

**INTERVIEW WITH DAVID TILLEY
FORMER DIRECTOR OF ADMISSIONS
DEAN OF STUDENTS
November 20, 1987**

Dr. Hartzell: I'll start this off. What were you at Stony Brook?

David Tilley: My first position was on the Oyster Bay campus in 1957, Coordinator of Field Services was the title, and the responsibilities were for the admissions of students. In those days there was no admissions title in the SUNY system, largely because we understood that the Legislature didn't like the idea. I probably should say that I'm Dave Tilley for the record here. I was just remembering that in the early days, because there was no tuition charge for the public institutions, the Legislature felt it was inappropriate that we have recruitment activity, so they called us

Dr. Hartzell: Did you have to take everybody?

David Tilley: No, we weren't required to do that, we could be selective, although in the very first years, I'm sure others have told you, before I came and before the campus actually was operating, there was a situation where they did not do an admissions process, and they simply admitted everybody that applied.

Dr. Hartzell: This was 1957.

David Tilley: That was the class that entered in 1957, it was the very first class.

Dr. Hartzell: Who appointed you?

David Tilley: I was invited by Allen Austill, who was the Dean of Students and I think officially I was appointed by Leonard Olsen, who was the Dean and CEO at that time.

Dr. Hartzell: Right, okay. All right, and you came then in 1957, how old were you at the time?

David Tilley: I was 30.

Dr. Hartzell: You were 30.

David Tilley: Yes.

Dr. Hartzell: Okay, where did you come from?

David Tilley: I had been at Hofstra for the previous seven years in the Admissions Office, and was the Associate Dean at the time that I came here.

Dr. Hartzell: I see. All right, who was primarily responsible for your coming?

David Tilley: I think Allen Austill was the

Dr. Hartzell: Did you know him?

David Tilley: I had met him, because he came as the essentially the non-academic administration for the campus, and that fall, began to do the recruiting of students. He had been an admissions person himself at St. John's Annapolis at one time, and we met on the road. In fact we met mostly in a radio station where we were doing a program together and had a long talk after that and the relationships grew from that.

Dr. Hartzell: Okay, why did you come?

David Tilley: I think it was fairly obvious in 1957 that the growth of the public sector was going to be a major event in higher education, and it seemed like a good place for a young person to be, and it seemed like a interesting thing to be in on a new institution that conceivably had quite a bit of promise.

Dr. Hartzell: Those were the most important factors in your decision?

David Tilley: I think so, yes.

Dr. Hartzell: This is question 7, what was your understanding of the purposes behind the creation of Stony Brook, who told you about Stony Brook?

David Tilley: Well, of course, Allen Austill was the primary teller, but Len Olsen as well, and I had some friends in the admissions business who were in other state institutions who told me a little bit of what their understanding of the mission of the campus was to be.

Dr. Hartzell: I see, this was in New York State?

David Tilley: Yes. But it was primarily the people from the campus, the first people there that I got some sense of it. I was doing graduate work at Teachers College Columbia at that time and my advisor was E. K. Fretwell, who has since gone on to be a

president of a SUNY campus. He was a good friend of a person whose name I can't recall right now, who at that time was the president of the SUNY system.

Dr. Hartzell: Carlson.

David Tilley: Carlson, yes. And we had gone as a class to Albany, a small seminar group had gone up there and had met with Carlson and with some of the other people in the Central Administration and had been given some sense of what their ideas were for the future of public education, and I did talk with Professor Fretwell a little bit. He was getting ready to pull out and go to the CUNY system actually at that point. And the real question was just how capable was the SUNY system to move away from the models that they had within the primarily teacher education program, and were they really serious about developing a different kind of institution. They'd already started with the Harpur experiment, and I knew Ralph Rochelle, he was one of the people that I did talk with, he was the Director of Admissions at Harpur at that time, and the general sense was that while the State and the SUNY system was probably jumping into something without fully understanding what it was doing, that they were serious about it.

Dr. Hartzell: So you actually came on the Oyster Bay campus.

David Tilley: Yes.

Dr. Hartzell: You want to tell me your impressions of both Austill and Olsen, can you characterize them as individuals.

David Tilley: Certainly. A very intellectual presence of both and certainly very dedicated to the idea of developing a public liberal arts institution. In that sense they were pushing against the specific mandate that the campus had at that time, which was to prepare teachers of mathematics and science.

Dr. Hartzell: Where did they get that mandate?

David Tilley: The mandate for liberal arts?

Dr. Hartzell: Yes, and particularly for teachers of mathematics and science.

David Tilley: Well, the mathematics and science was the specific charge that the campus had. That was a public charge.

Dr. Hartzell: I see, given by the Trustees.

David Tilley: Given by the Trustees, it was my understanding, by the Trustees in the creation of that particular campus, but very limited to the teaching of mathematics and science focused on the high schools and the community colleges, the developing community colleges.

Dr. Hartzell: Was that regarded as a need on Long Island or in general or

David Tilley: Well, as I am sure you have been told, that there was a sense that the campus was a response to Sputnik. That Sputnik had gone up the previous year, and that there was a general sense that the capability of America to keep up in the space race was going to be a function of the rapid improvement of its math and science capabilities, so that the feeling was that this campus was a response in part to that concern. It is my understanding that the decision to open the campus was a very, very precipitous decision made virtually overnight, and I think John Slocum thought this essentially at the request of the President of the system to do something, and that Len Olsen I believe was John Slocum's assistant at that point in Albany.

Dr. Hartzell: Slocum's assistant or Carlson's assistant, he was in the

David Tilley: He was in the Central Administration, I believe he was Slocum's, I always had that recollection.

Dr. Hartzell: What was Slocum's position then, do you know?

David Tilley: He was sort of the academic, sort of the number two person for the academic campuses for the academic programs, although I must say that the Central Office administration was a little bewildering to me at that point, because there were some people who were very powerful by virtue of their personality, Larry Murray being a good example of that, and then the Dean of the Education Program was very powerful because of the size

Dr. Hartzell: Cooper.

David Tilley: Yes, Dean Cooper, who I only met a few times but I have this vivid memory of some of the things he told us which were quite startling, but it was my

understanding that Len Olsen had been talking with Slocum about the kind of institution that the State should consider developing and in essence the Central Administration said, all right, go down and do it. That sort of thing, go out and get a faculty, get it opened up and get going. I think I always had that sense that while the initial mandate was for the mathematics and science teaching, that there was at least an understanding to be hopeful that the mandate would be broadened to include more general liberal education.

Dr. Hartzell: And it was

David Tilley: And it was, I can remember getting the phone call from Len Olsen late one evening, telling me that the College had just gotten word from Albany that the mandate was expanded. It was very difficult because a great many of the students were counting on that change, and it was an extremely difficult, might say ethical position, that I think we all felt in at that point. We were very dedicated to the idea that the mission would expand, but it seemed inappropriate and unfair to try to recruit for that in the absence of the authorization, so that it was a very difficult year or so before that happened.

Dr. Hartzell: What I do not have thus far is a clear picture of the kind of students, where they came from, student morale, that sort of thing, back in Oyster Bay, and then I'd like to go on beyond 1962.

David Tilley: I probably never did answer your question what kind of people were Al Austill and Len Olsen. Len Olsen was a very quiet individual with a marvelous, deep and impressive charismatic voice, and his words had great power because of the way the he

Dr. Hartzell: Definitely Scandinavian.

David Tilley: Yes, I would say so. But a very thoughtful and tough-minded, but yet kind person. He was a philosopher and University of Chicago trained, so he had all of that kind of intellectual toughness that you would expect to have. Al Austill was a somewhat softer figure, although again he came out of the St. John's Annapolis.

Dr. Hartzell: Was he a Navy man?

David Tilley: I don't believe so, I don't think he was in the military at all, but he had that great books classical education and both he and Len Olsen had the capacity of really analyzing things in great detail, asking very hard questions and being very precise about it. I'll always remember Len Olsen saying the he never asked for advice unless he was prepared to take it. So that this was sort of a warning that you just didn't volunteer advice at all. They were relatively young folks.

Dr. Hartzell: Were they impressed with their own positions, would you say that?

David Tilley: I never had that impression. I think that they were just working so hard to keep it alive, afloat because there were just tremendous problems, but they were very definitely trying to create a different kind of institution and trying to create a curriculum that was not traditional and collect a faculty that would be more cross-disciplinary than disciplinary in their loyalties. In other words, in the first years, as you may, I am sure some of the faculty have told you, there was an effort on the part of the faculty to integrate the courses in such a way that students would be somewhat dealing with the same materials from the perspectives of the different fields at the same time, so that when biologists were looking at genetics, the social science people might be dealing with Darwin and evolution and the English composition people felt it was perfectly fine to write on those subjects so that there was a good deal of cross-disciplinary discussion among the faculty about the content of different courses, and they would even sit in on each other's courses to get a sense of that. And there were weekly faculty meetings, which really were curriculum meetings where all of these issues were very intimately discussed. That was the thrust of Len Olsen's leadership, that was the selection of people.

Dr. Hartzell: It was small for a while and it didn't make sense to split the disciplines into actual departments, they were divisional.

David Tilley: That's right.

Dr. Hartzell: In the administrative sense, in the beginning, at least.

David Tilley: The people in the sciences were skeptical from the very beginning that it would be possible to hold and that was an issue from very early on. Cliff Swartz, I think, was an early person about that, Francis Bonner, but there was a considerable amount of morale as a result of that. From the student perspective that first year the students were really overwhelmed. I think a very large percent of that first year group did not move on to the second year. I think the first year they were perhaps 130 or 140 students who actually enrolled, and my guess is that over half did not make it. A good deal of that was simply the level of instruction and expectation the faculty had for them.

Dr. Hartzell: Too high for their preparation?

David Tilley: Yes, those that were capable of it, though, had a tremendous feeling of power, acquiring a tremendous sense of ability to manage intellectual issues and it was, for them a very positive and powerful experience. It was difficult for the students who were a small number in residence in one wing of the Coe building, some twenty or so, and the rest were commuters coming to an almost inaccessible place.

Dr. Hartzell: They didn't use the stables then?

David Tilley: The stables were the second thing and then work again the

Dr. Hartzell: I see.

David Tilley: But still, it was a difficult place to come to, and there were not a lot of things that students could have for recreation. The gymnasium did come the second year and the stable was developed a little bit more. But faculty did try to pitch in and they did spend time with the students. By and large I think student morale was pretty good. They enjoyed walking into town and getting into trouble.

Dr. Hartzell: What about the quality of the student body as you went along year by year?

David Tilley: The next year we did a selective admissions process and the quality went up considerably the second year. We were still attempting to promote into the campus the people we were very unsure about, just what kind of programs would the

campus in fact be delivering. a lot of confusion about its name, the Long Island Center then became the College on Long Island. When it was the Long Island Center, there were real doubts as to whether it was a temple or something else. We had all kinds of letters and calls, people just not sure what it was, so that it was very difficult for people to have a hard, clear image of what the campus represented. So that the students who came were taking a fairly big gamble. The fact that it was free and that the faculty looked good was enough to attract some very able students and

Dr. Hartzell: Largely Long Island at this point?

David Tilley: Yes, largely Long Island, New York City and a little bit of upstate, very, very little. Upstaters, the prospect of coming through New York City to get some place was very imposing, so it was almost entirely Long Island.

Dr. Hartzell: Was the Tappan Zee Bridge built?

David Tilley: I believe it was.

Dr. Hartzell: They wouldn't have to go through New York City.

David Tilley: But the notion was that if you came by train or something like that.

Dr. Hartzell: Okay. How did Lee come to be made President? Do you have any input on that?

David Tilley: I didn't have any input, it was a, not entirely a surprise, not Lee, but a President was appointed, that this was a function of the decisions being made in Albany that the mandate of the campus would be extended tremendously and that ultimately it would become a University Center located in a different place. I believe by that time the Ward Melville offer of property in Stony Brook had been made and the planning for the development of the campus in Stony Brook was pretty much determined. The feeling was that if it were to be a University, then they needed a President who had university experience, who would be appropriate for the development of a University with emphasis in the sciences. There was a strong feeling that the first professional school should be Engineering. There was also a good deal of planning going on at that point around health science facility as well.

Dr. Hartzell: Really.

David Tilley: Yes, there was some committees that were studying that particular issue.

Dr. Hartzell: The Muir Committee didn't come to interview us until 1962.

David Tilley: I sort of remember some early discussions about health programs and so that, but Lee really represented the change of the institution from predominantly undergraduate liberal arts type of place to a University, probably a more conventional University.

Dr. Hartzell: Who hired him?

David Tilley: It would have to be somebody in Albany, because it certainly was not something the campus was involved in, but he and Tom Irvine sort of came together.

Dr. Hartzell: Did they come the same time?

David Tilley: Yes, they seemed to be a package.

Dr. Hartzell: Oh, really, I see.

David Tilley: Yeah.

Dr. Hartzell: Are you sure Tom wasn't a year ahead.

David Tilley: Tom may have been there physically a little bit beforehand, but the, my recollection is that they both came from the same place

Dr. Hartzell: That's true, Raleigh.

David Tilley: North Carolina and that Lee sort of brought Irvine to set up the Engineering school, that was sort of his first shot.

Dr. Hartzell: I haven't interviewed Tom Irvine yet. I'll do that.

David Tilley: Tom was quite a different personality from John Lee. John Lee, we didn't see a lot of John Lee, as you know. his term of office was quite short. But he was a mercurial personality it seemed to me, and the situation with him was that you were either a loyal supporter or you were a deadly enemy.

Dr. Hartzell: Sounds like Nixon.

David Tilley: Just about. It was a little awkward to be a friend because he was extremely generous to his friends, and for some reason he took a liking to me apparently because I was not one of the faculty antagonists attacking him, and I would get telephone calls night and day particularly when I was on the road, where he'd just call up

Dr. Hartzell: You say when you were on the road, does that mean you were doing some recruiting?

David Tilley: Yes, starting to do some recruiting, did a lot of recruiting on Long Island, but would start to go upstate on occasion. We did cooperative recruiting in those days a good deal so that you would take a turn at doing recruiting for all of the campuses. It didn't work very well because obviously wherever you had a conflict of interest you tended to favor your own campus, and so there were some very hard feelings generated about that at that time between some of the older campuses.

Dr. Hartzell: What were your relations with the faculty, did you get help from the faculty in your recruiting?

David Tilley: The faculty was very interested in the recruiting

Dr. Hartzell: The quality of students.

David Tilley: The quality of students. The faculty was also very, very busy, so that they would help out whenever asked to do so, but they were

Dr. Hartzell: Did you ask them?

David Tilley: Yes, but it was, they would do some interviewing, that sort of thing, but they didn't do a lot of going out and visiting schools, but mostly things on campus, getting to meet faculty. After the first year the recruiting became less difficult for some reason, I guess it was actually the third year, and we began to get surplus of applicants at that time. I can recall faculty being very interested when we refused a student that complained to one of the faculty that he had been admitted to Columbia but turned down by Stony Brook or Oyster Bay, so that the faculty was sort of aware of what we were doing.

Dr. Hartzell: To what extent were the students housebroken.

David Tilley: I would say they were a pretty lively student body.

Dr. Hartzell: Well, what I mean by housebroken is respect for equipment, for buildings, for each other.

David Tilley: There was a good deal of concern about the way students were treating the rooms that they lived in in the first year, in a way there was some feeling that given the difficulties that they were generally facing that it was perhaps not unexpected. As there became, it was interesting too that they were all freshmen, there were no upperclassmen, there was no tradition, or any kind of standard for people.

Dr. Hartzell: Did the faculty set any standards?

David Tilley: I think so, and when they began to connect with their academic field, there began to be more propriety in the student body, but I think that the acting out of students was, it all was there. There wasn't an awful lot for them to do to let off steam. It was not a serious problem but it was a worrisome concern.

Dr. Hartzell: Do you have any memories of Bill Bowden and people from Farmingdale who

David Tilley: From the Arboretum. Yes, I remember him being a person who was around a great deal and was alternately very cheerful and protective, cheerful and helpful, but then also protective of the Arboretum and its facilities, and I think there were times when he was quite upset about some of the damage to the grounds, and I think he was a person who had this feeling that he had quite a burden to carry while the campus was hosting this horde of ungrateful people. As you probably know, Len Olsen lived on campus and Al Austill lived on campus, and there were several faculty who lived in the residence area, and Frank Conway the business person lived on campus as well, so that they formed a social community there.

Dr. Hartzell: Well, let's see, let's take, we're still going. Let's take the period after 1962, were you at the meeting when I was first introduced by Harry Porter?

David Tilley: I probably was, I don't have a

Dr. Hartzell: It was in my office over there in Coe Hall. Did you know anything about me before I came?

David Tilley: Not a great deal, that we had been given sort of a vita type of background but not a great deal more than that. You may remember that Tom Post was working in Admissions about that time and Tom seemed to know you.

Dr. Hartzell: I think from Bucknell days.

David Tilley: Could well be and so that that was a way of knowing a little bit.

Dr. Hartzell: To your knowledge was anybody on the campus consulted about my coming in advance.

David Tilley: I'm not aware of that.

Dr. Hartzell: No, I'm not either.

David Tilley: But I just remember Porter coming down very reluctantly in the inter period

Dr. Hartzell: Between the time that Lee had left and the time I came.

David Tilley: Yes, his great mission in life was to make it as short as possible. And I remember being his office one time when he was essentially telling me how he was interested in the campus doing well but he said "I really don't want any more experience." He wanted to get off and do something; he was a charming and able person, is, of course he's ill but

Dr. Hartzell: Well, you wouldn't know it unless you started to check his memory. He speaks reasonably well, walks perfectly well. Jo, of course, is with him. I interviewed him down in North Carolina, Chapel Hill.

David Tilley: He was a good fellow but clearly wanted no part of the campus. And, you well know the ferment the faculty were in at that point with one thing or another so that

Dr. Hartzell: What was the attitude of the students toward Lee and toward the administration?

David Tilley: They were very, they liked Al Austill and they didn't know Len Olsen that well but they appreciated what the administration, what the campus was really trying to do. The general feeling was that Lee's coming and you might say the rather brusque treatment given to Olsen and Austill created some very negative feelings about the directions the campus would then be taking. And I know that Al Austill was very hurt and was fairly outspoken about his belief that the campus was doomed. In fact, he told me to leave, he said that this place is hopeless. It will never do anything important as they envisioned.

Dr. Hartzell: This was after he had been fired or beforehand.

David Tilley: During that process. As you probably know, it was never clear if he was fired or whether he was given an assignment that was a terminal assignment.

Dr. Hartzell: Whether he left.

David Tilley: It was a very strange. Lee made the statement that Al Austill was going to be reassigned to another campus and that was sort of strange. Len Olsen was considerably more quiet about it although he was probably even more angry than Al Austill, and probably more hurt. I think he was very concerned about some of the people that he had brought on board and what their futures might

Dr. Hartzell: Who in particular would you say?

David Tilley: I would say that he was most worried about Zyskind, that would probably be

Dr. Hartzell: Zyskind didn't have his Ph. D. then.

David Tilley: That's right. And there may have been one or two others that he was concerned about but mostly it was Harold Zyskind, that relationship. But Lee's, some of Lee's early decisions, which were really not anything more than announcements, were to abandon the divisional structure, that was upsetting to many people, and he also made some revisions to the facilities that made it clear that faculty and students would be somewhat separated and that some of things that had been, where students had access, were going to be taken away and turned over the faculty. There was even some effort to

see if student funds couldn't be somehow swept into the general fund for, so that students were very, very concerned about

Dr. Hartzell: How did the students get their funds?

David Tilley: There was a, I think there was a student activity fee of some sort that they would put into a program fund, and so the students were really quite alarmed that the patterns that they were familiar with were going to be changed, that the character of the institution was going to be changed.

Dr. Hartzell: What about the relations of the campus with the press? When I came I had to deal with reporters looking for stories.

David Tilley: Yes, as you probably remember, some of the faculty were actively recruiting reporters to look into the arguments that were going on, particularly within the math science division, focused pretty much on Mr. Peck.

Dr. Hartzell: Peck and Martin.

David Tilley: And Martin, I don't remember Martin that well, I remember Peck; and that there was a, it seems to me that it was, hum, physicist, red haired, Fox seemed to have some access to

Dr. Hartzell: Dave Fox.

David Tilley: Dave Fox had some reporter friends that he'd invite to faculty meetings, but there was no press officer, as you well know. The press were having a field day, there just was no monitoring of them, they were in and out. Maybe I was wrong about Dave, maybe Dave Fox is the one that objected to the reporter being there, somebody brought a reporter, I forget.

Dr. Hartzell: I'm not sure about Dave. Dave was, I think, in the Graduate Council at the time, if not he was chairman of it. What do you think my contribution was in the three years that I was there, can you

David Tilley: Well, they were incredibly busy years, and I guess it's sort of staggering to imagine the things that occurred in those three years moving from a small campus into a potentially enormous campus that wasn't ready to be a campus.

Dr. Hartzell: Three buildings.

David Tilley: Three buildings not finished, with really very inadequate planning for the move into it. I've often thought about that in the context of Stony Brook and Irvine were started in fact the same year, or just about the same year, that Irvine spent a full year with the faculty and the administration placing no students, and the campus almost in place preparing for their first students. But here it was unfinished business on this one campus attempting to get going on another campus without all of the planning thoroughly done, the faculty and administration sort of disrupted, etc., etc., so that the very fact that the whole thing didn't unravel is just miraculous. If there's a debt that's owed to the leadership, your leadership at that time, it's certainly the fact that it happened and it was done. I think that you represented an openness to everyone that while probably nobody ever agreed with anyone, particularly in those days, everybody had a lot of energy and ideas, but there was a sense that there was a leader who was hearing all of the inputs and that there was some effort to sort it out, and at the same time realize that just running in place was going to be a major, major enterprise. I don't know, I'd be curious did you have something that you used to hold onto

Dr. Hartzell: Well, I remember being in the office one day and one of the members of the Philosophy Department came in, sat down and he said, "of course you know that this place is going to go to the dogs unless you fire this person and that person." They're both here, and one of them was for a while Academic Vice President, and one of them was chairman of the Department of Political Science.

David Tilley: Well, that struggle was always there, wasn't it. Those were very deep wounds.

Dr. Hartzell: I think it was an advantage for me to come in after Oyster Bay and not be a part of either side.

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David Tilley: I think that's the thing that made it possible to exist through that period and have it not a complete disaster. I was just walking around the campus and in

many ways we underestimated the planning that did go into the campus. We tended to see all of its inadequacies, but now as it begins to fill in, it seems to make more sense. The old dorms are still a sad sight. But one of the things that happened about the second or third year of your administration was we began to get different treatment in Albany. There was a period when many of the things that were going on, and Albany, as you know, was really very autocratic, they would simply tell us what they were going to do, particularly in the areas I was interested in, and they began to become better listeners. I think that finally happened on other campuses as well but in many ways Stony Brook was presenting them with some issues that they finally decided they had to begin to listen more and change the way they designed facilities, and consulted.

Dr. Hartzell: Yes, there was a period of transition from the first one where all of the initiative seemed to come from Albany to one in which initiatives were coming back and forth, and then I think with John Toll coming the initiative coming from this campus to the extent that they in Albany wished he'd go away.

David Tilley: Yes, that's when they started to do this thing that you must respond to this by 6 o'clock the next day or something like that, which John Toll just relished because we got them, we'll get it there, it's 5:45 and we've got them. But I still remember just being so horrified about the condition of the athletic field and not, in the first year, and not being able to have anything like a responsible treatment of that issue by the people in Albany. That was, if you remember, it was supposed to be a recreation field but it was filled with boulders and other hazards where it was, an insurance man would have a heart attack if he had to write a policy on it. Just awful.

Dr. Hartzell: Did you have input on the Student Union?

David Tilley: Yes, as a matter of fact

Dr. Hartzell: Tell me as much as you can about it because I haven't got it from anybody else.

David Tilley: When I came into the Dean of Students position there was planning already begun on the Student Union. In fact there was a design.

Dr. Hartzell: When was that?

David Tilley: 1962 or thereabouts. And I managed to get hold of the plans and it was unbelievable to me that people would think that kind of building would suit. It was three story structure, it had a ballroom on the top floor, two stories away from food service. There were all kinds of problems of that sort.

Dr. Hartzell: Where did that plan come from?

David Tilley: It was a plan that was designed in the architects office in Albany, and I really don't know what the nature of their input was.

Dr. Hartzell: Was Elwin Stevens there then, do you remember him?

David Tilley: Yes, I do remember him very well, and yes, I believe he was there at that time. We worked with him quite a bit later on with the building. We made a number of comments about what we thought were the inadequacies of the building, and managed to get them to agree to having a consultation with the fellow who was at the University of Wisconsin in Madison, I want to call him Porter Butts but I know that's the wrong name. But he was probably at the time the most recognized consultant on Student Union facilities, and he came out one day, and I remember it was a terribly snowy day, and we were afraid he'd never get here, but he did get out because Wisconsin snow doesn't bother him much, and spent two days with us just walking the campus, going over the plans, talking about what a Student Union represents and the kinds of spaces that would be needed, and how one can economically have a Union support itself by and large. And as a result of that we did get a complete redesign of the building. There still were flaws, including a bridge that went to nowhere for quite a while, which I took great pleasure today in walking across the finished bridge. But by that time Damaz, Pekorney Weigel were in the act.

Dr. Hartzell: That was their first building, I think.

David Tilley: Yes, and they sort of grabbed hold of that as a key to the campus plan, because as you know the building has this sort of walk-through design. I was quite pleased, it sort of seemed to work today as I walked through it, but I always had this

feeling that maybe we had not really figured everything out as well as we should have, but it seems to be working.

Dr. Hartzell: It's inadequate for the size of the student body now, and I asked Paul if there was any chance of adding a floor or two right over this building. He seemed to think it might be done.

David Tilley: It was a big enterprise and the

Dr. Hartzell: It's been extremely useful, extremely valuable.

David Tilley: The building has had a lot of use. Just going through it today it just seemed to be working.

Dr. Hartzell: I was at Hofstra last night in their building with the walkway that goes over Hazlett Avenue, quite impressive.

David Tilley: That building was really a very important effort here. The gymnasium was sort of an unfortunate building in the sense it got built before there was really any input to what it should be. Although again I was in that building today, and I was glad to see the water was still in the pool and that people were using it, it seemed pretty good.

Dr. Hartzell: Can you say anything about the effect on the students of Kennedy's assassination?

David Tilley: Well, it completely stopped the activity on the campus, and the students were all clustered around the televisions and the radios, virtually around the clock, listening to it. It was a time of, not a lot of questioning as I recall on the part of students, but just a sort of numbed, almost passivity of just taking in the information and then after a day or so wanting to do something. And, as you will remember, the students wanted to erect a flagpole and they found a tree that was straight and tall and made a flagpole and put it down on the street side of G Dorm and put a flag on it, and we were all invited to come and have a brief service in memory of President Kennedy. And Hugh Nevin made, I think, a very moving and appropriate statement at that time, I believe you spoke as well.

Dr. Hartzell: I spoke, I remember it was the planting of a tree when I spoke and I wrote an attempt to express how we felt

David Tilley: I can remember that there was a strong feeling that we ought to take some more time off, let the students have more time to sort of collect themselves and figure out what happened. And I think your position at that time, which proved to be correct, was no that we really have to face life and realize that we have a responsibility to life and have to get on, not quite as trite as that, get on with life, but to live life and I think there was some feeling that there was an insensitivity on the part of the administration for this, but it was correct. I think the students looked back on that and said, yes, we were able to make our statement but then we did get back. I remember the name of the student who was most active in that was a fellow who was Lozano or something like that, Augie Lozano.

Dr. Hartzell: He was in with Lennie Spivak.

David Tilley: Lennie Spivak was the President that year, but Augie was kind of interesting because he was always sort of the outsider, never really could identify quite with the campus, but this sort of brought him in, gave him the opportunity to take a leadership role and from that time on he was an integrated member of the student body in his own way. Lennie Spivak was also

Dr. Hartzell: He was never anti-administration.

David Tilley: No.

Dr. Hartzell: I thought that I was able to get the students turned around a little bit towards the administration. There was a girl editor of *Statesman*, I've forgotten her name, but she had lost her father.

David Tilley: Oh, yes, I know who you mean, heavy-set, Scheps, Judy Scheps.

Dr. Hartzell: Yes, Judy Scheps.

David Tilley: I had a letter from Judy about six months ago.

Dr. Hartzell: Did you really.

David Tilley: Yes.

Dr. Hartzell: Where is she?

David Tilley: She's in New Jersey somewhere but I would judge that she had some hard times in her life

Dr. Hartzell: Is she married?

David Tilley: I don't know, it was just a sort of brief little letter that I rather had the impression she might have been a very talented sort, that she was a very intense kind of person. But these were sort of the pre-activist students, they were very active and, as you remember the students in those days were very interested in the civil rights movement and they were quite interested in the development of some of the voter registration issues in Riverhead area out on the duck farms and the bottom.

Dr. Hartzell: This is the '64-65.

David Tilley: Right, and they were involving themselves in activities, and we had tried to develop some programs that people could, in fact, participate in and to work out those feelings. It was the Peace Corps time and people felt that they should put their energies into doing something rather than simply complaining about it.

Dr. Hartzell: When did you leave?

David Tilley: I left the Student Affairs program in 1968, is that right '68, and then went back into Admissions until '72, and then stayed on with Joe Katz and his research group until '77, and then went out to UC Santa Cruz, '77.

Dr. Hartzell: I see. Okay. Ed Molloy, did he succeed you?

David Tilley: Ed Molloy came in as the Director of Admissions when I became Dean of Students.

Dr. Hartzell: Oh, I see, that's right.

David Tilley: Yes. And then when I left Dean of Students I guess Scott Rickard came in and then Bob -- it will come back to me.

Dr. Hartzell: Bybee?

David Tilley: Don Bybee was Associate Dean, lived through a good deal of that period, was very close to the students.

Dr. Hartzell: Do you want to go into the bust in any way?

David Tilley: Well, in so far as there is any need to. I don't know, it's such a documented thing now.

Dr. Hartzell: Well, let's take a look at some more of these questions now. Were your activities confined to the Stony Brook campus or did you have relations outside?

David Tilley: Sure, it seemed to me at one time I was spending almost as much time in Albany as I was down here.

Dr. Hartzell: Doing what?

David Tilley: Largely it had to do with the architect's office and consulting on the design of the Union or the residence halls, because we were putting up a residence hall a year it seemed, 500 to 1,000 beds at a time and there was a lot of consultation. And that was a very busy set of involvements.

Dr. Hartzell: What were your models? Where did you get your ideas?

David Tilley: We were, actually we were trying not to duplicate the mistakes that were being made. There was a tendency in those days to build single, large multi-floor warehouses for students. And we were essentially saying we really thought the suites were more humane and more likely to be the kind of thing we wanted to have over time. Actually I think in many ways we were cutting new ground with the kinds of arrangements that we were

Dr. Hartzell: Was this Roth?

David Tilley: Roth, Tabler. Emory Roth was kind of fun because the two architects that did that job, as you may remember, were Emory Roth Jr., he had just completed his student days and he was remembering all of things he didn't like, and he and his college roommate were the two architects that did that building, or that complex of building.

Dr. Hartzell: Where did they come from?

David Tilley: They had been to the University of Miami in Ohio, and I don't know where they did, they might have even done architecture there in Ohio, so that they did a lot of studies of different kinds of housing for students and helped a lot in shaping our

ideas about what would work. In addition to that there were fairly frequent meetings of the Student Affairs officers around the campuses, and we would meet formally probably three or four times a year. We were trying to work with the Central Administration in the development of university-wide policies about student life.

Dr. Hartzell: Who in the Central Administration was your leader?

David Tilley: Primarily that group worked with Ernie Boyer.

Dr. Hartzell: Ernie Boyer, I see.

David Tilley: Yes, and when he was Gould's assistant he was assigned that group. So we met with him a great deal.

Dr. Hartzell: How was he?

David Tilley: He was very good. He was very attentive and thoughtful about it and became Chairman of that group, so I was the Chairman of the Student Affairs Officers of the University system, so in that capacity I would be meeting with Central Administration on just general issues of student life. Some of it had to do with the management of the, by that time the Student Activities fee was becoming an issue and things of that sort. So that I had those contacts with the Central Administration. But getting people hired, getting new positions approved was a very difficult process. I did spend some time with people in Personnel.

Dr. Hartzell: Why was it difficult?

David Tilley: Well, largely because of the layers of approvals that were required, that the position had to be determined as being civil service or a non-civil service position, and then it had to be budgeted and then it had to be approved and then it's budgeted and approved and the money had to be allocated for it. And each of these processes seemed to take about six months to a year. So that we were growing, as you may recall, and we had a need for more people and we were trying to make sure that the personnel process was moving along, and at the same time we were trying to change the kinds of people we were hiring so that we were trying to move out of the old patterns of

Dr. Hartzell: What kind of people did you have to begin with?

David Tilley: Well, in the beginning the models were something like the dorm mother kind of thing, male and female, and we were trying to move to a more professional counselor model, and also trying to get more administrative skills into the residence hall complex.

Dr. Hartzell: What do you mean by that? You don't mean janitors?

David Tilley: No, but people who can oversee the operations of a residence hall and can work with facilities instead of having the kind of antagonism that grew up between resident staffs and janitors and students, trying to find a way to strengthen the administration of the residence hall in such a way that there wouldn't be those antagonisms, because it was a very troublesome thing to me that students were all convinced that half of the janitors were informing to the police, and the janitors were angry at the students because they would clean something up and immediately the students would dirty it. And the continuing back and forth hostility between students and the facilities people, and it was not productive and the buildings were deteriorating as a result of it. So, we were trying to change the maturity level of the people that were in the residence halls.

Dr. Hartzell: You mean handling students or the students themselves?

David Tilley: Well, the people who were the professional people in the residence halls, take somebody who's been out of college a year and put them in that situation, you have a person who is still thinking like a student by and large. So that was an issue that we were working on.

Dr. Hartzell: Is there something that you want to put into the record? I've been asking you the questions.

David Tilley: Well, no, I thought I'd just respond to the things that you're interested in. I think it's interesting the ability of the institution through the years to have attracted some very able people

Dr. Hartzell: You mean faculty members?

David Tilley: Faculty members and others and I think that institution should take a good deal of pride in the faculty that have assembled and the things they have accomplished. But also people who were here for a while and then moved on.

Dr. Hartzell: They've done well.

David Tilley: They've done well. Liz Coleman is President of Bennington now.

Dr. Hartzell: Who is?

David Tilley: Liz Coleman, she was one of the early part-time faculty in Oyster Bay.

Dr. Hartzell: Is that right?

David Tilley: Yes. But people like that.

Dr. Hartzell: How about Pellegrino.

David Tilley: And Ed Pellegrino sure, a lot of interesting and good people have passed through the institution. But we did become an institution by the early '60's that was a highly selective institution but we had terrible difficulties with the local school, Ward Melville, because they felt their students had to be admitted to the college, and they just couldn't understand when they were not all admitted, that we couldn't very well take a B student from Ward Melville and turn down an A student from Huntington to make it up. But the quality of the students, in terms at least of their high school performance and their test scores, by the mid-'60's was very, very good. So my guess is that we should be beginning to see some achievement out of the students of the '60's. I know that Lenny Spivak is a successful attorney now in a big firm in New York. I am sure that there are others. I think that Pat Barry was our first Ph. D. I remember him very well because his dad was a teacher in one of the Brooklyn schools, he came and talked to me about his son who he was despairing of, he said he was very bright but just not doing anything in school. He was going to Brooklyn Tech at the time and just C's, D's, F's, just not doing anything, and could we do something for his son. We took him on, he became a very good student, he became one of our first engineering graduates and went on to become one of our first Ph. D.'s, an interesting class.

Dr. Hartzell: He wasn't being challenged.

David Tilley: That's right. Maybe getting a hundred miles away from dad helped or something. But I think that the development of really able students working with a strong faculty is the sort of thing that I think Stony Brook represented pretty well. It did have the problems of a typical university in that if students were good they got good attention from faculty, if they weren't good, it was possible for students to drift around and not get a lot of attention.

Dr. Hartzell: What about advising, academic advising in your day?

David Tilley: Some faculty took it very seriously and it was well done. Some did not. It was not well done. The college system attempted to work with that to some degree and then, as you recall, Dan O'Neill was given some responsibility for academic advising early, he tried to organize advising at least for the students in their first year, and the freshmen orientation programs tried to work with Dan to see, at least during the first years, students would be getting access to good advice. For a couple of years we set up programs that upper-class students would be linked with advisors to help them work with the students so that students could work with the student contact for strategy stuff, what are the dates and how do I deal with the drop-add and changing stuff. Then the student would make sure that the advisor got together with the student at least once a term. But advising, I think, was not uniformly well done. My understanding is that it was taken seriously in Sid's office.

Dr. Hartzell: Sidney Gelber.

David Tilley: Yes.

Dr. Hartzell: Was Larry DeBoer, how did he work out?

David Tilley: Larry came and was sort of coordinating the college, the faculty masters of the colleges, and he sort of coordinated their activities and was very helpful.

Dr. Hartzell: Was there any attempt to relate particular discipline or particular disciplines to a particular dormitory?

David Tilley: No.

Dr. Hartzell: No academic character for a particular dorm.

David Tilley: There was some feeling that particular masters by virtue of their disciplines might attract somewhat different constituencies, but it didn't happen, and I think a lot of that had to do with the fact that there weren't a great many masters who were in the sciences, and since most of the students were interested in sciences, that didn't match too well very often. That was an issue at Santa Cruz, and there the colleges did take on a little bit of a the disciplinary feeling, it wasn't a college, it was thought of as a science, another was thought of as a humanities, another as a social sciences, and another as the third world interest. That didn't seem to happen here.

Dr. Hartzell: Do you think it's a good idea?

David Tilley: At the time I didn't. I'm inclined to think it's a good idea if the faculty are determined not to allow students to become too narrowly focused. I think it's a good idea if the faculty can be a model of the broadly educated person, so that it's possible for a Francis Bonner, for example, to be sort of an ideal model, somebody who's a first rate scientist and also a good musician and broadly read.

Dr. Hartzell: I've got a man and his wife living with me now, Andy Jackson, plays a flute, plays the piano, broadly educated, very bright, full professor, editor of *Physics Letters*, a great example, speaks Danish.

David Tilley: That reminds me, Lester Paldy is one of the early graduates, might be a person to talk about student life in those early days. He and his wife were both students, first or second class.

Dr. Hartzell: Right you are, I must get in touch with him.

David Tilley: He was an unusually mature student, as was his wife. He's certainly, I wouldn't say that he was a prototype of the students who were there, but

Dr. Hartzell: I'm going to get some of the alumni too. Can you name individuals who did things that were important for the future of the University?

David Tilley: Well, certainly Stanley Ross, for all of the aggravation that he could cause you, Stanley probably was one of the people responsible for bringing together faculty, certainly he was almost single-mindedly devoted to that subject, and all of the

irritations that you could think about in regard to Stanley, I think the building of the faculty was probably the key to the future development of the institution, and the people that were able to contribute to that were

Dr. Hartzell: Who besides Stanley, he didn't hire everybody.

David Tilley: No, he didn't, but he certainly was a major energy in that direction, he pushed real hard to see that everybody did that, but

Dr. Hartzell: He's a controversial person, I appointed him Dean, because when I came I was Acting Chief Administrative Officer and Dean of Arts and Sciences.

David Tilley: Yes, well, it was a good choice, and I think of Stanley often as probably having to let a lot of things slide by him in order to really be sure that the job got done. I think Tom Irvine also development of the engineering program was a major contribution. Planerman and the development of the Computing Center was certainly a major contributor to the campus moving ahead.

Dr. Hartzell: Sidney?

David Tilley: Sidney, certainly, strong leadership but, let's say, he was a person that had a moral quality about him that helped the campus in many ways. But Rouse I think moved the Library a few notches at a very important time, very strong person in that sense. I really have to think hard to

Dr. Hartzell: Remember Ollie Shaeffer, Alec Pond.

David Tilley: Yes, certainly Alec, his planning, I was here one year when he was the Acting President, that was a very good year, solid year.

Dr. Hartzell: When Johnny went to Sweden, I think.

David Tilley: Obviously Alec and John Toll, again, for all of the things you might criticize them for, there was no question but that the institution bears of lot of his stamp and that there were a lot of people, I think, that made big contributions, little contributions that people don't probably think about any more, that were important at the time, but I have to really think hard. But Bob Lekachman could always make a faculty meeting sort of interesting.

[end of tape and interview]