more in engineering than anything else. And that side of the campus really scared me, so I tried to stay away from it.

SS: Me too! Have you ever felt that there were divisions among faculty or students based on religion and specifically were there any issues that arose regarding the Jewish students or faculty on campus?

PN: Well Lafayette had a very large Jewish population. I'm Jewish. I don't really, I don't know if I'm naive, but I don't remember any problems. I remember during the holidays, I took the holidays off. They, actually Hillel, hooked us up with families in Easton. I remember one night I was having dinner with a family after services were done, and my roommate was Jewish, and he lived only an hour away. So then on, pretty much, he and I, we would go stay with his families for the holidays. I don't think it was every any issues, classes issues, of missing class that day or anything like that. I don't remember.

SS: You think everyone was pretty understanding?

PN: I thought so. I mean, I never encountered any issues.

SS: As the matriculation of women and minority increased during the 1970's, and the social turbulence became less of an issue, can you describe some of the issues that arised on campus? Was there anything that you noticed?

PN: Well, I think that the biggest issue was that the Vietnam War. In 1970, after Nixon announced that we were in Cambodia and then on May 4th when the Kent State students were shot. It totally changed the college. It was probably for me the most important period of my life in terms of forming my ideas and values and things like that. We voted in the strike, and it was a very complicated process because they had to figure out about classes and missing classes and things like that. And I know that there've been articles written from people who were at the college at the time about how sincere it was and things like that. And I am not going to say that there weren't some people who thought this was cool we don't have to go to class, but I think for the majority of us it was a very serious thing. First of all, we all suspected that Nixon was lying about Cambodia. And then we found that he was. Though it already happened at another school, but the shooting at Kent State, wait a minute, we're the enemy now! Kent State and Lafayette, they are sort of similar kinds of school in terms of the make- up of the student population and things like that. Obviously, they are bigger but it was just so shocking. They are shooting American college kids. And which had already happened at the black university in this country too. And the Vietnam War was going nowhere, and Nixon was, what we had expected about his lying was more and more apparent. So the strike that organized, it was a very big deal on

campus. There was a lot of support from a large amount of faculty, especially liberal arts faculty. Again, the engineering faculty was much more conservative. The administration was supportive. They really were for the most part. We were allowed to figure out how we wanted to end our academic year individually, write things up like that. But that being said what amazed me about the strike and what was so important about it, was it wasn't just we were all going to miss class and sit out on the quad and play Frisbee. We bought in speakers. We bought in people from industry to talk about war industry. We bought in politicians, we bought in people we were experts about Asian history and really set up this whole network of classes and information sessions and things like that. They were organizing, they organized petitions drives throughout Easton, letter writing campaigns. We hooked up the radio station with other stations across the country that schools were on strike so we could coordinate broadcasts and things like that. It was an amazing feeling. It absolutely was. People just came together and did things, and as I said it was a very important part of my life. Obviously the war didn't end right as a result of that, but I think that was the turning point. If you look at the way that public opinion eventually did change the world or the US view of Vietnam. I think the strike was a big event concerning that. So, what happened was a lot of people for the first time in their lives just got caught up in this political debate at hand, educated themselves about it, and went out and did something about it. And I think that feeling that we can do something about it, and we are doing something about it that we are not sitting around whining and complaining about was very positive.

SS: And just listening to your story, do you think that maybe there was a movement with young people because the administration had failed the President and the police, there now almost this

distrust that arose. I can tell that wasn't necessarily the sentiment on campus but what was this feeling that now we have to rise above this?

PN: Well there was always this feeling of us versus them attitude in society. I'll tell you the story, I went back, since you mentioned Jewish holidays, first week I went back home my freshmen year was for Rosh Hashanah, and I remember it was so weird you go home after two weeks of college and it's like nothing is the same. You feel like a completely different person. And I got back there, and my temple had services on Rosh Hashanah, they had two sittings. We went to the later one. And I was walking into temple, and I had long hair, and some guy coming out of the first service made a comment to me like why would you get a damn hair cut or something like that, and I said happy New Year sir. And I went in to hear the rabbi then give a service about tolerance and not judging people by appearances. And I thought to myself well you sure gained a lot from this. But to take that attitude one of the places we use to like to go late at night in P'burg it's still there, to eat was the Key City Diner, and they had great cake, and pies and things like that. But if we went two or three in the morning we would always wear a ski cap with our hair up underneath because truckers came in there at night, and truckers back then did not like children with long hair. If you hitchhiked, which back then you could do you always hid your hair and things like that because there was a backlash. There was definitely profiling going on by what you look like and what you wore and yes there was a divide. Absolutely! Some of the people like Abbie Hoffman and Jerry Rubin calling the cops pigs probably didn't make the pigs name very popular and that did not help. I am not going to say that there was not guilt and both sides of it, but yes it was a very stratified society. Just like they tried to do with every war since like Iraq or Afghanistan or something like that, anything that you said that was

taken to be against the war was taken to be against the country. “I support the troops I want them home!” I don’t think any of us want anything bad to come to the troops, and we felt we were supporting to troops because we were trying to bring them home. But, then as now, frequently when you say anything against the war you are not a good American even though our country was founded on the principle to be able to express that opinion. And so, you were sort of judged by that to be against the war, especially late 60s, the early the first years that was considered to be anti-American.

SS: Now you just brought up the Iraq War. I wanted to ask that in comparison to the campus dealing with the Vietnam War, what do you think the campus reaction to the recent war in Iraq are? What's...?

PN: Well I obviously wasn't teaching here when the Iraqi and Afghanistan War started. I haven't seen or heard a tremendous amount of protest. Now I am not that involved in student life that I would know that. And I also think there are very different kinds of actions. I think that the fact that we had been attacked gave a whole different dimension to the war. So that was probably one of the reasons the kids acted in a different way. I do think though, some of the same things have been happening in terms of anyone who is opposed to it, “what’s wrong with you, you’re not a good American.” In one of my college writing courses that I have been teaching it’s on the sports and deals with issues of gender race and politics, and the Pat Tillman situation and the whole idea of the NFL wrapping itself in the flag, God, and country, and Pat Tillman being over there as a straight American football player hero. Then when he dies being used by the Pentagon

and the President, and they knew the whole thing was a lie about how he died. I think that interested the students because that helped them to see how things were being done.

SS: what was the name of that book?

PN: Pat Tillman

SS: Pat Tillman

PN: And that helped them to see a lot of how the certain things came about. And people were being used, and he would be the example of that. And interestingly in that course we discuss that, like we are one of the few countries that starts off our football games with the national anthem and why do we have military planes fly over? We really linked being patriotic to sports. And interestingly Hank Williams Jr., I've seen him before the NFL games, and one of the songs he sang "If the South had won the war Things Would be Different," which is kind of ironic when you're singing to the NFL which is like seventy-five to eighty percent Black, about if the south had one, but somehow there is something patriotic about him. That kind of thing really helps student to see.

SS: Do you think people bypass this? All these images you're bringing up? Is that just...

PN: I think that people just don't think about it. Because I know once we bought it up in class, kids were like that's appalling! That's pretty awful. I think we do miss a few things.

SS: Okay. How influential were your pre-Lafayette involvements in your decision to accept a position at Lafayette College now?

PN: You mean to go here?

SS: Yeah

PN: Well that fact that I hadn't been accepted to any college and it was May. And I would have gone to Siagon.

SS: I think more of my question is that through your experience here from 1969-1973, how influential was that for your decision to accept a job here?

PN: Oh teaching?

SS: A teaching job yeah.

PN: Well I taught public high school for thirty-four years. I taught mostly twelve grade English and chaired the department in Nazareth for most or a little over half of that time. And actually I really enjoyed it, I had a really good teaching career. However, it got to the point where what was going on administratively and what was going on with No Child Left Behind, and what was going on with Pennsylvania's PSSA testing was just driving me crazy. I am old school I believe

that kids should work hard, write a lot, read a lot, and learn how to think and they'll be fine, and education was not going in that direction. So it was time for me to get out. I had always thought well gee if I could ever teach something here it would be really cool; I had spoken in some Ed classes here over the years, and had written a letter to English, and there was not really anything going on. I ran into David Johnson, and he was head of the FYS department at that point and really involved in it. I told him that I taught a 1960s course in high school that I thought it would be fun if he had enough room. I actually taught David's daughter, she was one of my students. She now has her Ph.D in English actually. And a couple months later and I heard from them and they said fine go for it. I got to teach my 1960s seminar and a FYS class and actually that semester a professor had to leave and I picked up her college writing class. So you know over the course of the last couple years I taught a couple college writing courses, and the 60s class, and it's wonderful. Coming back here to teach has been just absolutely...I love it I absolutely love it. I really enjoy the community here. I loved teaching high school once I walked into the classroom, closed the door, and it was just me and the kids. That was fine. And when I come here though there is such a, just meeting interesting people, the kids, the professors. I go to the brown bags I'm a brown bag lunch junkie. To go to lunchtime and hear some person discuss their research or show pictures of some trip they went on I love that! That whole intellectual community life...I find it fascinating that I would go to meeting on FYS and the writing program and I am sitting with absolutely brilliant people and everybody is just talking and sharing. When I would go to meetings the last few years in public education, there were people up there that had degrees that they got online and would never probably very, I am being very nasty here but they really didn't know the discipline and things like that and they were the leaders. You would suggest something differently, and you were a bad person. "This is what we decided. This is the

way it is!” Coming here where people considered other people's opinion and evaluate it, “hey I tried this” instead of what I kept hearing in public education “this is how you teach a class.” And that ridiculous!

SS: So you still feel like Lafayette is very considerate of the voice of faculty and students and?

PN: Absolutely. And I think people are very willing to listen. Just as an English major to me the fascinating part of English is that four of us can read the book and come up with four different interpretations and as long as we can justify them, they are all valid, and interesting to each other. That applies to I think many things in life, like educational theory and things like that. And I think there is an openness to all different teaching styles and things like that here. Once I close my door I did what I wanted anywhere, but the absurdity of having someone tell you that every class should be structured like this. “You start with anticipatory, set”...that is just absolutely ridiculous. It is like telling a jazz musician this is exactly how you play a jazz piece. Where's the creativity? Where's the...

SS: So what is sounds like is Lafayette was your only choice for teaching at a college institution?

PN: Yeah. Yeah. It just happened. And it's been great. It's kind of fun just coming back, and I'll walk from my parking place to Pardee Hall and laugh on the way. The fact that I have an office in Pardee Hall still cracks me up still. That's kind of funny. It's funny too because I've met a lot of people in the English department, and none of them were here when I was here. And I would go to the Bill Watt writing room, and I'll say I know Bill Watt. And they look at me...And then

I'll see the paintings on the wall, and I'll say I knew him I go over to his house and things like that. Some of the prizes and contests that are named after professors in English are people that I had class. That's kind of funny. I have this link to the history of the department.

SS: Like the Jean Cory prize?

PN: Well the Fred Claus one in poetry, and they are a lot of things named after Bill Watt I think there is one for Vitelli or something like that. But it's just kind of funny. I am convinced that one of the reasons why they hired me was that they had to be able to prove that English major couldn't get job later on.

SS: Oh really?

PN: No. No.

SS: I know we touched on this a little bit before but if you had to compare the politics of Lafayette today to the politics of earlier times, how would you do that?

PN: I don't know how politically active the kids are today. I read the newspaper and things like that. I pick up a little in my sixties seminar. I am not going to say the kids at Lafayette were incredibly political active when I was here until seventy. They had been demonstrations. The Moratorium in the fall of 69', they had been demonstrations in 68, 67 I believe. So there were politics involved. I think the strike in seventy was the most important event politically and after

that there were still kids involved in certain issues. You know when someone from Dow chemical would come to campus and they are making Napalm and things like that there would always be some controversy about things like that. I don't know, I think that when I look, I think that the kids are environmentally more active now, just from what I read on the website. There's a lot more effort on the part of the kids to connect with different parts of the world, you see that with the January term projects and things like that. There are certainly kids involved in Katrina, and Habitat for Humanity and things like that. I think they are going out there and doing things. I don't know, you probably know better than I would the politics about the war geared towards the war and things like that. I think kids are going out there and doing things, but there are probably a lot of kids that aren't too.

SS: Just that fact that there aren't demonstrations does that say something about the way that we demonstrate now today, or is that just...

PN: This is just my thoughts at this moment, but I think the Afghan and Iraqi war were very different than the Vietnam War. I think that obviously sentiment had really turned against the Iraq War, and I think a lot of that led to the election of Obama. And now because he's in charge and people who supported him who opposed the war, a lot of those people are probably inclined to say that we elected him and trusted his intelligence to deal with it. Now we have to step back and let him give him some time to resolve it. So I think that perhaps there is a little bit of a conflict there, if you supported Obama because he would be better able to deal with and reach end game in this war, he has only been President for a year and a half so that I think some people are inclined to give him that opportunity and sees what happens.

SS: So wait and step back for a little bit?

PN: Yeah. Where as with Bush I think they'd be okay you had your eight years to get us involved in this. It's like I can say the same thing about economy. People are so antsy "he hasn't solved the economy yet." Well, you can screw things up much faster than you can fix things up. We've had more years of screwing things up than we've had of fixing them.

SS: So you've seen Lafayette College change over the years, because you've had the dual role of student and now faculty member. Do you think that you can still relate to students today?

PN: God I hope so. If not, it's like one of those movies; they're all making fun of me. I think so. I, when you say relate...

SS: Is there some common ground there? Or is strictly this is the material we're learning? Is there any type of interaction that happens where it reminds you of back in the day?

PN: Well I think that as a teacher one of the things you are trying to do is open people eyes and minds to things. I think that I can do that. For example for the two courses I teach, in the sixties course I do a project with the archives with these interviews actually. And a lot of what we do is very surprising to the kids; things that I show them. Some of the things that they take for granted. They have no idea that it has not been that way for a long time. For example, when I'll talk to them about, this is what I mean, in terms of relating to them, yea I can probably relate to

the fact that I was naive to things back then. But when I tell them a woman in the 1960s in Connecticut, a married woman, went to her gynecologist, and if the gynecologist explained birth control, he could be arrested and put in jail for telling her about birth control. They look at me like I have two heads. They had no clue that existed. And I always find it funny that when I start my unit on women's rights and women's issues in my sixties course, I always have the women in the room write on a piece of paper, I am or I am not a feminist. Don't put your names on it. Just fold it over and put it in. And in variable over half the women in the class say they are not feminists. And the next class period I always hand back papers, and say "Ok I marked the guy's papers easier than the girls in the class, because the guys in here have careers ahead of them so their grades are important to them." And the girls, once it doesn't really matter, you guys will go they look at you like what! And slowly you try to make them aware, wait a minute you think you should have equal grading with the guys? You think you should have an equal chance to go to law school? Because by their nature the women who go to Lafayette, they are pretty serious students. And they all want a career they all want the same opportunities and all that. And they don't realize that they are feminist. I guess they have that Rush Limbaugh, Fema-nazi, that's what a feminist is, And yet, every one of them by the end realize they are feminist I do want to be treated...I tell them how when my wife applied to a state school in Pennsylvania, her SAT's had to be one hundred points higher than the guys to get in. That when I started my teaching career, if a woman, a married woman was pregnant, as soon as her pregnancy showed, she had to resign her position. Not maternity leave. You're done! If you ever want to get a teaching job you had to re-apply. And they had absolutely no idea that these kinds of things existed. And so I think as a teacher that's what you try and point out. When Gloria Steinem was here, a lot of the women think we reached the end of feminism. And I thought I don't know if

you saw her, but she was really good. She spoke about the three stages of feminism. One was getting them to vote. And one was, you know, what happened in the sixties, early seventies, and trying to get the ERA. And she said but now let's take a look at the law firms, college president positions, this, that, and the other thing. And women are still totally underrepresented, and they are still earning seventy-eight cents on a dollar. So the third way that feminism

SS: Is still happening

PN: So I think as a teacher to sort of go back to your question there, I think yea there were things that I was naive about and that's what college will expose you to. And I think some of the kids in college are naive to what civil right wise too. In my sports class when I explained it, they talked about many of them are opposed to any kind of affirmative action, for example. And then you start to explain what affirmative action really is, and the fact that Yale did not go co-ed, did not accept black student's until the sixties. How many legacies are there who are black? How many kids get in because they are a legacy? So I think as a teacher you try to open kid's eyes to that. And I think that while the topics may have been different when I was here, it's the same kind of thing.

SS: Okay, thank you for that.

PN: I hope that came back to your question

SS: Yea it did. Are there any issues from the late sixties and seventies that are still topic conversation at Lafayette that you recall?

PN: Well I think the environment is still a tough one. Because, and I see Lafayette addressing it with the corn wheat last year. And the college uses more and more recyclable, biodegradable things like that. And now it's certainly an issue. There was a big run up to Earth day in 1970 at Lafayette, because the strike came that same time; blew it away! But I think the environment is still an issue. I think that it's a different war and that's somewhat of an issue. I think that, I think certainly minority students would think that there are civil rights issues that haven't been handled. The percentage of minority students at Lafayette is still small. Some of the issues haven't changed.

SS: Looking back do you think Lafayette is the ideal place to foster the growth process, both academically and socially for today's type of student.

PN: The ideal student?

SS: Um hm.

PN: Well I think Lafayette is a great place. I think the opportunities here are incredible. From my experiences in grad school in other schools I've been involved with, I don't think I've ever met or encountered a college where there were so many people who were so friendly and willing to work with you. And that goes from the secretaries, to the professors, to everybody. An

incredible attitude, I think of community here. That was here when I went here, and I believe it's still here. And I would say that it's just a very comfortable environment. I think that educationally, the faculty is an incredibly gifted faculty, who are people who are willing to work with kids in some many different directions. And kids have one-on-one relationships with faculty members in terms of projects they're doing and things like that. And those opportunities are there. I think that if there is something that someone is interested in, the college will go out of its way to try and accommodate those interests and do what they can to help. I think the college makes an incredible effort to provide the students with exposure to things. I don't know if the students always take advantage of them. I'm a William's Center junkie. I've been on the board there and it bothers me when the greatest jazz musicians in the world are playing there, like Sunny Rollins is playing there, or Bradford Marsalis is playing there, Modern Jazz Quartet, people like that are there, and I see the community going, but I don't see Lafayette kids going. And Orpheus, which I think is one of the greatest chambers in the world is there playing with these guest artists who are just the best in the world, and I'll see very few students there. I'll say to my FYS class, it was in the fall semester, I said how many of you are going? It was incredible I think Baila Flex was there, Orpheus was there, and a jazz group was here all in one weekend. It was an incredible weekend. How many of you are going to all of these things? It ended up that one or two kids were going to one of the things. And then I said how many of you took music lessons? And out of sixteen kids, nine of them had take seven years or more music lessons. So I said, "Ok you played saxophone for nine years, and the world's greatest sax player is there and you're not going to walk over there and hear him? And you studied piano"... and that that bothers me. And if I had the ability to change between kids now and when I was...I think we were more open. I know kids are much busier now. They have a million things like that.

There's always the possibility that I have to text someone quickly; that's a lot of pressure. But, I think we were more open to like, okay someone is giving this crazy lecture on this bizarre esoteric topic, and we would go to it because, the worse that happened is you waste an hour of your life, but you could learn something kind of cool. And I think that, I think we took much more advantage, at least the crowd I was with, of attending events, you know, going to things like that. Taking advantage of that and that's something I think Lafayette provides, and I think kids should take advantage of it. An ideal environment? I don't know if one college can. It's ideal to spend a lot of time in the city. We're not in a city. There's good to have a place where you're out of the city, where you can sort of take a step back and reflect. So I don't know that any one college can be the provider.

SS: The perfect

PN: Yea the perfect thing. But I think Lafayette gives the kids here opportunities.

SS: Besides the things that we've covered, what are the significant impacts that you have left on the Lafayette community?

PN: That I have left?

SS: Um hm

PN: You mean when I was here?

SS: Um hm

PN: Or now?

SS: Um hm.

SS: A significant impact? I'd be happy if I had a moderate impact. I think I've always been a pretty good salesman for Lafayette. And this was not where I wanted to go to college, and I am so happy I came here. This was like the perfect match for me. I was not a good student in high school. I became a really good student here. And I think a lot of that was because in high school I had the attitude that learning is work. Here the attitude was like learning is interesting and fun. Nothing was always fun with studying. But you know I got caught up in a community of interesting people and things like that. Because of that I think I've been a good salesperson for Lafayette. This is still a major source of entertainment for me I go to the Williams Center I go to almost every home basketball game for forty years. And haven't missed a Lafayette/Lehigh game. So I think that I have always talked the college well. I certainly had students who I taught in high school, I would never push anyone to go here, but they'd always ask me questions, I was always very positive about it. Then coming here as a faculty member I think, well I was an adjunct, I think that I've been able to make some connections for kids in terms of showing them something of social history and using the college as a model for some of that. And I think that's interesting. Because there is a real interest in that. I spoke at a brown bag once two years ago on co-education, with two women in the first class, myself because I was there before and there

when it happened, and Bob Weiner was there. It was incredible. We had this brown bag luncheon and one hundred people showed up. Then I was on a panel at a reunion weekend about changes at Lafayette. I think that I have been able to contribute a little bit of a perspective on the college, and what aspects have changed a little bit, and how the changes came about.

SS: Okay. And when you look back now at your overall experience at Lafayette in broad terms what do you most want to say about it to sum it all up?

PN: Well I think Lafayette for me has been a really great experience. I became a student here. I developed a love of learning here. I developed interest here in Art, Music, and Literature, which are still focal points of my life. My becoming a teacher happened here. It was again one of these accidents. My senior year I have almost all of my credits done, and my advisor Jim Nechas said well why don't you study teaching one semester? You'll probably have a good time-just do it for the fun of it. So I did that in the fall of my senior year. I was sent to Nazareth where the guy I study taught for had been there like two hundred years. And the first thing he said to me was "my last student teacher lasted three days." And it was ironic because I met that woman in a grad class. He was right it was a true story. And this guy's name was J. Frederick Knecht. And he and I fought about the length of my hair which I did not even mind having cut, but when he made a big deal out of it in front of the students, I thought no. We fought about everything. So anyway in the spring I had applied to business school, had good board scores hadn't heard anything. Called the first week of May seems to be my big week of Fate. Found out that the educational testing service never sent out my board scores. And I have applied to Dartmouth, and

Wharton, and a couple of schools and they had all filled their classes. Darmouth said fly up tomorrow maybe we will talk to you. In other words...

SS: Is business school as tough as I think it is?

PN: What was that?

SS: Is it tough? Business School?

PN: Yea. And I had to cancel checks to show that I had paid for them to send out the thing. So that same afternoon Sam Craig from education said oh Nazareth called. The guy that you student taught for retired and he wants you to have his job. So I said ok I'll do it for a year because I figured that I'd reapply to business school. I think that fact that I had stood up to this guy the whole time is actually what made him recommend me because I did know my literature. And I thought I'd do it for a year, but it ended up becoming my career. And again it is something that Lafayette and my advisor said to me, well why don't you try this. So many of these things you know happened by coincidence and things like that. And the other influence Lafayette had one that I still love is I go to events here all the time. I was married in Colton Chapel. The reception was at the faculty dining hall. My daughter had her Bar Mitzvah reception at the faculty dining hall. So I do orient a lot of my life is about the college.

SS: Got it. Is there anything you would like to say or talk about or mention that maybe I did not bring up that you wanted to address?

PN: Can you add it in? Or will it read the way it went?

SS: Yea it will read the way. But if there was a particular question that...

PN: There are some things that I think we should tie some other things that were said earlier.

SS: Okay. You can just talk

PN: Or we're on?

SS: You you're on.

PN: Having talked about the politics of Lafayette again, I think one of the things that changed me the most was that feeling that we could change everything. It started the first day or two in we got twenty-four hour visitation. The college had already gotten rid of ROTC and the jacket and tie thing. But then the food at Marquis was terrible. It was really really bad. It was basically like when you watched the prison movies, and you give them the tray and the person slaps the food on your tray, and that was your tray. And you weren't allowed to go back for seconds. There was almost no choices in what you ate. You either had water or milk to drink. And the chicken I couldn't eat chicken for five years after I graduated because it was always still raw when they served it. And we protested that, and we got soda and desserts and we could go and we back had choices. Nothing like it is now. It's incredible now.

SS: But people still hate it.

PN: I know! And I think if the only knew. If they had to eat some pink chicken they'd know. So we changed that which doesn't seem like a big deal but we did that one. And then we got rid of the required courses and that was a big deal. And then there was the issue of co-education, and one thing I would like to speak about is that when, we knew that the college was going to go co-ed. The faculty had already decided that. But when it was going to go co-ed was still a question. And we wanted it to go co-ed immediately, like the fall of '70. And it did not look like that was going to happen. They called a meeting in Colton Chapel, and it's interesting because it is not in the history of the college. That's too bad. They called a meeting in Colton Chapel, where President Bergethon and a trustee or two was going to speak to us about going co-ed. And I believe they held it in Colton Chapel so that if twenty-five or fifty kids showed up, it would look empty and like there was no interest. Not that the college wouldn't go co-ed, but it would put off for a couple of years. And we went that afternoon, the meeting was at like 4:15 or 4:30, and we went from room to room in dorms. We went around to every fraternity, and when they walked into Colton Chapel, every seat, every seat in the balcony, and every seat in the aisle was full with kids. And it wasn't what they expected. And they got up there and they talked about, well transitioning is a difficult process, and we have to make changes, and we have to accommodate. And some of us were like what take some urinals out and stick plants in and make them planters. And we countered we argued every point they made. And we were co-ed that fall. And I really believe that meeting is what made it happen. And then of course there was the strike. All of this being said why I think that was such an incredible year in my life was I

think I learned that if you yell loud enough and long enough and your cause is just and there is a logic to it, you really can change things. And maybe that's partially I'm a child of the sixties kind of thing, but that year was an example that we take on issue after issue, some obviously more important than others, and we did have success with them. Even with the moratorium and the strike, we got a message out. We accomplished things. And I think that has probably been one of the most important things in my life, rather than.....we could do something about it. We could change things. And I think that was very much a product of being at Lafayette that year.

SS: Is that all?

PN: I didn't know if you wanted to talk at all about socially what was different.

SS: If you want to add anything, you're free to. These were just the...

PN: You know you asked me academically what was different, but socially it was very different here too. This probably belongs way back you can put it way back. I know that now the college, the whole drinking thing is such a huge issue. I read about it in the paper. And I see all these fraternities that have died off. First of all I think when I was here there were twenty-three fraternities or something like that. The college was very supportive of fraternities because that's where people lived and were fed. So they needed them. And they were, even kids who weren't in fraternities, Soles and Kirby were social dorms which were almost like a fraternity anyway. And the fraternities were really the focal point of a lot of the weekends and partying and things like that. It was all an open systems so that when there was a party at one, you could go to any

fraternity and things like that. And party weekends were just unbelievable. I mean twenty-three fraternities and all those cocktail partying, and they had band partying. And there were live bands at all of them and you were just trying to see how many of them you could get to in one night and things like that. And pub night came about, which were mid-week. They would put out a keg and have entertainment and things like that. And it actually got to the point where my fraternity had a pretty big membership, and we were on tap twenty-four hours a day, seven days a week. The reason I want to talk about this is I know that can't be done now because of the laws, but it was such a different atmosphere about drinking, because it was as long as you keep it on campus, and as long as you don't involve townies, and be responsible, there was no issue. To the point that I remember on All College Day, we had, this might have been my senior or the year after I graduated, I was still here and around, they had beer on the quad. You know kegs of beer out on the quad for everybody. There was no carding of anybody and things like that. And I think Procol Harum played here that day too! It was pretty cool. And it just wasn't, you know. were there some kids who got really drunk-obviously there were. But I don't think was much of the binge drinking as there is now.

SS: Why do you that, that dynamic has changed?

PN: I think it's changed because ironically because of the laws being enforced more now. Now there is such liability issues that the colleges and fraternities can not afford to do this. But there was always an attitude back then, first of all nobody drove anywhere. And that was a really big difference. And you watched after people. Like if somebody was hurt, you took care of them. And I think the fact that, like at my fraternity, I am sure it would sound awful to people to have

guys around you twenty-four seven, so it wasn't a big deal. For dinner one night they had corn beef and cabbage and potatoes, and somebody went downstairs, and bought up a pitcher of beer, and it was kind of like

SS: Served like water

PN: Yea, it was, that's what you drank. It was not like we were drinking to get drunk. Because of the fact that it was not the forbidden fruit, I thought that would be a lot better than wine, it just wasn't that big a deal. Obviously, there was a tremendous amount of drug-use on the campus also. But there was just an attitude that, act responsibly, take care of each other, don't involve the town and don't get in your cars. It is a very strange thing because that the whole party weekend thing was just so much a part of the life of the college, and it doesn't exist anymore, and that's a huge difference. I do think though from what I understand, the drinking that kids are doing now is just more dangerous, because it is all about binge drinking.

SS: So do you agree with the policies that, or the decisions that the administration has taken because I guess the culture has changed dramatically? Or do you think if they backed off because I think that is the debate that there is too much enforcement, and that's why there is more drinking

PN: Teenagers are horribly difficult. With liability and lawsuits and things like that I don't know what the college can do. I know the University of Virginia a couple of years ago decided instead of going don't drink, don't drink they put their focus on how to drink responsibly. They had the

attitude that they can't stop it, so let's at least teach them. And there was a strong backlash to that. You're condoning it. I just think it was a different time. It was just a different period in time. I think in all probability it was healthier. I lived with a kid after I graduated. We rented a house with a couple of us and there was a kid who went to, had gone to Villanova where the laws were very strict about drinking. And the other three guys had gone to Lafayette. And this kid, he was twenty-two, and he had going through all this stuff that we had gotten out of our systems in college. But he was doing it, driving around, going to work, and he was dangerous. And it made me think that maybe what we experienced was healthier and certainly less dangerous than what he was doing. But I don't think the college is in a position where it would be easy to change it because of the laws. They can't afford to.

SS: Anything else?

PN: No. I'm sure I can think of something later.

SS: Okay. Well thank you for your interview and your time. I really appreciate it.

PN: Alright.

SS: Okay

PN: Is there anything that I didn't cover that you wanted to cover.

SS: Nope

PN: Okay.

SS: You did a great job.

PN: If you could edit, I don't know. I like the ending that we had a few minutes ago. As the end. So I don't know how much you can move things around.

SS: I'll see

PN: That would be good!