

Please Note

This oral history transcript has been divided into two parts. The first part documents the presidency of John G. Kemeny and is open to the public. The second part documents the presidency of David T. McLaughlin and will be open to the public in June 2012.

This is part one.

A. Alexander Fanelli '42
Executive Assistant to President Kemeny

An Interview Conducted by

Jane Carroll

Montpelier, Vermont

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Dartmouth College

Hanover, New Hampshire

INTERVIEW: A. Alexander Fanelli

INTERVIEWED BY: Jane Carroll

PLACE: Mr. Fanelli's home
Montpelier, Vermont

DATE: June 26, 1996

CARROLL: Today is the 26th of June 1996. I am Jane Carroll, and I am here interviewing A. Alexander Fanelli, who worked at Dartmouth officially from 1967 to [June 1983], and was executive assistant to President [John] Kemeny. But you first came to Dartmouth as a student, is that right?

FANELLI: Yes, it is.

CARROLL: In what year?

FANELLI: The first time [I] came up was I think 1937 to look at the college with some relatives. I found it a beautiful place, and I decided that I would certainly apply for it. I applied to Dartmouth and Columbia and one other. It may have been Cornell. Then I waited to find out how much scholarship I would get to see if I could do it. My parents' means were very limited, and I just needed a scholarship, a grant of some kind, in order to make ends meet.

CARROLL: How did you hear of Dartmouth?

FANELLI: It had to do with a mathematics teacher I had in high school, who was a Dartmouth graduate. And he was very persuasive in telling people that he thought would like to go there what kind of a place it was, and how nice it was, and what a fine academic institution it was. And so that's what led me to take this trip up to look at it.

CARROLL: What was your impression coming into a place as rural as Hanover, New Hampshire, after you came from New Jersey?

FANELLI: Not New Jersey.

CARROLL: Not New Jersey. Where was it? Oh, New York. New Rochelle.

FANELLI: New Rochelle or Pelham. It must have been Pelham because I graduated from Pelham High School. What was it like? What did it seem like? Well, it seemed very beautiful to me. And although New Rochelle was a pretty good-sized city at that time, it wasn't so built up and industrialized or anything like that, that this made it seem like a big difference to me. It seemed a cleaner, nicer suburb of New York, perhaps. And I liked it very much.

CARROLL: Now, you came from a public high school.

FANELLI: I came from a public high school.

CARROLL: Which had coeducation.

FANELLI: Oh, yes.

CARROLL: Was it an adjustment to come to an all-male school?

FANELLI: You know, I never worried about--I never thought about that, really. And I don't remember agonizing over that. Maybe I was just unconscious of it. But it didn't bother me at all.

CARROLL: And when you came up here, what did you major in?

FANELLI: I didn't major in anything right away. I eventually was an English Honors major simply because I liked the language, and I liked literature, and I was apparently good enough to be selected for an honors group, which [was] three students working with one professor. That was before the war and before I left Dartmouth with my friend.

CARROLL: Well, you said in 1941 you ran away from Dartmouth. What happened?

FANELLI: Well, Pearl Harbor, December 7, 1941. This young man and I were, along with some other people, in Boston. And on the way back we had the radio on, and they talked about Pearl Harbor. That's what happened on that Sunday. And we rushed back to get out an extra of the paper, [The Dartmouth]. He was the editor, and I was the whatever--some other position on the paper. And we rushed back, and we put out two [issues]--an extra that night and then an extra the next day, and the regular paper. And it was a lot of work. And

then after three days, I think it was on the third day after Pearl Harbor, we decided--and I'm not really sure how we decided; it was either mutually done or he suggested it or I suggested it. I think he may have suggested it. His name was Jerry Tallmer, and he later-- T-A-L-L-M-E-R--and he later became a journalist in New York. He was one of the founders of the Village Voice, and worked on the Village Voice as a drama critic and a writer and reporter for, I think it was, six years. And then he needed more money, and Village Voice wasn't going up too rapidly at that point in sales. So he decided to shift, and he went to the New York Post. Just after he left, the Village Voice--

CARROLL: Took off?

FANELLI: Took off like a rocket. And if he had stayed with it, he would have realized enough money so that he [wouldn't] have [had] to worry about it.

CARROLL: Did you finish out then your college education?

FANELLI: Afterwards, yes.

CARROLL: After the war.

FANELLI: In the first place, we went to Boston to enlist, in preference to going to New York, the New York area, where both our families were. Simply because we realized that they would object to it very strenuously. And so we went to Boston, and we [tried to enlist in]-- I've forgotten how many branches of the service. We would go in and say-- I think the Marines were the first place we went to. And they would interview us and get up to a certain point, and then they'd say: "All right. Now we have an eye exam." And both of us wore glasses and were terribly nearsighted. So we would flunk the eye exam. Or they would say, "Well, we don't need people that bad, you know, that we have to take you." And so we did the Marines, [the Navy], the Coast Guard, the Coast Guard Reserve, and finally we got to the Army. And the Army got us to a certain point and said, "No, you can't see very well, and we don't need you now," something like that.

Then we tried the Air Force, or the Air Corps, [as] at that time it was called, the Army Air Corps. And it was part of the Army. We went through there, and lo and behold when we got to the point about the glasses, they said, "fine. It's all right. You can correct [your

eyesight] with the glasses. That's very good." Because they needed and they wanted people. And also we were impressed, as I recall, because there were long lines. But the lines were of people who had been caught in the draft, which had been instituted, and were there under duress. And when they found out that we were volunteers, they would rush us to the front of the line, you know, and we didn't have to do any lines.

So anyway, we did that. Then we were accepted in the Air Corps. And it took about a few more days after that for the papers to get through and everything. Then I went back to my home in Pelham-- and my mother was [nearly] in a state of collapse about it. And my dad, although he had served in World War I, was kind of dubious about my doing this. "You've got only six more months to go or five months," whatever it was, and we would have been graduating. And he said, "It's a dumb thing to do." I said, "Well, it's too bad. We're signed up. We've got to go."

CARROLL: So you left then?

FANELLI: First we did our basic training at Fort Devens in Massachusetts. And then we went to...At the end of that they would say, "Where do you want to go next?" You know. And I said, "Well, what have you got? What's open?" As I recall, we usually chose the place to go on the lilt of the name of the place. One was called Jefferson Barracks, Missouri. That's the one we chose. And since my name began with F, I would always be ahead of Tallmer. So, at that time, I remember looking back at him and saying, "Jerry, how does Jefferson Barracks, Missouri, strike you?" And he said, "Sounds pretty good to me." So we went to Jefferson Barracks. And then from there we decided to go to...Scott Field, Illinois. And that was where the radio school was for radio operators. And we thought that would be exciting.

And so we went to radio school. And we were in it together, but since we were F and T, we got further and further apart. They took the top [scoring] 10 percent of the class, that we were in, and asked us, do you want to go to radar school? Because radar was the new thing on the block, you know. And that sounded exciting so we said, "Where is radar school?" And they said, "Boca Raton, Florida." We didn't know anything about Boca Raton, but we decided to go there, and we did. And went through the radar course at Boca Raton. Boca Raton [had been] a [private] club, a very ritzy club. You had to wait for someone to die before you could get into it because it was

all booked up. It was a very ritzy club. The Air Force had taken it over completely, and made a school out of it. So we had quite nice quarters. We were there... I've forgotten how many months.

It's hard to convey what it was like being in the military at that time in Florida. But one of the things was that there was very little that you could do wrong. You'd go into a bar or something, and you'd order a drink, and you'd go to pay for it, and the bartender would say, "Oh, no. John down there has taken care of it." I mean people, perfect strangers, would do things like that for you. And we met--we hitchhiked a great deal--and we met people, Floridians who were just impressed that we were in the military. And they would invite us to their homes for dinner. Some of them we really got to know very well, especially a family-- I shouldn't go into this in any detail. But the reason I'm doing it is that just recently, in moving downstairs, where you saw that, there were a lot of things that were old packages that we had. And I found a package that we've been carrying around for years, 50, 40 years or something, and it just said "Jerry" on the outside. I opened it up, and there were 49 letters, some of them ten pages long, that Jerry had written to me during the war years.

CARROLL: Oh, yes.

FANELLI: I read them all in one day, the following day I wrote to him. I said what an extraordinary experience I've had, reading these letters after all these years. And I said, "I thought you might like to have them."

CARROLL: You sent them back?

FANELLI: He called me--he phoned me--the next night, and he said, "I would like to have them." So I shipped them back to him. And he mentioned in the letters about how he went on leave once from one of the islands in the Caribbean back to the States, and he went to his home, of course. But he also stopped off in Florida and went to see these people that had been so good to us. We used to sleep at their house sometimes on the weekend, you know. They would say--they'd invite us for dinner--and then instead of letting us hitchhike back to the base, they would say, "Sleep here. Stay here." And they'd open up a room, and we'd sleep. It was extraordinary.

CARROLL: Did you stay in touch with him then throughout the war years?

FANELLI: Oh, yes. I could [tell] a lot of stories about that. But [here's] one that maybe is worth mentioning. We were both radar operators. But we were also radio operators. And [my] squadron was based--I was based in Aruba, and he was based [on another Caribbean Island], I think. We would fly anti-submarine patrol, which is flown at fairly low levels, not over a thousand feet. And [we would fly] "figure eights" over the convoys. These big convoys would come down the East Coast of the U.S., then go down the Caribbean and to South America, and then cross over to Africa on the other side, and then do whatever they had to do there. And [we] would fly out and go over the convoys, stay over the convoy. You'd find the convoy by radar because the radar operator could see it at a hundred miles, sometimes. But the radar operator doubled as the radio operator also.

So I was sitting there, watching the radar screen, and listening to the radio frequency, which was the one that people used for that kind of business. And all of a sudden I-- Incidentally, this is all in Morse Code. It's not voice. But all of a sudden I heard this keying, and it sounded familiar to me. We used to practice together a lot, Jerry and I with special keys called Vibroplex, which are sideways. You can send a lot faster that way than da-da-da-da-da. And you get to recognize a person's...

CARROLL: Style?

FANELLI: Style, [or "fist", as radio operators call it], and particularly the sign-off. When they sign off, they use--a very common sign-off is the first letter and the last letter of your last name. So he would sign "T-R", dah and dit-dah-dit. And I would respond F-I, of course. So this came-- And I heard this transmission--I wasn't even paying much attention to it--but then I heard this TR. And I broke in right after that, and I [sent]: "INT". Which means interrogation, question. "? JT." And he sent back: "KKK, correct." Then we had a conversation. He was flying somewhere in the Caribbean, and I was flying somewhere in the Caribbean, but that's the first time we had ever gotten in close touch. The rest of the time, he would write letters to me, and I would write letters to him.

CARROLL: And then did you both go back to Dartmouth together and finish up?

FANELLI: Yes. And there was something in [those] letters about it. Because in one of these letters he said, he wrote to me, that Dean [Lloyd] Neidlinger, Dean of the College at that time "has written to me

suggesting that the college would be willing to send a diploma to us"--to him, because he had almost finished, and they figured that what he did in the Army was worth adding on, tacking on, to his record. He said, "And I'm in a quandary about what to do about this." He said, "I don't think I want to go back." I said, "Well I might," so forth and so on. The funny thing was [the Dean] had written to me, too, and given me the same deal. And I can't remember whether I had already done it or just suggested I might. I suggested that it didn't seem fair to me that I should get through without doing all the work that other people did. So I said, "I don't think that's really fair," to the College, you know. I said, "Although it's very nice that you want to do that." Then eventually we both decided to go back, if they would have us. And they said, "Oh, sure." In fact they were delighted to have us because they wanted somebody to come back and start up The Dartmouth again.

CARROLL: Of course!

FANELLI: And there had been a paper called The Navy Log during the war. The Dartmouth was suspended because everybody, anybody who had been involved in it wasn't there. So we did that in February, was it?

CARROLL: 'Forty-six?

FANELLI: 'Forty-six, yes. February '46.

CARROLL: And Betty came with you then?

FANELLI: [Not then. She stayed in Pelham with my Dad until our son Christopher was born in April. Some weeks later my Dad helped us buy a 1929 Model A Ford for, as I recall, \$150, and I drove Betty and Chris back to Hanover.]

CARROLL: And did you live in married student housing? Where was that?

FANELLI: [The married student housing] was in either South Mass. or North Mass. I think it was in North Mass. I'm not sure. [But that was for married students without children, as I remember. Later, the College built the Sachem Village and Wigwam Circle complexes which had more room and we eventually got a nice unit in Sachem. But in '46 we were very fortunate that Professor Michael Choukas and his wife asked us to live with them in Norwich for a couple of months. He was my sociology professor.]

CARROLL: There must have been a lot of you that came back like that.

FANELLI: Oh, there [were]. Yes, there were a lot of veterans who had gone off to war. So, we did start up The Dartmouth, and we graduated with the Class of '46, although we--

CARROLL: I notice you still have '42.

FANELLI: Yeah, you [normally] stay with [your original] class.

CARROLL: Did many of your classmates have similar careers? Or did most of them stay and finish and then go in the Army?

FANELLI: Well, quite a few of them did what we did, I think. They weren't all in my class. But take a guy like Charles Bolté, B-O-L-T-E accent. He was class of '41. He was also on The Dartmouth. But when the war came, he...In fact even before the war--before we got in the war--he decided that this was...that he had to get involved in this and help stop the Nazis and the Japanese, both. So he went and joined the British Army.

CARROLL: He went to Canada?

FANELLI: I've forgotten whether he went to Canada, or whether he just went over to England. I don't know how he did it, but he joined the British Army. And he was sent-- eventually went--to North Africa, and he lost a leg at the Battle of El Al-Amein. He was...I don't know that he came back and finished up or anything like that. But after the war he became involved in veterans' affairs. He founded, or helped found, the American Veterans' Committee, which was a kind of progressive group of veterans as opposed to the Veterans of Foreign Wars. And so he was quite a guy.

CARROLL: Well, was Dartmouth different in '46 from what it was when you left it in '41?

FANELLI: It was different in the sense that there were these spouses of people and sometimes children with them, yes. And eventually we got...I'm trying to think. I should actually have had this all sorted out for you. But as I said, Dartmouth built then larger areas for veterans who wanted to come back. Because at first they were just inundated with these. So they redid these dorms, these couple of dorms. But then [later] they built some [housing], a place called

Sachem Village, which you're probably familiar with. And we had a house in Sachem Village--or at least half of it. They were duplex [units], and...

CARROLL: Did you have children at that time?

FANELLI: Yes, yes. Well, we had--I'm trying to think. We had Chris I know. Chris was born in '46, and Katherine was born in '48. [I should mention that I took a course with Professor Choukas in "Public Opinion and Propoganda"] and he influenced me to the point where I felt that I wanted to do further study in that area. And so I asked-- I'm trying to think, did I go to Colgate first or what? I went to Colgate first, and I was a tutor for freshmen, but I also took courses in sociology. And I decided that that was not the place that had a good sociology department. I mean it was adequate, but it wasn't--

CARROLL: What you were looking for.

FANELLI: --what I was looking for. So we came back to Dartmouth, and what did I do? I guess I applied to see if I could take courses that would lead to a master's at Dartmouth, at the same time as I was working in the Great Issues Course. I think that's when--I'm trying to think when John Dickey started that. That was one of his great contributions to-- It was a marvelous course.

CARROLL: That's actually my next question. I was going to ask if you could explain what the Great Issues Courses were.

FANELLI: Oh, it was the brain child of John Dickey, but there were a lot of people who had helped him once he had the idea. His idea was this: That what was happening in universities--not just Dartmouth, but colleges and universities all over the country--was that people would come in to them, and then they would start to specialize, and they would major in something. By the time they became seniors, they were so entrenched in the specialty that they had, whether it was economics or engineering or whatever, you know, pre-engineering, that really there was no...they couldn't speak to each other, because they had different "languages" in a sense. And he felt that there ought to be one course that would be a unifying experience for all the seniors--and would concentrate on the problems that presumably existed in the world, and presumably they would be involved in solving at some point. And they would do this by inviting the best, the very best speakers that you could get.

Have them give [a] Monday evening lecture to the whole senior class. Incredible! The senior class [was] about 600[+] people!

CARROLL: Where did this take place?

FANELLI: In Dartmouth Hall, when Dartmouth Hall had a balcony upstairs. So there was downstairs and upstairs, and it would hold 600[+] people. But you've never seen that.

CARROLL: No.

FANELLI: So...and people like Archibald MacLeish got involved in helping plan this course. I mean these were people that John Dickey could call on [snap] just like that because of his experience with the State Department and the United Nations. They had come together in the United Nations.

CARROLL: Do you remember any of the courses, or specific topics that you helped teach?

FANELLI: The only thing that I helped teach was-- Well, I did two things. We had a Public Affairs Laboratory in the library. I'm trying to think where it was [Baker Library, Serials Room]. It was where there's now something else, like periodicals.

[End Tape 1, Side A--Begin Tape 1, Side B]

CARROLL: You were saying that there was a large area in the library.

FANELLI: Yes. And part of it we used for exhibits, or exhibit panels. I was involved in doing that. And the exhibits usually had to do with stories in the news, or things that were red-hot at that particular time. Or they were preparatory to the lecturer who was coming, and something about that person's role in whatever area it was-- economics or labor relations or the arts or whatever. And rather than take up a lot of time here, I think if you just got hold of an old-- in the Archives you'll find an old curriculum, showing the dates when the people came and so forth. And the other idea was that on the Thursday before that Monday night, there would be a lecture by a local faculty person in that field who would know a great deal about the speaker that was coming and something about his life,

and things like that. So that came out in a preparatory lecture setting [out] why we're having this guy here, you know, and explaining that person's role. And they had extraordinary people like--

CARROLL: I've seen a tape with Adlai Stevenson on it.

FANELLI: Stevenson, right. Great artists. Ben Shahn would come. He was fascinating. He was really great. And Reinhold Niebuhr, you know, people like this. And they were at the top of the--the cream of the crop.

CARROLL: Why do you think this program ended?

FANELLI: Very good question. First of all, I should say I think it lasted 19 years. Which is--

CARROLL: A long time.

FANELLI: -- Yes, a long time. I've thought about that afterwards, why did it stop? I think probably the main reason was that the demands of specialization became too insistent. So the people who were premeds, let's say, the things that you have to study in order to be a premed and make it through medical school are all written out for you there, and you either do those-- things like organic chemistry, which is a rather difficult subject, and other sciences, biology and stuff. And those are so demanding that when you're a senior, you don't want to--you can't give up that time for this one course. You need--it's hard enough without laying this other course on you. And maybe that combined with the fact that you can't keep going back to the well and asking these people, [the top-notch speakers], to come back and do it. And since they were the best in their field, then you're going to have to go to the second best or the third best and so on. So they weren't that exciting speakers. But there may have been other reasons, too.

Incidentally, I've got my dates mixed up here. John Dickey—[for] whom I had a great respect, and whom I served as special assistant for three years before he retired--was quite a tired person by that time. He was president for 24 years, and that's a long time to do that. And he was a tired person. And so because a lot of it depended upon his "oomph", you know, and when that flagged a little bit, I guess, at the end. That may have affected the course. I don't know.

CARROLL: Now, you were brought back in '67, if I understand it correctly, to help organize the Bicentennial celebration at Dartmouth College. Is that right?

FANELLI: Yes. Well, I'll give you a little bit more on that.

CARROLL: Oh, good.

FANELLI: We had come back...What did I say, '57 to '62 I was in the Foreign Service, [5 years in Rome as an officer in the U.S. Information Agency]. And some other time, I'll tell you about how that happened. But when we came back, I was assigned to the State Department, on loan to the State Department, the Bureau of Educational and Cultural Affairs. Because the fellow that had been my boss in Italy, who was the head of all the USIS operations in-- it's called USIA [United States Information Agency] in the United States and USIS overseas; so sometimes I say USIS instead of U-S-I-A. But the fellow who'd been the PAO, the public affairs officer, for the whole country and with whom I had worked, and whom I liked very much, his name was Alfred Boerner, B-O-E-R-N-E-R. And he was so good with languages, and especially with German, that he served in Germany; that was one of his posts after the war. And he would get on the radio and have a program. Unbeknownst to a lot of people, he was an employee of the US. He would begin his evening commentary on the news with "Hier spricht Alfred Boerner." Like that. And everyone thought this is a German who's--

CARROLL: That's wonderful!

FANELLI: He never disabused them of that notion. He absorbed Italian like that, like a sponge. He was a great guy, a little short guy, pudgy, and very bright.

CARROLL: And so you had been brought back on loan to the State Department.

FANELLI: In fact he called me when we were still in Italy, in Rome. He called me and said, "Alex, I understand you're coming back at the end of your tour." And I said, "Yes, I am. Why?" And he said, "Well, how would you like to come over to the State Department and work for me?"

CARROLL: Amazing.

FANELLI: And I said, "What are you in the State Department?" He said, "I'm the deputy assistant secretary for Educational and Cultural Affairs." I said, "Gee, that sounds exciting. What would I be?" He said, "You'd be my assistant." [Laughter] So I was an assistant to the assistant secretary of state for Educational and Cultural Affairs. And I did that for four years. And then went...USIA decided that they wanted me back. And I went back there and was in the Office of Policy and Plans, which is at a higher level, and I was the advisor for Cultural Affairs there. That was for a year that I did that at the policy-making level.

CARROLL: Now did you spend some time, did I read it, at Mississippi State?

FANELLI: Yes. That was before I went into the foreign service.

CARROLL: And were you teaching there?

FANELLI: I was teaching and doing research, yes.

CARROLL: Is that a traditional--what we now call a traditionally black institution?

FANELLI: No.

CARROLL: Oh, I see.

FANELLI: It was a traditionally non-black institution.

CARROLL: I think that's Jackson State? What was it like to be in Mississippi in the 50's?

FANELLI: Well-- And teaching sociology.

CARROLL: Oh, my goodness!

FANELLI: Which has to do with racism and things like that. And I will tell you, Jane, that I taught it exactly the way I would have taught it at Dartmouth, and the way I did teach it at the University of Michigan when I taught there. I started work on my Ph.D., and I was accepted at the University of Michigan. And I was also teaching because I had to live. I did that for about two years, I guess. And I had part of my dissertation written--I had three chapters of it written--and I sent each of the chapters to a different journal, the Journal of

Sociology and so forth and so on. And each of them was published in these three journals. And then I had a falling-out with my thesis advisor, who was not a very nice guy. And so I just said, the hell with it. But I was offered a job at Mississippi State College.

CARROLL: That must have been very hard to make the transition from Michigan to Mississippi.

FANELLI: Well, it was. But oddly enough, it was a very...The community, the university community--it was called a state college at that time, now it's called a state university--was full of nice people, most of whom had done their graduate work in the North, you know.

CARROLL: What city is it in?

FANELLI: Starkville, Mississippi. Very aptly named because it is stark. Well, there are lots of stories I could tell you about that. But we needed to get out of Mississippi. Not because we were so upset with it, but because it was beginning to affect our children. One way, for instance, was public schools. You know you have separation of church and state. But they would start every morning with a blessing and some sort of Baptist thing. And then everything was Jesus this and Jesus that, and so forth and so on. I mean, I have great respect for people who are religious. I think it's marvelous if you can have something like that. Neither Betty nor I is particularly leaning that way, and so we were upset. Also it was affecting things like their speech patterns, you know. Everything has two syllables. Chris had a friend whose name was Tim. And it took us a long time to discover that because he would always call him Tiyum. Like Tiyum, T-I-Y-U-M, Tiyum.

CARROLL: [Laughter] It was time to go.

FANELLI: It was time to go. And what happened was--I'll just give you this little bit. I worked with a very wonderful Virginian named [Bill] Buchanan. That's his last name. What was his first name? We always called him "Buck." Bill Buchanan, I guess. And we did research together. He was a political scientist. He was a Princeton graduate, but a real Virginian, you know. I mean he would not teach a class without his jacket on, for instance, in Mississippi. I was lucky sometimes to have a shirt on. [Laughter] We used to do research together. And he got involved in something, a dispute, which--I don't know why I didn't get involved in it. But anyway it had to do with some terrible action by the president [of the college]. Or

something the president had said, or something like that, of Mississippi State. [Buck] felt that that was beyond the pale, you know, having to do with racial questions. And he just said, "I'm going to look for another job." And he went to Washington to all the research institutes. He had done work with [an important social psychologist] named Hadley Cantril at Princeton, public opinion research. And that was an area that I was interested in, too, and we did some good studies together in various towns in Mississippi.

But he went [to Washington], and he went into the US Information Agency, and he asked for the research department, and they sent him up to research. The fellow who directed research was named Leo Crespi. Very interesting guy. And Buck laid out his credentials. He had a curriculum vitae there, and he gave it to him. And Leo read it, and said, "Gee, this is very good. You've worked with some very good people. But," he said, "now what I need, is a guy with some of these credentials, similar credentials, but who can speak Italian." And Buck said, "Oh, I just left a fellow like that back in Mississippi." [Laughter] And Leo Crespi pushed the phone towards him, and he said, "Call him up."

CARROLL: Really! And they called you that day?

FANELLI: They called me right then.

CARROLL: Did Buck ever get a job?

FANELLI: No, not there he didn't.

CARROLL: [Laughter] But you did.

FANELLI: But he did somewhere else. Yes. And Crespi got on the phone and said, "I need you. I'm very interested in this. And would you come, stop by, to have an interview?" I did, but it was about two or three months, because this was in the spring, and I had to wait until the summer until after I'd finished teaching. So I went-- We almost didn't go to that interview because we were looking for a place to stay. We were driving from New York back to Mississippi, and we went through Washington. And we had to get a motel and then had to go all the way back into town to have this interview. But I did, and they were very excited. They needed a fellow to go and be the research officer for them in Italy for all the USIA operations.

CARROLL: You went directly from Starkville to Rome?

FANELLI: Not quite directly because they give you training, about a month or two training. And then we went in--I've forgotten the month now. But that was, you know, one of those things in life, just if you'd turned this way instead of that way, everything would have been different.

CARROLL: So you believe in serendipity.

FANELLI: Yes.

CARROLL: And you spent your time in Rome, and then you came back, and you spent some time in the State Department. And then you're back in the Foreign Service Office. Is that right?

FANELLI: Yes.

CARROLL: And how did you then get the call to come back to Dartmouth, and why did you take it?

FANELLI: Oh, well. What happened was that our son died in 1965. And you can imagine that that was a pretty big shock. And while I had, you know, my work to take my mind off that as much as it could, Betty didn't have that. And she was in a real depression.

CARROLL: Understandably.

FANELLI: So for some reason we...I said something about, "Let's go back up to Hanover for a weekend or something and see. We're not always going to be here or in the foreign service." I said, "We want a place to retire. Maybe we can find something up there." So we came up. Our original idea was to buy some land. But the real estate guy, after he'd shown us several patches of land, said, "Let me show you a place, but it has a house on it." I said, "Well, you know, if we're still in the foreign service, we'll probably be in the foreign service for another 25 years." And he said, "Come and see this house." So he took us up to Balch Hill. And I've forgotten the name of the road now [Ledge Road], but we were near the end of it. And there was this beautiful house with a great view of Vermont, looking out [to the west]. And it had a lot of bedrooms. There was a lot of room, and it was great. And just to come to the terminus of the story, we made an offer on it, and it was accepted, and we bought the house. And we rented it immediately to some people because we couldn't just let it sit there all the time.

Then the following summer, between tenants, because these tenants had to go somewhere else, and then some new tenants had agreed to come in. Between tenants there was a period of about three weeks or so, and Betty and I drove up. And friends in Hanover gave us cots, and lamps and stuff, because there was no furniture. And we stayed there for I think it was two or three weeks. And I said to Betty shortly after this period, or in the middle of this period, I said, "You know, you're a different person when we're up here." I said, "You're laughing, you're--you know...." And she said, "Yes. I think if I could come here and live, I could make it." So I said, "That's--don't say anymore. We'll arrange that." So I called Herb [Herbert] Hill, who was a professor of history whom I'd taken a course with after the war, and he was a very nice guy. We'd come to know him and his wife, Leland, who is still alive; Herb is no longer alive. And they were nice to us in many ways. We had small babies then, and they would let us come and do the laundry at their washing machine.

CARROLL: A true friend.

FANELLI: Right. And in other ways they were very nice. And I said, "Herb, it's very important for me to get a job at Dartmouth College." And he said, "Well, I'll talk to the president about it." Which he did. And John Dickey's dilemma was that he did not know of any slots where I would fit in with this thing. Then I was making a peck of money, because I had risen to a fairly good level in the rank ordering. And that was so much beyond what the salaries at Dartmouth were, that--you know--he couldn't do anything about it. [Text deleted at the request of the narrator] by narrator]

And I phoned. I said, "Forget about the money. That's not the important thing. This is much more important that I have a job rather than [what my salary is]." And so, finally, to bring it to a close here, I was...This is incredible because usually if you've had a post like Rome for five years, then your next post has got to be Ouagadougou. And I was offered--I don't think this had anything to do with me, but it had to do with the fact that they needed a warm body in this post--London, as the next place! Cultural Affairs.

CARROLL: Oh, and so you had to say no to London and yes to Hanover?

FANELLI: My boss in USIA couldn't understand why I hesitated even five minutes, to say, "Yes, I'll go." And finally he said, "If you want this job, you're going to have to give me a firm answer right away." And

then I explained to him. I said, "Look, this has nothing to do with the job or anything like that." I said, "This has to do with my getting a job at Dartmouth which is very important to me." And he understood that, I think. So finally I called Herb, and I said, "Look, I've got to make a decision here. I can't...If there's nothing in Hanover, please tell me right now because I'll have to make other plans." And he said, "Let me go and talk to the president again." So that's when John Dickey got the bright idea of saying, "Well, I need a special assistant for the Bicentennial." Because the Bicentennial was coming up in '69, I guess. And there needed to be planning for it. And I've forgotten when I came, was it '67?

CARROLL: 'Sixty-seven is when your record starts.

FANELLI: Yes. Right. Okay. So then I came...We came up in '67, and I took a--I've forgotten how much the cut was--but it was somewhere between a third and a half of what I was making before. But that has nothing to do with this. Money is only important in other situations.

CARROLL: Then what was your job actually as the head of the Bicentennial Committee?

FANELLI: Well, I wasn't actually the head. I was [John Dickey's] special assistant, the liaison to the Bicentennial Committee. Frank [Franklin] Smallwood was the chairman of it. And then later he had to--I've forgotten the sequence of this...Titles don't impress me very much. But I think later he had to stop doing that for some reason. And he said, "You're the chairman now." So I had to chair that. But I enjoyed it. It was a lot of fun. And we developed a pretty good program for unusual events, like having Lord and Lady Dartmouth come over...

CARROLL: That's right.

FANELLI: and be at the ceremonies. And then there was another thing. The first meeting of the Board of Trustees was held in a little place somewhere in--I've forgotten the name of the town even [Keene, New Hampshire]--in an inn. And we went back there. We decided that we'd have our trustees meeting there to celebrate our 200th anniversary.

CARROLL: And recreate it?

FANELLI: Yes. And they liked it very much. But it was in connection with all these efforts that people were doing them, and somebody had to keep track of them all, and [sure] that they worked. One was a commemorative stamp. There was a commemorative stamp. It was done by [the] college designer [John Scotford] But the thing was we found out you [couldn't] have it because Eisenhower was the last one who got a stamp like that for Columbia, then they made a rule that you couldn't have--universities couldn't have--this [kind of memorial stamp any more].

CARROLL: I didn't know that.

FANELLI: The only way we got it was that the Dartmouth College Case, the sesquicentennial of the Dartmouth College Case, came up in that same year. And so we had him do a--hmmm

CARROLL: Daniel Webster?

FANELLI: [Scotty] did a Daniel Webster stamp, and Dartmouth Hall was in the background. And it says "Dartmouth College Case".

CARROLL: I've seen that stamp.

FANELLI: We used to have some. We got a bunch of the stamps. We used to put them on everything. So I don't think we have any more. And that was one of the things that we arranged to have in Washington, D.C.--the announcement of that and the...

CARROLL: Unveiling.

FANELLI: ...unveiling of it. And we did that because we knew [an alum] from the Class of '32 who was the judge of some court in Washington, D.C., Court of Appeals--[I think]. I've forgotten his name, too. [Was it McIntyre?] Oh, what a terrible mind. A terrible thing to waste.

CARROLL: [Laughter] You're doing real well.

FANELLI: And that was good. And Betty really did--it was like a tonic. Because we had had such wonderful memories of living in Hanover.

CARROLL: When you came back, that also was really towards the end of Dickey's time there.

FANELLI: It was. I just worked for him for three years; that's all, and then he departed. And, you know, it was good for him that he did that, and good for the college that he did that. Because he was getting--he had just worked too hard all those years.

CARROLL: I had someone tell me--I'm trying to think who this was now; maybe it was Jere Daniell--that he thought Dickey became worn out because of the protests, the Vietnam War protests that were going on. Did you have a similar impression?

FANELLI: I don't have that. The only person I know, the president that I know, that was really involved with protests when they came was John Kemeny. I mean there may have been protests before. It was--

CARROLL: Well, the Parkhurst takeover comes at the end of Dickey's reign.

FANELLI: That's right, that's right. Yes. You're right there.

CARROLL: And the [William] Shockley Incident comes after the takeover.

FANELLI: Yes. I was the next to last person out of Parkhurst.

CARROLL: Were you?

FANELLI: Yes. Because I resorted to all sorts of ruses. I said, "I have to go to the bathroom. Excuse me." I was up on the third floor where my office was. And I was being escorted out by these bullies. And don't misunderstand me. I'm usually on the side of protest and of students. But these people were just, unconscionable. And so [on the 2nd floor] I stopped, and I went to the bathroom. They let me--

[End Tape 1, Side B--Begin Tape 2, Side A]

CARROLL: ___ part of the protesters?

FANELLI: Mmmm hmmm.

CARROLL: It's nice to get an account from someone who was not protesting.

FANELLI: Right.

CARROLL: So you were saying that--

FANELLI: I was the next to last person out.

CARROLL: Yes.

FANELLI: So finally I couldn't delay any longer, and I went downstairs. Someone said to me, "The only other person who's in is Dean--" Oh, little short guy.

CARROLL: I'm trying to think of who that could be...

FANELLI: His office was in the basement area of Parkhurst. Oh, gosh! I can just see him. [Spike Chamberlin] And he locked himself in his office, [laughter] and they couldn't get at him. And he stayed there. And I think he either stayed all night in his office, or he opened a window later and...

CARROLL: Got out?

FANELLI: climbed out.

CARROLL: Were people worried that the people who took over the building would destroy files or the offices themselves?

FANELLI: That was part of the worry, yes, because they were unpredictable. You know they were...And there were people who were close to being terrorists. I'm not trying to overdramatize it, but they had the same mentality as terrorists have. That is, in order to get people to pay attention, you have to do something very, very exciting and provocative. And those were the SDS people, the Students for a Democratic Society, which is a ridiculous name when you think of what they did. And I don't mean to say that all of them were. Because there would be some people, upperclassmen, who were SDS people. And they would indoctrinate the freshmen who were gullible and would pay attention to them. But even people...

There was a guy on the faculty named Jonathan Mirsky. You've probably got a lot on him.

CARROLL: Yes.

FANELLI: He was a very nice guy, Jonathan. And one time in one of these takeover type things where all the students were lined up the stairs

like this, on both sides of the stairs that would come down in Parkhurst; he finally got at the top of the stairs, at the railing there, and looked down at them all, and he said, "This is not educative. What you're doing is not educative. No one is learning anything from it." He said, "So I advise you to depart." Which they didn't do. And he was the one who was, you know, very often accused of being an instigator of things. But he didn't. He spoke his mind about things, and he was probably pretty far left, but he could differentiate between actions that led you to some enlightenment about something and actions which were stupid.

CARROLL: Did people have a sense on campus that things were building towards the Parkhurst takeover? Or did that take everyone by surprise?

FANELLI: No, I don't think it took anybody...It certainly didn't take the administration by surprise because John Dickey had that legal paper all made out and everything. That was what got the governor involved and the state troopers to come and put an end to it, and...

CARROLL: And is that what led to the state troopers arriving?

FANELLI: Oh yes, but also the governor was a Dartmouth graduate. [Walter Peterson '47]

CARROLL: Oh, okay...

FANELLI: And he was very conscious of the fact that it made all the difference how you went about this. He was convinced that you had to get them out of there, but you had to do it in a way that nobody would get hurt, nobody would pull out a gun, or...He had [the troopers] leave their sidearms-- I don't think they even took sticks in with them, you know, like nightsticks. They just walked in, and then they...These guys were, I guess, ready to come out pretty much. And they escorted them out, one by one. And the basis for all that was this document that--I don't [remember] what it was called.

CARROLL: I don't know what it was called. But there was a special legal document that made Parkhurst temporarily a part of the state? Wasn't that it?

FANELLI: I don't know what-- I've forgotten what it was supposed to do.

CARROLL: It's in Cory Wishengrad's dissertation which I've looked at and I'll have to look at again.

FANELLI: Yes. But you see the fact that we had that--I say "we"; I didn't even know about it, I don't think--the fact that John had thought of it, John Dickey had thought about that, meant that he was expecting that something would happen.

CARROLL: Now, the protesters, the people who took over Parkhurst, spoke and felt ROTC and the elimination of ROTC was their goal. Was that the understanding on campus at the time, or did this come about after the fact?

FANELLI: I'm not sure. I remember that it was expressed, but I don't think that was the only thing that they were complaining about. It certainly was one of the things.

CARROLL: And why was ROTC such a target?

FANELLI: Because these people felt that the military was dictating certain things to the college, and setting precedents for things that might be even more demanding; and there were some things that were legitimate about that. The people who taught ROTC courses, for instance, who were military people, were not necessarily--had no special degrees or anything in order to do this. But then they were considered members--because of the way the contract was written up--they were considered members of the faculty. And they would go to faculty meetings and vote and things like this, as I recall. And that was not a popular concept with the faculty.

CARROLL: I didn't realize that.

FANELLI: Well, you might check that and see if my memory is correct on that.

CARROLL: Well, I'm sure you're right. I just hadn't really thought about that. Right about this time, then, after the Bicentennial, after the Parkhurst takeover, there is the big search for a replacement for John Sloan Dickey. How aware were you of the search that was going on?

FANELLI: I knew there was a search going on.

CARROLL: But the details of it?

FANELLI: I did not know the details at all.

CARROLL: So were you surprised when John Kemeny was announced as the replacement, the successor?

FANELLI: I don't think I was surprised because if you had to pick a...Let's assume that they wanted the qualities--What you want is a person who is a respected teacher and scholar, and he was probably the most popular teacher at Dartmouth at that time. And he was a good teacher. [On an oral history tape I later did with Kemeny]-- I ask him a question about, when did you first know--when you first got the job at Princeton, when did you first realize--? Were you a good teacher right from the beginning? And he said, "Yes, I was." And he expounds on that a little bit. But he said, "And I knew I would want...that was something I would always want to do." And, as you know, he insisted on teaching the whole time he was President of the College. And one of the things he said as to why he did that was that there's a lot of nitty-gritty things that you have to worry about when you're a president. And after a while, when they pile up, you know, it's not the best job in the world. But he said, "Then I could always look forward to my class," because he would have a class.

CARROLL: Isn't that nice.

FANELLI: He had two of the three--at that time it was three terms, I guess, that we had. Two of the three terms he insisted, and he would be teaching. Two of those terms he would teach a course in the math department, or philosophy. And he did. He said, "Boy, that was like a tonic. Just walking into the classroom was great."

CARROLL: Now, Mr. Dickey had not taught.

FANELLI: I'm not going to say, yes, he had not taught. Because he would give sometimes, he would give talks {in] the Great Issues [course].

CARROLL: Oh, sure.

FANELLI: And in a sense, since the Great Issues course was his idea, he was a teacher. You know, this was a concept for how to stimulate these people that couldn't speak to each other. And it's interesting, there was some very good follow-up after the GI course stopped. Why did I say "GI"?

CARROLL: Great Issues.

FANELLI: Great Issues, thank you. You know GI has another meaning.

CARROLL: Yes.

FANELLI: "Government issue". After [Great Issues] stopped, there were surveys done. I think the best one, probably, was done about five years after it finished, for that class would have been out [of college] five years. And the question was kind of an innocent question: What do you remember most about Dartmouth--courses at Dartmouth? And by far, if my recollection is correct, by far the one that [had] made [the] most impression on them was the Great Issues course. And this was true whether they were medical students, premeds, or whatever, when they were in school. And these premeds who had bitched about having to write these reports, papers, and this and that, they said those were some of the most important things that they'd done at Dartmouth.

CARROLL: It made them think about more than just the grade at the end.

FANELLI: Exactly. Yeah. So-- I forget why we got onto this.

CARROLL: Well, we were sort of talking about Kemeny teaching while he was still president.

FANELLI: Oh, yes, yes.

CARROLL: And what I'm curious about, just to back up a little bit, had you known John Kemeny well before you went to work for him?

FANELLI: No, I had not.

CARROLL: So, when it was announced that he was going to become the next president, you'd had no personal sort of feelings about it.

FANELLI: I had no...I knew who he was, of course. And I knew he was a teacher, who was much in demand. And much later I asked him if I could audit a course with him, and he said, "Yes, but you have to do the work." [Laughter] So I did that. I'm not sure I did all the work. But I could see why...He was just...You had the feeling that he was concerned about you, no matter whether there were 15 people in the class or 150.

CARROLL: It's not often when you hear of a mathematics professor being praised for great teaching. Mostly people tend to think of math as a very dry and distancing and analytical subject. I think that sort of speaks well for him as...

FANELLI: He himself speaks very highly of other teachers that he had who were mathematics teachers--and on that tape that I listened to this morning--and who influenced him and made him want to be as good a teacher as they were.

CARROLL: And that ___.

FANELLI: He was-- The fellow [John] von Neumann, N-E-U-M-A-N-N.

CARROLL: Sure.

FANELLI: That he was particularly--and this is not revealing anything because he said this in public before--that he was a very important person.

CARROLL: What I'm curious about when I look at John Kemeny, I see someone who doesn't seem to fit the Dartmouth mold at all. Not athletic, not a Dartmouth grad; intellectual, very left-leaning, of Jewish heritage--all those things that seem to go exactly against the mold.

FANELLI: Mmmm hmmm. It's wonderful.

CARROLL: Isn't it? But I'm curious about two things: One is that, how he was sold and sold so effectively to the alumni, the trustees, etc. And two, how he himself became so attached to this institution.

FANELLI: Well, those are two good questions. In the first place, I would say, he was not "sold" to the alumni, although one would think that he would have had to be. He sold himself to the alumni. He realized that the alumni were very, very important in the growth of the college and in the future of the college. And that they were not something that could be [dismissed]..."they don't understand; they're alumni." I would go with him sometimes on those [alumi] trips. He had a backbreaking [schedule]--and he did it in the spring-tour of alumni clubs, where he'd visit 14, 15 alumni clubs and speak to them. And he was such a really magnetic speaker that he convinced a lot of them because what he said made sense to them eventually. And he was never dishonest about what he said about the college. If he made a point about something, he had all the stuff

to back it up; this was really what was true. So he did that, and it had results. If you take a look at the Alumni Fund--do you have that first five-year report?

CARROLL: Yes, I do.

FANELLI: You do have that.

CARROLL: I've got that, yes.

FANELLI: You notice where he says in there about how the one thing that went up, up, up, up, up over the years that he was involved--well, and even before and after that--was the Alumni Fund. That, through good years and bad years, it just kept going up. Even though there had been these, kind of, "earthquakes" of coeducation and equal opportunity and, my God, bringing Indians in here to study. So he was very respectful of alumni--the potential for either good or evil among the alumni. There's one point in that [report] where he says, "That's the last time I ever misjudged or made the error of assuming that alumni would feel this way about that." But of course when the alumni who happened to have three daughters, let's say, who sequentially were admitted to Dartmouth, it was pretty hard for them to be critical of coeducation, you know...

CARROLL: Ruth Adams said something similar.

FANELLI: Yeah.

CARROLL: She said that it was easy for alumni to be appalled at the idea of coeducation until their granddaughters got in. [Laughter] That was sort of her take on it. And what do you think, then, tied John Kemeny so tightly to this institution?

FANELLI: Oh, two things: One is that John was a person who was very challenged by problems that were fairly large and which required some skill to fix. That's why he took the job of chairman of the department...

CARROLL: Of the math department...

FANELLI: ...of the math department, because while the math department was a good department in a certain sense, it was nowhere near what a school of the importance of Dartmouth should have had at that time. That wasn't John Dickey's fault because John Dickey had

begun making changes and upgrading it. What [John Kemeny] got a thrill out of, and satisfaction from, was solving problems of that kind. And he realized that he could do that. Your question at the beginning was what? Something about--

CARROLL: It just seems...He had none of the normal connections to Dartmouth that one tends to think--

FANELLI: Right, right.

CARROLL: --tie you to the institution. He clearly felt very tied to.

FANELLI: Yes. Somewhere he said that if he didn't--if he'd found that he couldn't...I've forgotten how this goes now. Someone asked him once whether he would have quit and gone back to Princeton if he couldn't do what he wanted to do with the math department. He was hired really to make it, to become the chairman. He wasn't the chairman the first year, I don't think, but maybe the second year or so. The understanding was that the second year he was chairman. Then he had free rein to make it the kind of department that an institution of Dartmouth's longevity and rank should have. He said, no, that he wouldn't have gone back to Princeton. But that he thought he could do it.

CARROLL: Mmmm hmmm. And he did it.

FANELLI: And he did it. Yes. I know what you're saying about the alumni accepting him. But I think it was just his sheer--well, it was two things--one is the power of persuasion that he had. A lot of people heard him on these tours, you know, at the alumni clubs which were much more popular back then than they are now. They're dying, they're slowly dying for various reasons. What else was I driving at?

CARROLL: You were talking about him being very persuasive personally, when he would go out and sell himself that way.

FANELLI: Yes, yes. And, oh, the other thing was that you may be exaggerating--or, in your mind you may be exaggerating--the extent to which the alumni embraced John Kemeny. There's a [considerable number of alumni] for instance, [involved in]--what is that called?--the Hopkins Institute or whatever it is. They would just as soon have seen John Kemeny ousted many years ago...

CARROLL: Were these the same alums who were resistant also to coeducation?

FANELLI: Oh, yes.

CARROLL: I would imagine.

FANELLI: Absolutely. And they were probably some of the alums who made Ernest Martin Hopkins have some sort of--I don't know whether it was a written clause or an understood clause about percentage of Jews who would be admitted. And I personally have to say that I am grateful to Hopkins, because [he was President] when I was [an undergraduate]. I wrote something once that-- [Well, let's just say that he could easily have kicked me out of Dartmouth, but he decided not to do that].

CARROLL: Don't say it if you don't want to. But it sounds interesting.

FANELLI: [Text deleted at the request of the narrator]

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FANELLI:

CARROLL: When John Kemeny was inaugurated as president, then he started assembling his staff. How did he come across you and your name?

FANELLI: Well, I was already a part of the office staff because I was special assistant to John Dickey.

CARROLL: Now, the Bicentennial was past.

FANELLI: Yes.

CARROLL: What was your job at that point?

FANELLI: Oh, I just was a special assistant. Now, what year are we talking about?

CARROLL: 'Seventy.

FANELLI: 'Seventy, okay.

CARROLL: And Kemeny comes on.

FANELLI: Kemeny comes on, and...I don't think there was anything connected with the Bicentennial to tidy up after that.

CARROLL: The first thing you see in the paper is he makes an announcement, Kemeny does, that he's going not to change the staff very much.

FANELLI: Right.

CARROLL: And he mentions both you and Gil [Gilbert] Tanis by name as people he's going to keep on.

FANELLI: Right. I was going to mention Gil.

CARROLL: Do you remember what he first gave you as a task or asked you to do?

FANELLI: I honestly can't. But what I want to say is that he discovered fairly quickly that he and Gil Tanis did not get along very well. Not that they didn't get along very well; Gil Tanis didn't really understand John Kemeny very well. [Text deleted at the request of the narrator]

And he eventually--I can't remember when he did this, but I don't think it was right away--but he came, and he said to me, "Alex, I've got this problem. I'm just not happy working with Gil." He says, "But he's been in this office for a long time, and I don't--"

[End Tape 2, Side A--Begin Tape 2, Side B]

CARROLL: Exactly.

FANELLI: Okay. Well anyway, he said, "What am I going to do about this?" And I said, "Well, you can't just fire him, and you can't just put him in some place that--you know, say, 'I'm reassigning you to this.' Unless the "this" is something that puts him in a better light than being [assistant to] the president." And he said, "Well, what could we do?" And the only thing that popped into my head was continuing education. And I said, "Well, what about just giving him the directorship of [the Dartmouth Institute]," which at that time was in Tuck School, I think. And he said, "Gee, that sounds like a good idea." He said, "Do you think he would like that?" And I said, "Well, not only would he like it, but I think, but he'd be good at it." Because [Gil] was a fellow who was very at ease with business people. And I [really] think [Gil] did a [very] good job when he was there, [at Tuck].

CARROLL: He seems to have been very happy there when you talk to him now.

FANELLI: I think so. I never had much [work relationship] with [Gil] after that. And if he recognized the fact that he and John, were not on the same wavelength, then that explains why he accepted that so quickly and readily.

CARROLL: Now almost immediately-- Well, I shouldn't say that quite. But very soon after Kemeny was in office, there was the oil crisis. And with that came then the problems of great inflation.

FANELLI: Yes. About [a] million dollars that--

CARROLL: More.

FANELLI: That needed to be found.

CARROLL: Yes. Exactly. How was that handled, that oil crisis?

FANELLI: [Text deleted at the request of the narrator]

CARROLL: When you read the minutes and see the notes flying back and forth, you realize that this really preoccupied people for a fairly long period.

FANELLI: Yes. Well, I shouldn't say that because I don't know [much] about it. But what they did was to launch a campaign--to have people realize, you know, like they do in a community: Use fluorescent bulbs and save electricity and so forth. That kind of stuff. And there were competitions between dormitories to see who could save the most. And those were published in the paper all the time, you know, like such and such, "North Fayerweather has set a new record" and so on.

CARROLL: They seemed to get pizza when they did that. [Laughter]

FANELLI: Yes. So that's how the thing was done. But they just had to get the money. They had to reduce the demand on the power and use it well.

CARROLL: And at the same time that that's happening and there's this financial crisis, is the same time John Kemeny is trying to increase the numbers of African-American students and Native American students and going to the trustees and asking for more money for scholarships. Was that plan ever put in jeopardy because of the financial crisis?

FANELLI: I don't think so because we were so committed to that, and the trustees themselves. Because there was a Trustees' Committee on Equal Opportunity, which gave a report at some point (I've forgotten the date now).

CARROLL: I can look that up [1968].

FANELLI: It was [the McLane Committee chaired by John McLane].

CARROLL: Well, Kemeny had actually been on the Committee on Equal Opportunity before he became president.

FANELLI: [Text deleted at the request of the narrator]

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FANELLI: And [the acceptance of that] report pretty much obligated the trustees, in a sense, you know, to move ahead on this. I don't think the million dollars' worth of oil hikes would've-- I mean it presented

a challenge, but they would certainly see that the equal opportunity recommendations of this committee [were top priority].

CARROLL: Now, when Gil Tanis was moved over to Continuing Education, who took his job?

FANELLI: Well, essentially I took it.

CARROLL: You took it over, okay.

FANELLI: Well, when we were talking about this, John said, "I would like you to be my assistant." And he set it up. My title was special assistant at the time. And he said, "Is that title all right? Or do you want any change in title?" [Text deleted at the request of the narrator]

"Would you have any preference?" And I said, "Well, executive assistant to the president sounds good to me." And he said, "Okay. It's all right with me." He often made decisions quickly [snap] like that. He wouldn't say, "let me think about that for two days."

CARROLL: And then did you know immediately what that job would entail, or did it evolve over the...?

FANELLI: It evolved.

CARROLL: What did it end up becoming?

FANELLI: Oh, gosh, have you got three more hours?

CARROLL: Yes, I've got three more hours, do you? Do you remember the first task you took on for him?

FANELLI: No.

CARROLL: No? So you remember just important ones, you think?

FANELLI: No. I'd say it wasn't that kind of an operation. One of the things was this: And this sounds self-serving, but I don't really care whether it sounds that way or not. Very quickly John discovered that reading all the mail that came in was not his cup of tea. What he wanted-- and I was so happy that he decided this because it wasn't a

profitable use of his time--was to have someone read the mail--some fairly intelligent person read the mail--and decide which things he should worry about, and which things should go to somebody else, or which things could be answered and then he would have a draft and sign his name to it. And when he first got the job, he wanted to see everything, which was very good because he could make a judgment then about it, i.e. "seeing everything."

[So] after the fourth or fifth day, he said, "I don't want to see everything." He said, "Would you look at it, and make sure that things that are supposed to go somewhere else, go somewhere else; things that are supposed to be answered by me, are answered by me." So I said, "Sure." And I said--I didn't say it to him--but to myself I said, why don't I save him some time. If [I think] I know what he would say in response to this letter, why don't I draft a letter and put it with the [incoming] letter, and he can look at it. And if he likes it, fine. If he doesn't like it, he can dictate his own. I did that, and I always used yellow paper, and I did it very often just in longhand. And then clipped it to the [incoming] letter and it went in. He liked that idea, and he used my letters, my drafts, I won't say in every instance, but 90-some percent of the time he would say that's a fine answer, either to himself or to me. And he would just give it back to Ruth LaBombard, and she would type it, and he would sign it.

In fact, I got so--after you do something for quite a while, you either get adept at it, or you don't have that job anymore--so I got adept enough so that on a broad range of different kinds of things, from people who liked him very much, from people who hated him, I could answer--I could draft--the letter that John Kemeny would have drafted if I hadn't been in between. And the time when this came to me--the proof of this came to me--was one time when John Meck... You know who John Meck was?

CARROLL: Yes. He was financial?

FANELLI: The treasurer of the college.

CARROLL: Treasurer, yes.

FANELLI: And financial officer. John Meck came in to my office, I guess it was, and he said, "Alex: boy! John wrote a wonderful letter" to So-and-so about that. "That was really the right angle to take on that." And I smiled. And he said, "What are you smiling about?" And I

said, "Well, I wrote that." [Laughter] And he said, "Oh, but [it] sounded so much like John." And I said, "Yes, I know."

CARROLL: "I often do."

FANELLI: That's what you have to do in that kind of a thing. He said, "But you used expressions that he would have used." I said, "Yes." So that was the highest compliment I could get.

CARROLL: I can imagine.

FANELLI: And I don't know what the percentage was, but over--11 years was it?

CARROLL: Mmmm hmmm.

FANELLI: I think there were only two occasions--and that's out of thousands and thousands of letters--that he put an X over my [draft], and dictated a letter. And [in both cases] I agreed his letters were better than mine. And in most of the others it was maybe a word here, a word there, but in the great majority of them he would not change a word of what I had written.

CARROLL: Right.

FANELLI: So I could understand him. I got to know him well enough to think, well, John would say this in that case.

CARROLL: Now, was Ruth LaBombard in there from day one. Or did her position change over time?

FANELLI: Her position changed over time. I can't remember if she was in there from day one because I just don't remember who was in the office.

CARROLL: Well, I know she worked under Dickey for some time.

FANELLI: Then she must have been in the office when John came. The thing that I always felt-- I really loved Ruth LaBombard. And I always felt that she should have been something more than a secretary. So one day I'm driving John to a speech somewhere here close by, in Vermont [I think]. And he said, "Alex, what would you think about making Ruth LaBombard--changing her to the administrative officer's staff?" You know whatever those things; they're different

things. This is their staff, secretarial staff, and then there's a different kind of--

CARROLL: AP-1's, AP-2's....

FANELLI: AP-1's and so forth, yes. And I said, "Gee, I think that would be marvelous." And he said, "Well, okay. I think I'll do that." I had been thinking that for quite some time, but I didn't think it was up to me to go and suggest that to him. But the fact that he thought of it himself was very nice.

CARROLL: Mrs. Kemeny speaks glowingly of Ruth LaBombard.

FANELLI: Oh, she was terrific.

CARROLL: And she says she kept the office humming.

FANELLI: Yes. She was very, very good at her work, and a very nice person. She was just a sweetheart.

CARROLL: And then when John Kemeny goes to work on Three Mile Island, is that when he brings in Elizabeth Dycus? That's about the time her name starts appearing on things.

FANELLI: Okay. Elizabeth Dycus, who was also a very nice lady, and whom I liked, had something to do with the--wait a minute, I'm mixing things up here. When was Three Mile Island?

CARROLL: It should be, I think, '74. Does that sound right?

FANELLI: I'll accept any figures.

CARROLL: [Laughter] Oh, I can say whatever date? '74.

FANELLI: '74, okay. Now where did Elizabeth Dycus come from? I have a feeling that somewhere she had been connected in some capacity with the College before that. But I think he needed somebody who would take care of his Three Mile Island things, as opposed to Dartmouth College things. And as I recall, she used to go to Washington when things were being held there and do everything. Somebody had to coordinate everything, you know, and be a kind of communications interchange for that. And I think that was Elizabeth.

CARROLL: What I'm trying to get at is I'm trying to understand how he organized his office and staff and how that office ran with Kemeny as president.

FANELLI: Oh, well, one way of saying it is that it was Alex Fanelli!

CARROLL: That's what I was trying to figure out.

FANELLI: No, [I'm kidding, of course]. [There were] these people like Ruth, who were highly important. And we had other people. I had a secretary who was my secretary for a number of years. Well, over the years I had several secretaries. Not because I got tired of them, but because they either had babies or, you know, did things like that. But I had a very good secretary whose name was [Ann] Laurie--who was extraordinary in many ways like Ruth LaBombard was extraordinary in her position. One of the things I did was I was secretary to the Board of Trustees. You knew that?

CARROLL: Yes, I did.

FANELLI: And that was a good arrangement because I would have to prepare [for] the trustee meetings with things that were [coming up on that meeting's agenda]. I would have to get all the stuff together. And we'd run that past John, and he would say, yes, yes, yes. But you've forgotten so-and-so, so-and-so. And so we'd do that. And then [during the meeting] I took the minutes. Of course there was a secretary...there was a clerk on the Board of Trustees who was one of the trustees. For many years it was [Robert] Kilmarx. But what happened was that I took the minutes at a [separate] little table, sitting back from the table. I usually sat behind John Kemeny on one side of this big table. And I would prepare those [minutes], show them to John Kemeny, and he would approve them. Then we would send them to Bob Kilmarx, and he would sign them, and they'd go out to the trustees. Then I was also the liaison with the Council on Honorary Degrees, which sounds like kind of a not-so-great job. But it's very important because graduation--or commencement--is an important event, and who gets the honorary degrees is important.

CARROLL: And you get to have your picture taken with Meryl Streep.

FANELLI: And, I get to have my picture taken with Meryl Streep. It was important for me. And [Ann] Laurie, my secretary, was very good,

was helping me with that. But I was the [continuity] link between the Council on Honorary Degrees [from] one year [to the next].

CARROLL: You were the consistent one.

FANELLI: I was the person who went through all of [the meetings], and I would organize the first meeting. I would get everybody together. These were all faculty people, and people who represented the medical school and the Thayer School and Tuck School, like that. And then I would tell them what we had to do for the next umpteen weeks. Then I would say, "Now the order of business is for you to elect a chairman. So please go ahead and elect a chairman." They would elect a chairman, and that chairman would depend on me and Laurie for all the stuff about getting nominations and ideas from people, and like that. So that was fun, doing those things.

CARROLL: Now you can satisfy my curiosity. Who...How do you get the pool of names to decide who's going to get honorary degrees? Can anyone offer a name?

FANELLI: Who? I'm sorry, I don't understand. What do you mean, how do you get the pool?

CARROLL: Obviously each year you're going to have to choose who is going to get the honorary degrees.

FANELLI: Yes, yes.

CARROLL: Do you brainstorm and come up with a pool of names from which to decide?

FANELLI: Well we had a pool when I started [with the Council]. I inherited the pool from the previous year.

CARROLL: Ah...

FANELLI: But those are people who were passed over the previous year, either by the committee, the council I should say, or by the trustees. Because it's the trustees who eventually chose those. Or, as John says in his five-year report, that really the president gets these things from the Council on Honorary Degrees, and then he gives them to the trustees. So he really is the one who gets to choose, the president gets to choose. Which is, I suppose, true. But there

had to be somebody who had the memory of this process, and then got it started every year, and that was what I did.

CARROLL: You talked a little bit at lunch, and I'd like to get you to tell the story again, about John Kemeny's style. And you talked about him not ever ringing you to come in his office.

FANELLI: Yes. That never ceased to amaze me, that he would not pick up the phone and say, "Alex, I need you." He may have done that two or three times in eleven years. But it was always because there was somebody in his office that he had been talking to--either a student or somebody--and that he needed me there to do something. So [those were] the only times he ever did that. He was that kind of guy; he was nervous, sometimes full of vigor, you know. He was a fellow who--according to what Jean told me or maybe he told me himself--there was nothing that he liked better than to lie in a bathtub full of hot water in the mornings. He took a [hot] bath every morning and just relaxed in there. May have even gone to sleep, I don't know. But then he had odd habits. Like he would work in the middle of the night. He would get up and sit down at his computer and start working.

CARROLL: Was he an easy taskmaster, or was he very meticulous about things?

FANELLI: He was an easy taskmaster, but you'd better have it right because he would not hesitate to tell you--I mean, always in a nice way--that he was not satisfied with whatever you had done. Or that there was something else that needed to be added to that, and you should have remembered to do that. No, but he was--I was nine years older than he was, and he respected me. I think he liked me as a person. The relationship was a very easy one for me, as contrasted with the relationship with John's successor, which...

CARROLL: We'll get to that.

FANELLI: We may take another day for that.

CARROLL: That's right. The last thing I want to talk about today is, then, the invasion of Cambodia and then the shootings at Kent State caused a lot of campuses to erupt, but Dartmouth didn't.

FANELLI: Right.

CARROLL: Do you want to talk about that time at all and what Kemeny's action was?

FANELLI: Well, the first thing he did with the Cambodia thing, as I recall, was to suspend classes for a day. I think it was a day, but not more than a day. Maybe it was a Friday or something, and it went into holiday. He brought people together to talk about this, and said this is something that we have to face. And he was right. And so it seems to me that by opening the system up to discussion, you avoided some of the excessive things that happened in other places. And then Kent State was...Well, that just needed understanding...and shock, and horror.

CARROLL: They tell me he went on the radio and addressed--

FANELLI: He did.

CARROLL: --the Dartmouth community.

FANELLI: He did. I can't remember whether that is recorded anywhere. It should be, if it isn't.

CARROLL: I hope so, but I haven't found it yet [WDCR radio address, May 4, 1970 by John Kemeny]. But I haven't given up either. Well, I think that actually, as I understand Cambodia, it was not just for a day, but it was a week that he actually suspended classes.

FANELLI: That could be, yes. I'm hazy on it now. But he did the right thing. I just, you know, I have little visions in my head of times when students came and stretched out on the floor in the president's office, and I would have to step over them when I'd go in to see John.

CARROLL: But he always had open office hours for students, as I understand it.

FANELLI: Yes, every afternoon, no twice a week, I think. Monday and Friday afternoons.

CARROLL: Did that kind of openness help, do you think, to calm the campus?

FANELLI: Oh, I think so. Yes. He was a very accessible guy. There's one thing he did which...in this connection. The Dartmouth Review people were really treacherous. I know some of them have risen to

high places, but they were not nice people. They pulled a fast one when they asked for recognition by the college. The college had certain rules for recognizing any student organization. And they said that they were going to live up to these rules, whatever they were. You can look them up sometime. We were concerned after the first issue came out--they'd put out an issue of the Dartmouth Review. John felt that what we were--and I felt, too--that we were concerned about the fact that people would interpret this as the paper of Dartmouth, especially if it popped up in Wisconsin somewhere, you know, at someone's house or office.

And we said, "Call yourselves anything you want. Call yourselves a conservative weekly or something or other. But we already have a paper called The Dartmouth. And it would be best if you didn't--it would avoid confusion if you didn't--because some people are going to think [The Dartmouth Review] is the official paper of Dartmouth." This is a private enterprise. They didn't operate out of college facilities or anything like that. They had their own separate money that they got, and they passed [the paper] out for nothing, which indicates that if they had charged for it, it might not have been as successful as it was. Oh, and then after they said they wouldn't do this, they said they wouldn't print it under that, they, as I recall, what they did was they changed the name of their organization to the Hanover Somethings Society, or the Hanover This and That. If you look at the masthead, it says the Dartmouth Review, and then it is published by the Hanover Conservative or whatever it is. At least at that time that's what they said. So what they did was they tricked us. They had changed...We asked them to change their name. And what they changed was [the name of] this sponsoring organization, or whatever.

CARROLL: To small print.

FANELLI: To small print. And they used that in order to get approval from the [New Hampshire] Secretary of State for the license, or whatever it was for them to be a nontaxable organization. I don't know what it was they did it for. But you had to be approved by the secretary of state in order to get that. And the secretary had called us in the meantime, the secretary of state, whose name I've forgotten, said, "Does this have your approval?" And we said, "Well, we're not happy with this publication for various reasons..."

END OF INTERVIEW

INTERVIEW: A. Alexander Fanelli

INTERVIEWED BY: Jane Carroll

PLACE: Mr. Fanelli's home
Montpelier, Vermont

DATE: July 3, 1996

CARROLL: Third of July, 1996. I'm Jane Carroll, and I am here for a second session with Alexander Fanelli. We've been talking about John Kemeny's speeches and his response to Cambodia and the teach-in. Now, you were talking about "Night Line." What was that?

FANELLI: Well, that was a program that was on WDCR--or whatever the [college station was called at that time]. One was called WFRD, I think. And then the other was WDCR, Dartmouth College Radio, and I forget when they changed. But they interviewed important people about topics. And a fellow named Jeff [Jeffrey] Sudikoff was the [student] who ran it.

CARROLL: Is he the one who just gave the Sudikoff Building?

FANELLI: It could be, it could be. [I really don't know]

CARROLL: Was he always interested in communications?

FANELLI: Yes. I would not be surprised if that's...I've forgotten what class he was, but this is-- If I could find a date on this, I could probably tell you, because he was probably--

CARROLL: If it was during Cambodia, so he would have to be a class of anywhere from '68 to '76 [1977].

FANELLI: Somewhere in there.

CARROLL: Yes.

FANELLI: "This is a special 'Night Line' tonight, coming to you from a remote location. Not too remote, just off studio premises. We are at the

President's House, President John Kemeny's home, where we will be speaking with him. He will be our guest tonight, and we will be taking calls later in the program." And he tells about who's with him, engineering, and all that stuff.

CARROLL: Did people listen to this? Was this very popular?

FANELLI: Oh, yes, yes, [I believe it was].

CARROLL: And they called in?

FANELLI: Pardon?

CARROLL: And then they would actually call in?

FANELLI: They would call in with questions.

CARROLL: And was this just students, or was it also community people?

FANELLI: Well, the people who were conducting it were students. But since, I think, it went to the whole community, probably community people would also call. He says, "President Kemeny is our guest this evening, and we will be taking phone calls later in the program. We are going to delay the phone calls for about 20 minutes so that we can give you some things you might want to call in about. And there are a lot of things I want to find out about. Good evening, President Kemeny." "Good evening, Jeff." Kemeny says, "Good evening, Jeff." Sudikoff says, "And hi, David. I will let you start." And Kemeny says--he's so quick--he says, "That means, incidentally, for the listeners, that Jeff isn't prepared." [Laughter] And Sudikoff says, "That's right. That means whenever you say, 'obviously,' or 'in line with that, my next question,' then you know you don't know what you're talking about." [Laughter]

One of the other guys says, "Maybe the easiest way to work around would--" That's a non sequitur thing. "We haven't spoken with you for quite a while now, so maybe we should work in chronological order and go back to the recent trustees meeting when they decided to establish a Committee on Student Affairs. And just give us your impressions of what took place then, and what you think are the high points of it, and maybe some disappointments that you had." So he, John, picks up right away, and he says, "Let me start with the Committee on Student Affairs." If that's what they want to talk about, he wants to talk about it, obviously. "The board first

talked about it at the January meeting when a member of the board pointed out that there is a committee that deals with alumni affairs, and a committee that deals with educational affairs where faculty members participate. And although individual board members have regularly met with students, there is no committee concerning itself primarily with student affairs. And such a committee was formally established at the April meeting, under the chairmanship of Mr. Robert Kilmarx who is--

CARROLL: Oh, sure, a trustee.

FANELLI: Yes, a trustee who is very interested in student matters...and very popular with students, too. "The committee is planning to be active in a wide variety of areas--" This is still John Kemeny. "--involving students. And it will have student members sitting with the trustees in these committee meetings." Jeff Sudikoff says, "I think it is going to have four student members. Whose proposal was this? How did that come about?" President Kemeny: "I know that it was at the January meeting. It came out in the middle of a discussion, and one of the trustees proposed it. It may have been Mr. Kilmarx himself, but I'm just not absolutely sure which trustee first proposed it." Jeff Sudikoff says: "And how was this received?" President Kemeny says: "Everybody agreed that this was a good idea. My only problem now is going to be scheduling trustee meetings because this board is an incredibly hard-working board, and scheduling in both the full board meetings and all the committee meetings is going to be like putting a jigsaw puzzle together. But we will work it out somehow. One trustee member had remarked that perhaps instead of scheduling trustee meetings, what we ought to do is schedule some time off for the trustees to attend to their own business."

"Will the Dartmouth Plan place limitations on the students who will serve on this committee?" That's one of the students who asked that. President Kemeny: "I don't know that. I don't know what rules they're going to select on it. But I would suspect not. However, because one of the things they would like to do is have a system of rotation of the students who manage to serve on the committee, so as to have as many different students as possible to serve on it. As I understand it, there will be an advisory committee of students serving Vice President Smallwood and Dean [Ralph] Manuel. There will be a larger standing working group. And that on a rotating basis, students from that will serve on the trustee committee."

Jeff Sudikoff: "That is more students will come out. Also, one other question. The problem of scheduling is the time the trustees--is that a finite time? Is that limited to one weekend, a three-day weekend?" President Kemeny: "They come four weekends a year, and each time it is a finite time because trustees are coming from all over the nation. I'm told that it was not terribly long ago, perhaps 30 years ago, 35 years ago, it was a common to meet at ten o'clock Friday morning and be out on the golf course by the early afternoon that day. But that was a very long time ago." Jeff Sudikoff: "It doesn't happen anymore?" President Kemeny: "No. When I started as president, one-and-a-half-day meetings were normal. We now have two-day meetings. In addition, very often one of the committees comes in for a whole day before the two-day meeting. So for as much as half the board, it is likely to be a three-day meeting. And that's three days really without stopping, and often working right through meals. And that's a terribly tiring experience. I don't know how the trustees do, but I am dead tired after a trustee meeting."

CARROLL: I would imagine. Well, did you sit in on the trustee meetings?

FANELLI: Yes. I was the secretary.

CARROLL: Do you remember any of the members as being particularly outstanding in their service, or in the ideas that they were able to put through?

FANELLI: Yes. But I would be hurting other trustees' feelings if I just mentioned certain trustees. So I didn't spend ten years in the diplomatic service for nothing.

CARROLL: [Laughter] Well, let's do it this way--

FANELLI: I will tell you some people who were--that I was very impressed with. And indeed I felt I was their friend. One was the youngest trustee at the time he came on the board, who was Dave [David] Weber. And he was from... Gee, I wish I could remember what class he was [1965], but I think it was in the 70's somewhere.

CARROLL: It was 60's or 70's. I should have that actually somewhere.

FANELLI: I can find it for us after--in just a few minutes, I think. But anyway, at the time he came on, he was the youngest. He was at Exeter teaching.

CARROLL: He still is.

FANELLI: Yes? Great.

CARROLL: Whatever prompted the trustees to choose someone so young?
That was completely against their norm.

FANELLI: I think it was John Kemeny who prompted it. I don't know this for a fact. But I think that that just--

CARROLL: And why do you think that would happen--?

FANELLI: I don't mean that he prompted them in the sense that he knew Dave Weber before this, because I don't think he did. But I think he would have been--if I know John Kemeny as well as I think I knew John Kemeny--that would be the kind of thing that he would have thought was very good, to get younger people on the Board of Trustees. And then another person was Bob Kilmarx. But there were a number of people who were trustees and whom I had great respect for. One of them was Dave [David] McLaughlin when he was the chairman of the board. Because he was a very, very good chairman. He had the knack of allowing everybody to speak. But when they got to the point where they had already said what needed to be said on that, he would not ask them to stop, but he would see that they terminated their--

CARROLL: That's a gift.

FANELLI: Without antagonizing them. And we would move on to somebody else. And then when everybody had spoken, then he would say, "well, it's time to move this question," you know, to work on this. Get a reading on what we think about this. And he would dispatch the business in really good shape.

CARROLL: Well now, I saw a quote from John Kemeny in The D, I believe, where he credits both Robert Kilmarx and Berl Bernhard with helping--

FANELLI: Berl Bernhard would have been another person I admired.

CARROLL: --with helping and being absolutely instrumental in the bringing of African-Americans to campus. What was he talking about? Were they actively involved in that, do you remember?

FANELLI: Well, we'd have to go back and look at that report that I think I may have mentioned to you, and whose name I've forgotten now [Report of Trustees Committee on Equal Opportunity]--the name of the chairman of which I've forgotten--to see whether they were on that committee or not. It could well be that they were on it.

CARROLL: I know Kilmarx was.

FANELLI: On that?

CARROLL: Yes.

FANELLI: That doesn't surprise me. And Berl Bernhard may have been.

CARROLL: I don't remember that, but could be.

FANELLI: But in the case of Berl Bernhard, I think he would be naturally inclined to feel that people who had been in a certain sense discriminated against, as far as admission to the college was concerned, ought to get a break. And that we should actively make it easy and recruit the best people from those groups that was possible. So that instead of just relying on people applying to us, we would make ourselves known to high schools in places where the word would not have come about Dartmouth being receptive or a nice place or whatever. And we were going to do that. And Berl would have been for that because of the Jewish kind of quota that we had before. This was before, of course, John Kemeny and other people. So to rectify those unfortunate things, he would have been...And both he and Kilmarx and Dave Weber, when he got on, would have been people who would have, who did, support those kinds of initiatives.

CARROLL: Did they have to persuade other trustees? Did they have to speak out?

FANELLI: Not in any...Aside from the fact of saying, yes, we think that's a great idea, or this is high time that we did this, and so forth like that, I don't think they would direct their remarks to anyone. But there were trustees who were much more conservative, if you want to use that label, and who...When I say "conservative," it's kind of ironic when I think about it. Because the school was founded to teach Indians, of course, which is one of the most discriminated-against groups. Since we stole their country. But I don't know

that...If you're thinking of things like knock-down, drag-out fights among the trustees, that just didn't happen.

CARROLL: No, I didn't think it did. It seemed like a much more civilized group than that.

FANELLI: Yes. And those people spoke up and said, well, I think we should go slow, and this and that. But they were normally outnumbered.

CARROLL: Kemeny seems to have had a very good relationship with his trustees.

FANELLI: He did.

CARROLL: How did he maintain that? After all, he pushed through some of the most remarkable legislation and changes in this institution.

FANELLI: Well, he had a habit of being right about things, and he was extremely persuasive. And he was very honest; he just said what he thought. And enough people eventually thought that what he said was pretty good. So this is just something that happened. I didn't mean to sidetrack us, or anything like that.

CARROLL: No, but I think it sort of gets us off on the whole question of trustees and the kinds of programs they instituted under Kemeny. And all of them were pretty wide-ranging. For instance this new committee that he spoke of there, about student affairs--

FANELLI: Student affairs, yes.

CARROLL: Do you remember any of the issues they had to deal with?

FANELLI: I don't. [Laughter] Well, there must be records of votes by that committee, and it would be easy to find that out.

CARROLL: But there had never been a Committee on Student Affairs before. That's what I find--

FANELLI: No. That's what John says here, you know. He says that-- somewhere in this he says--we have these other committees, but there just hadn't been...He says: "The board first talked about it at the January meeting when a member of the board pointed out that there is a committee that deals with alumni affairs, a committee that deals with educational affairs where faculty members participate.

And although individual board members have regularly met with students..." I used to organize breakfasts between trustees and students so that they could--one of these mornings when they were there, they could sit and have breakfast with a group of four or five students.

CARROLL: Question them.

FANELLI: Yes. And talk to them. See what was on their minds. And they could ask the trustees questions and so forth. So that was a common thing.

CARROLL: Well, how did you find the students? Did they volunteer? Or did you have to ask professors?

FANELLI: Oh, I had ways of doing that. One of the ways was that, and another thing that John insisted, was that he said, "I notice that these people in such-and-such an office, the Alumni Affairs Office, they have these student interns in there to do work." He said, "Why can't we have them?" I said, "Gee, that's a great idea. Let's us have them." And so I forget when it started, but we used to do that. And it was my job to--and I asked Ruth LaBombard to help me do this. You know who Ruth LaBombard is?

CARROLL: Yes.

FANELLI: And we would announce it in The Dartmouth, that this competition would be open for student interns in the president's office. And I forget whether it was for a term or two terms or whatever. And then we would interview, Ruth LaBombard and I and sometimes some other person, would interview them and make a decision at the end about which ones of all these ten or 12 or whatever it was, very potent students, we would decide to bring in. One of them, for instance, was Mary Cleary. Do you know about Mary Cleary?

CARROLL: I know the name because it's come up so frequently with coeducation.

FANELLI: [Referring to a photograph?] ... a luncheon with John [Kemeny]. And these were all people-- This fellow was a real high-powered black student who was [Michael Hollis, '75]--I'm surprised he's not on the Board of Trustees now.

CARROLL: Maybe soon.

FANELLI: He became a lawyer. He went to law school. I'm blanking out on these names.

CARROLL: I think he's the one who might be in Mrs. Kemeny's book [It's Different at Dartmouth]. She talked about him--he came from the South?

FANELLI: Yes.

CARROLL: I can look up his name, I know.

FANELLI: Okay. I don't even have it written on the back of the picture. This is Sally. Here's Mary Cleary. Mary was a very nice woman. [Voice too soft] He's a lawyer out in Wisconsin. This guy's a lawyer, too.

CARROLL: Now, I look at this picture, and there's two black men and four women.

FANELLI: That's because I picked them all. I wish there could have been more women. [Laughter]

CARROLL: This is amazing to me, though. That is not the representative type that you normally think of as a Dartmouth student.

FANELLI: Right. But they were damned good.

CARROLL: I'm sure.

FANELLI: And they arranged a lot of stuff that we might not have even thought of. So Mary Cleary is a special person for me and Betty because she used to come over and have dinner with us when we lived in Hanover. And when Betty was sick one time, I remember she came over with a loaf of bread and some soup that she had made.

CARROLL: Oh, how nice.

FANELLI: Stuff like that.

CARROLL: Do you know where she is now?

FANELLI: Oh, yes. I know very well where she is. She's in Weehawken, New Jersey. And I'm afraid to call her because I'm afraid I won't be able

to speak. She came to our 50th wedding anniversary, unbeknownst to us. I mean we didn't-- Of course our daughter did all this. She even sent the invitations to people, and [Mary] was on our Christmas list. Our daughter had taken our Christmas card list and sent a lot of things out. And [Mary] showed up with her child who is about, I don't know, less than two anyway, and it was on [her] hip. You know, she'd walk around with her on her hip. And her mother, a wonderful woman, Eva, whom we had met a number of years earlier--I guess at Mary's graduation she came up to the graduation and we met her then--and, well, I was flabbergasted, and Betty, too, that she had come all the way from New Jersey to be with us on that day.

CARROLL: There was also...

FANELLI: Bridget was the name [of Mary Cleary's child]. And I think I've got some pictures of Bridget. I'll show you those later.

CARROLL: What did they do, these student interns in the office?

FANELLI: They did, in the first place, anything we asked them to do. But they also were responsible for doing some of the things that I said I had been doing: like arranging breakfasts for trustees. I'd just say, Mary, we need a breakfast for Trustee So-and-so on Friday morning. And they would take care of all that, pick the students and that.

CARROLL: Now they still have these. They still...President Freedman still has these.

FANELLI: Oh, yes.

CARROLL: Had President Dickey also had student interns, or was this new?

FANELLI: Not that I can remember. It was new in the president's office especially. Because there's a lot of sensitive stuff that goes through the president's office, and you have to be careful that the people, the students that you're dealing with understand that this is not like, you know, that you can't just talk about anything that comes through there because it's very sensitive. But with most of these people we didn't have to worry about that. And certainly not Mary.

CARROLL: And they would come in for a certain amount of time and do this job. And then would they train their successor? Or did you have to keep training people all over again.

FANELLI: Well, there wasn't a great amount of training except on each particular thing. For instance, if we wanted some research done-- Oh, look at that rain coming down.

CARROLL: Oh, dear.

FANELLI: Your windows are up in the car?

CARROLL: Yes, yes. Thank goodness.

FANELLI: If we needed some sort of research done that involved students or, you know, classes or things like that, then we would ask--it was natural to ask--them to do some of this research for us. And they would do that, and...

CARROLL: Were they ever asked their opinion on things, issues that were upcoming?

FANELLI: Oh, yes. Because they would sit in on these trustee [meetings]--on the breakfasts and things like that. And we tried to work them into-- Like if there were a reception or a cocktail party or something like that, we would-- I remember now; sometimes at a trustee meeting-- we used to have sandwiches at meetings at lunchtime. And then one day Mrs. Ou-- Do you know Mrs. Ou?

CARROLL: I know Mrs. Ou.

FANELLI: Someone suggested we ask her to cater a luncheon, and of course she was thrilled to do it. And she said that she would do it. And she produced a tremendous amount of delicious food. And I guess one of her daughters, who works with her was there. And they were very charming and the trustees loved it. But we would, for instance, invite the interns. Usually we had two interns at a time; tried to be a man and a woman. And they would come and mingle with the trustees whom they probably knew. Many of them they knew from breakfasts and things that they'd had.

CARROLL: Have any of them since become trustees themselves?

FANELLI: Not that I know of, no.

CARROLL: They're a little young yet.

FANELLI: Oh, yes.

CARROLL: With all of this, as long as we're talking about trustees, I did come across the fact that during the Kemeny years, there was one very important challenged election where a more conservative alumnus put his name forward in contention. What was the story around that, and how did he--?

FANELLI: I don't even remember the name of the person.

CARROLL: Was it Dr. John [Steele]--? Maybe I should have done...

FANELLI: That's okay. It might even have been after I retired. But do you know the year that it happened?

CARROLL: I believe it was '72 to '73.

FANELLI: Oh, well then, no. I was there. Yes. What was your question? How did this happen?

CARROLL: Yes. How did the challenge come about, and what were the issues involved in it?

FANELLI: Well, this is the same old story: Older alumni tend, on the whole, to be much more conservative in their views about Dartmouth and what it should be and so forth than younger alumni. And this was representative of the older-- [Text deleted at the request of the narrator]

CARROLL: And this fellow...?

FANELLI: But there were people 20 years ago, I'd say, in my class who were very, very conservative. And were appalled at some of the things...Maybe even the concept of having John Kemeny be president of the college was anathema to them because in the first place he hadn't gone to Dartmouth. He wasn't an alumnus. So that word-- An alumnus is just a guy who's been there four years, you know.

CARROLL: That's right.

FANELLI: Whereas John Kemeny had been at Dartmouth for [16] years at the time he was...He came in '54, I believe. So from '54 to '70, whatever that is, he was part of Dartmouth. Much more a part of

Dartmouth than most of these alumni. And so this one must have been one of these people. I don't know. Class of '30 maybe or '31 or something like that.

CARROLL: Yes, he was. 'Thirty-one.

FANELLI: I don't remember names, but I remember that. And there was a procedure for determining how many--when you could really be part of this election process, trustee election process. And I forget what it was, but you had to have a certain number of signatures on a petition to do this. And I guess he got the signatures or something. And so they held it, but he was defeated, as I recall.

CARROLL: Roundly.

FANELLI: Yes, very strongly.

CARROLL: Yes.

FANELLI: And I guess enough people made noises about it and said: This is why we think So-and-so is the choice of the Committee on Alumni Affairs. Their choice ought to be the person to be elected. And he was.

CARROLL: Now the trustees, then, work as a unit, but then break down into separate committees, as I understand it.

FANELLI: Yes. There's an investment committee--Trustees Committee on Investments. And that became important not only because...They work with the people that the college hires, like if I have funds in Fidelity, I let them figure out how to make the best profit for me over the year. The trustees have groups like that--enterprises that do take care of the investment part of it. So-and-so for bonds, So-and-so for stocks, and so forth like that. And a big thing in one part of this not recent past, but the past, the time we're talking about, was the question of [liquidating] stocks in companies that did business in South Africa. That whole thing which became very important. And the pressure was to get rid of stock in those companies. Well, that is a much more complicated subject than it appears to be on the surface.

[End Tape 3, Side A - Begin Tape 3, Side B]

CARROLL: ...that the trustees have to do. When the divestiture--

FANELLI: Walter Burke, incidentally, [was] a very good trustee.

CARROLL: I would imagine.

FANELLI: Give him my regards when you see him.

CARROLL: I will. When the trustees were dealing with money matters, were they involved with fund-raising at all, or only in the investment of those funds?

FANELLI: Oh, no. The trustees were involved in fund-raising because of all-- The trustees were the people that had to decide when do we do something called a Third Century Fund? You know. When do we do so-and-so?

CARROLL: Do they set the goals then, too?

FANELLI: Oh, they would. Absolutely. And sometimes they would have-- Let me modify what I just said very quickly. You hire an outfit that is experienced in doing fund drives. And you give them all the information they need about the alumni population and so forth. And then you ask them what goals should we set for this? Let's say it's a period of three years or four years or whatever it is that you're going to do this. In the case of the one that we're in the middle of-- or at the end of--it's five years, wasn't it? Something like that. And, well, you say to them, what's the goal? And as I recall in the Third Century Fund, they said, the goal is such-and-such, X thing. And someone--and maybe it was John Kemeny or someone else--said, "Oh, no. That's much too low. We could do better than that. These are Dartmouth alumni you're talking about." And so they did get them to push [the goal] up. And then they went over that, you know. Then when they did the thing, I think it went over the limit. They got more than they needed for that. So in a sense you ask professional people to do this. And then you fine tune their [goal]. And, yes, they were involved in it; the trustees are involved in almost everything that goes on.

CARROLL: It seems. Was there any problem with fund-raising after the initial decision for coeducation came out?

FANELLI: Sure.

CARROLL: Was there a dip then in some cases.

FANELLI: Well, I don't know if there was a dip. But there certainly were a lot of people who said, "I'll never give another cent to Dartmouth College." *Some* people. I shouldn't say "a lot". I don't know how many there were. [Text deleted at the request of the narrator]

And there are people who just--they get so turned off. And I've got to be honest, I've got to admit, that John Kemeny was a person that turned off a good many alumni for a whole bunch of reasons. But not only John, but the things that John facilitated, such as the ones you've mentioned about the racial and gender changes that took place. Because John was for coeducation very strongly. And I think it was partly his conviction about it, that it would be very good for the college, that changed the minds, of many alumni, over a period of time.

CARROLL: Well, there had been women on campus once before. They had had the Twelve College Exchange, and--

FANELLI: Yes, yes. And Meryl Streep, whose picture is in there as you saw, had come to Dartmouth, had done a summer at Dartmouth, in drama with Errol Hill and others. So those things...But those were experiments and kind of a small change.

CARROLL: The first time that the trustees' committee studying coeducation comes back with a report--and John Kemeny was on that committee--they suggest that perhaps there should be an affiliated college started.

FANELLI: Right. Yes.

CARROLL: What was the thought behind that?

FANELLI: The thought behind that was that that might not antagonize so many alumni. As long as they were over across the river, maybe, in Norwich. [Laughter] But no, that was really what it was all about. And I was hoping that that wasn't going to happen here. An affiliated college would have been kind of a farce, I think.

CARROLL: Who were they supposed to--?

FANELLI: That was like "separate but equal", you know. How do you-- What do you do about a library? Can they use Baker Library, or what, on certain alternate Tuesdays? You know, that would have raised a whole bunch of things. And what kind of people, what kind of women, would you have gotten to come to a formerly male school that was then-- But not really that. It was a women's school here and a male school there. But that doesn't work.

CARROLL: Were they supposed to sit in on the classes at Dartmouth?

FANELLI: I have no idea what it was. It wasn't ever made that concrete. And luckily that, for whatever reasons, although there were some diehards with that-- You know, there were people who didn't want any kind of an association. But then they said, well, if you're going to have something, let's have this affiliated school. But they very quickly argued that out. I was surprised to note that someplace in one of John's reminiscences or something was that he at one point was almost willing to go that route.

CARROLL: He actually becomes its spokesman for a few months when he presented it to the faculty. Whether he truly believed or whether he took the position of arguing for it, one doesn't know.

FANELLI: Yes, it could have been. I don't know that. But that surprised me when he did that. And...

CARROLL: The faculty are the ones who actually got up a petition and called for a meeting.

FANELLI: Yes. The faculty was almost--I don't know the [exact] figure, but 98 percent, I guess--for a real integration of women in the college. But I've forgotten what the percentages were. Then among students, I

would say there were about--you may know these figures better than I do--but 10 or 15 percent were dead set against women.

CARROLL: Mmmm hmmm. That's about it.

FANELLI: And they had, I don't know, maybe parents who had gone to--or their fathers had gone to--Dartmouth. And maybe there was a long line of people who had gone to Dartmouth in that family, and they just thought that putting women in with men was inconceivable, would change the whole college. Well, it did, fortunately.

CARROLL: Was there a lot of pressure because of Princeton and Yale going coed? Or would this have come about no matter what?

FANELLI: I don't think so. My opinion is it would have come about, you know, had Yale and Princeton not existed. Or Harvard, or whatever it was. Who went first? I've forgotten?

CARROLL: I think Yale did. And then Princeton is the one who does right before Dartmouth. And Harvard always had this nether world where they had Radcliffe.

FANELLI: Oh, Radcliffe, yes. They already had the "affiliated school".

CARROLL: Exactly, exactly. When you look at this, at coeducation, what had to be done to get the campus ready for this influx of women?

FANELLI: Oh, a lot of things. Physical setups. They had to decide where these young women were going to be domiciled.

CARROLL: Why did they decide on Cohen Hall, do you know?

FANELLI: I don't know. And I can't remember whether at first it was all single-sex dorms. I have the feeling that that's what it was. Go easy into that.

CARROLL: Did they prepare the students in any way for the presence of women on campus?

FANELLI: Well, there were people talking, [about] it at various things and at convocation and things like that. John would give a speech at convocation, which I have somewhere over there. Incidentally, I'm not trying to avoid talking about what you just asked me, but here's a thing that John Kemeny wrote on, "What Every College President

Should Know About Mathematics." [Laughter] Yes, well, they had to decide what degree of cohabitation were you going to permit in this setup. And I think by and large they did a pretty good job of [it]. What unfortunately happened was that, in some instances, the women were exposed to very real harassment and dangers. I was surprised. There was a woman that--I hesitate when I call her a woman because I can remember the first time I saw her she was about that tall, and she looked like somebody's younger sister, you know. Betty and I were [freshman]--I've forgotten the name.

CARROLL: Advisors?

FANELLI: Advisors, thank you. That's the word I was trying to find. For a group of students each year. We volunteered, and for many years we did that. And it was during the time when we went coed. We would meet the first time with our students on a day that the parents brought them up. So we would also meet the parents, if they wanted to. This was done on the lawn in front of Baker. And you'd have a sign with F for Fanelli or whatever it was. And I was meeting the parents of the students who'd come with their parents. I was meeting them and saying "hello" to them. And I noticed that there was a woman, who was also very short, standing back about 20 feet away or so; and she was looking and listening, but wouldn't come any closer. So finally, after--I thought maybe it was someone who was just terribly shy and didn't want to be in--and I walked up to her after I'd dealt with these other people. And I said, "Excuse me, is your daughter in my group?" And she said, "No, but I think I would like her to be." And I said, "Oh, well, she probably has a very good advisor, you know. Is there any reason why you...?" She said, "Well, first of all, your name is Italian, and my daughter is from an Italian family." Herself and her husband. And she said, "And we think it might be better for her to be with you." And so I started speaking Italian with her, and she was impressed by the fact that I spoke Italian at all. And she said, "Let me introduce you to my daughter." I said, "Okay."

So she took me over to another part of the campus where her daughter was--another part of the lawn--where she was supposed to be. And I met her, and she was a very nice young woman, very bright, and very short. And did look like somebody's younger sister. Well, to make it short, I told her that maybe it would be best if she stayed with her [assigned advisor], because I had a big enough group then. I said, "But you can always come to me if you have a problem or something that you don't want to discuss with your

advisor, or anything that happens." And she said, "All right." And she was, I don't know, just by chance was picked out by some other [student]--I don't think he was a freshman. [Short interruption]

CARROLL: So, this young girl...?

FANELLI: So anyway, the guy started sending her messages.

CARROLL: Hate messages?

FANELLI: No. They were sexual. And it scared her. I mean she went to a Catholic school, you know. She was really very sheltered. And she finally came to me, and I guess she didn't want to go to her advisor or something. But anyway, she came to me, and she said, "This is really too much." She would go to a class and look around, and see if maybe the guy was there, you know. And she was worried about him getting some access to the dorm even though she locked the door all the time. Well, as soon as I heard about it, I said, "This is terrible. This is not going to be tolerated." And I told the security people. They looked into it. Somehow they found out who it was. And I don't know what they told him, but it ceased, as I recall, and she was all right.

CARROLL: But did you get the impression that this kind of harassment was frequent?

FANELLI: I wouldn't say frequent. But it certainly happened in other instances.

CARROLL: More than one would like to hear about.

FANELLI: Yes, yes. And for a number of years we were in touch. [Text deleted at the request of the narrator]

CARROLL: So many of the early women students complained quite a lot about the fraternities. Were they considered a particular problem?

FANELLI: Yes. [Text deleted at the request of the narrator]

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CARROLL: You had a lot of close connections with students. I hear your stories.

FANELLI: I did. I like students. I think they're good. They're the stuff of which the institution is made. I mean, also faculty and even some administrators.

CARROLL: Did you have to go out of your way as an administrator to find students and keep in touch with them and make contacts?

FANELLI: I wouldn't say go out of my way. But maybe I did more than some other people did. But through the [student] interns [in the President's Office]. Of course they always had friends, and they would introduce me to their friends-- And then I had [freshman] advisees for many, many years. Those are [two] ways that I had contact with students. Students would come to me too, you know, if they came in outside of Kemeny's visiting hours. He had twice a week, I think it was, that he would have his whole afternoon set aside for visits from students. He was very accessible. But if they came at a time when he wasn't having visiting hours, then they might be likely to come and see the executive assistant to the president. And that way I got to know some [students], yes. [Also, I taught Italian to Dartmouth Students in Florence one year. I think it was the fall term in 1971. I remember my nervousness when I had to ask John Kemeny if he would mind letting me go for the 10-week program. "Do you enjoy teaching?" he asked. "Yes, very much," I said. "Are you a good teacher?" he asked. "Yes," I said. "People have told me I am." Okay," he said, "you can go."

CARROLL: How important is it, when you're working in something as removed as the president's office, to try to make these contacts with students?

FANELLI: Oh, I think it's very important. It's not-- I mean the president's office is removed only in the sense that it's not as accessible as most other offices in the college because he's the president. It's like in the government. The emperor is probably very hard to get in to see.

But, no-- And John was one of the most accessible presidents that I ever worked with.

CARROLL: Did it help for him to understand the students the fact that he had both of his children as students at Dartmouth while he was president? Did they keep him in touch?

FANELLI: I don't think so. I'm not qualified to answer that in the first place. But I don't-- What's his name?

CARROLL: Rob [Robert A. Kemeny '77].

FANELLI: Rob, thank you. And Jenny [Jennifer M. Kemeny '76]. They were both-- Jenny was brilliant as a student; things came easily to her. Rob was not quite so brilliant. But he tried to work hard. He was in a fraternity, and I've forgotten which it was, Bones Gate maybe, or something like that. But I don't know that John-- I was close to Jean and John, but I was not, you know, part of the family like that. And I was always cordially welcomed in their home when they had-- At the trustee meetings, sometimes the final dinner would be at the President's House. And I used to get there early for that, and I would-- Because they had other things to do, I would stay by the door and greet people as they came in, and introduce them to each other if they didn't know each other. And of course they'd invite a certain number of faculty people, you know, to be with the trustees. And that was always very easy and nice. But I don't think that I got to know either of their children very well during that period. So I don't think that's-- I can't see John saying to Rob, "What are these things I hear about Bones Gate?" or something like that.

CARROLL: I see.

FANELLI: [Text deleted at the request of the narrator]

[End of Tape 3, Side B – Beginning of Tape 4, Side A]

CARROLL: ...the Kemeny presidency a little bit and in connection with his children. And I'm curious about the role Mrs. Kemeny played, because her role seems to have been so different from what one reads about Mrs. Dickey, for example. Could you describe, at all,

the role, or the presence, of Jean Kemeny in the Kemeny presidency?

FANELLI: Well, that's very difficult. Not because I know something about it and I don't want to say it. But because I don't think I do know much about it. My impression is that John and Jean Kemeny used to discuss things very honestly with each other. And if one of them had an opinion about things that were going on--or about anything that had to do with the presidency--that they would have communicated with each other and discussed and given their views like that. But I was not there on the wall, you know, a fly on the wall, so I cannot speak to that. I know that Jean always knew quite a bit about what was going on, and that you can draw the inference that maybe that was because he told her about what was going on. And the thing you just mentioned is an indication of that.

But I think they were good in the sense that they did talk, if they did, about the College. It was good because, as you said, she was a very honest person, and she would have told him exactly what she thought, no matter who it discomfited at the time. So I think that was important and good for him. I don't know. For instance, when he was asked to be the head of the Commission for the Three Mile Island thing, I'm sure they must have discussed that because it took him out of Hanover for whatever it was, six months, seven months, something like that. So that would be something that you'd certainly want your wife to be comfortable with, at least I would. Although I think she made some trips down to Washington to be there during that period with him.

CARROLL: She seems to have liked entertaining, Jean.

FANELLI: She did like entertaining, yes. And she was a good hostess. Made people feel comfortable. And decided who should sit with whom and all that.

CARROLL: When you compare their schedules to the schedules the Dickeys had, it was much more intense in terms of number of hours given to the trustees or entertaining individual alums. Was that their decision, or was that something that was suggested to them?

FANELLI: I doubt that it was suggested to them. But I think it was their decision. Also, I think the 24 years that John Dickey was president were much more--what's the word I want?--placid years. Towards the end it wasn't so placid, of course. But they were not years of

spectacular changes in American society or the world. And so the problems that arose, while they probably were real problems. There was one case of [a student] getting murdered. I don't remember [the details]. But anyway, they were not, I would say, of the magnitude of the whole series of problems that--including the international and political situation--that happened during John Kemeny's.

CARROLL: They seem to me-- I never met him. She's a very outgoing personality. Was he as well?

FANELLI: John Dickey?

CARROLL: No, John Kemeny. I'm sorry.

FANELLI: Oh. Certainly if you set them side by side, he was not as outgoing as Jean. But he was a person who liked other people, assuming that he liked them, you know. If he found people that he liked, he really was very outgoing, too. And speaking of that, I think he liked me. So I guess I'd have to answer that he was not as outgoing--that may have been partly the fact that he had come from a different culture. Although he did very well when he came here and went to school and graduated first in his class at Washington High School, whatever it was—[even though] he didn't speak any English really when he came. So that was a tremendous achievement. And then he went to Princeton and [graduated first in his class]--I think he finished Princeton in three years. He was chosen, you know, to be Einstein's assistant and all that stuff. Headed the Department of Mathematics at Princeton there; he was about 27, 28 [years old], something like that.

CARROLL: By 28 he's here as a professor.

FANELLI: That's right, 28 he's here.

CARROLL: How aware was he of his difference, of his differences? I'm thinking of his having an accent, of, you know--

FANELLI: Oh, he knew he had an accent.

CARROLL: A European background.

FANELLI: Yes. When I would correct some of his grammar sometimes, there were just certain things (can't know everything) in a written thing, for example. If he had done something in long hand and then

wanted me to look at it, I might change a word here or there. But he would always take that very gracefully. You know, he'd say, "Okay, good. This sounds better," or something. So he wasn't--he knew that he didn't--that he had an accent. He didn't always know how to say everything in English that he might want to say.

CARROLL: Didn't seem to stop him.

FANELLI: No. And he wrote--I think he wrote very, very beautifully. Let's see what I've got in here. This is March 3, 1972. I just found this today. This is one of those things that was wrapped up and buried. This says "Mr. Fanelli" on it. "John J. Kemeny to Alexander Fanelli. I have decided to create a new council to serve as a forum for the discussion of questions and institutional policy, and to advise the president on such questions." Now remember he's just become president. [Quoting Kemeny's memo.] "I'm asking you to serve on this council. The membership of the Policy Advisory Council [is] shown on the enclosed sheet. Some of you will find that for an interim period you are serving in two different capacities. I am loading the invitation of these specific individuals, and I am not including 'designated representatives.'" In other words he didn't want such-and-such administrator over there, designating who was going to come. These were the people that he wanted. It is important that a group of us gain experience in working together as a team." To me that's a pretty common-sense approach to it.

CARROLL: What he is really doing is forming a kind of kitchen cabinet.

FANELLI: Right. Exactly. "The meetings will be held on alternate Mondays, starting on March 9th in the president's office. These meetings will replace the regular staff meetings every other Monday. I propose that we start at eleven a.m. and meet for two hours. A sandwich lunch will be served. Since inevitably each of us will miss one or more meetings, the clerk of the council will, after each meeting, distribute a summary of problems discussed and decisions reached." And here's a list of the people that were on the council. (I hear these noises...Oh, I see.)

CARROLL: [Break] So he really was going through and taking all the people who were the heads of different divisions, the Dean of the Medical School, the Dean of Thayer, the Dean of Tuck, the Dean of the Faculty.

FANELLI: Right.

CARROLL: Bringing them all together to discuss problems.

FANELLI: Yes. Because he saw this very early--and maybe saw it even when he was, you know, not a president, when he was a professor. But he realized that the college is not just one entity, that it is made up of a bunch of entities. And that you can't really govern the thing very sensibly unless you know what's going on in all the branches. That seemed to make sense to him, anyway. So in here he realizes...that was on March what?

CARROLL: Third.

FANELLI: Third. On March 26th somehow--I don't remember how; whether I suggested to him or what, I don't know, or someone else maybe had suggested it to him. He says, (this is to Mr. [Richard] Olmsted), and he says, "I now have two meetings' experience with the Policy Advisory Council. I think that this will be a very useful new addition, particularly in keeping the president informed on some major issues. I now realize that a number of questions will come up on which you have special expertise." Because [Dick Olmsted] was the buildings person.

CARROLL: Oh, right.

FANELLI: Dick Olmsted. Very nice guy and a very capable guy. Kemeny says, "I'm therefore asking you to join the Policy Advisory Council as a regular member. I hope that you will be willing to do this. Enclosed you will find the material that I sent out when the Council was first appointed. I will also make sure that you receive minutes of the most recent meeting. The next meeting of the Council will be Monday, April 6th."

CARROLL: And this Council would talk about absolutely anything that the president wanted to put on the agenda?

FANELLI: Yes, exactly. Now, I will show you one of the things here. But since they're labeled "Strictly Confidential," even though it's 1976 and that's way in the past, I think I better limit it. But here I'll just tell you, this is the progress report on the '76-'77 budget. This tells you who was present at the meeting. And it says Present, and some people. And Absent: Messrs. Fanelli, Manuel, and Meck. Guest: Mr. [Addison] Winship. Agenda: Progress report on the 1976-77 budget. That's number one. Number two, "Further discussion on

goals for the coming development campaign deferred to the May PAC meeting." So that didn't come up that day.

CARROLL: What buildings were built under John Kemeny's time, do you know?

FANELLI: Oh, gosh! I wish you hadn't asked me that.

CARROLL: Were the Clusters built under his administration? The River Clusters?

FANELLI: [Check with Buildings and Grounds].

CARROLL: The reason I ask is when I talked to Agnar Pytte, he was saying that he remembers walking around the campus with Mr. Kemeny during the McLaughlin Administration. Buildings, of course, were going up right and left under David McLaughlin. And Mr. Kemeny turning to Mr. Pytte and saying, "I never had enough money to do this."

FANELLI: Yes.

CARROLL: And I wondered, why was that? Was this just bad economic times?

FANELLI: The times were very bad. He's right. That's what it was all about. And some things I've read in the last-- Well, in the five-year report. If you turn back and look at that, you'll see that problems regarding the medical school, going into coeducation, all of that took money. And it was at a time when money was going the other way. It just was not--we weren't getting it that way. So I have a hard time thinking up any building that was built.

CARROLL: Do you know what he would have liked to have built?

FANELLI: Yes. Let me say there was one exception, which might have been-- Well, if you tell me that the--what's it called?--Collis Center--

CARROLL: Oh, sure.

FANELLI: [If you tell me that] it was built under McLaughlin, I would have to accept that. I don't know when it was built. But I think it was started under John Kemeny, because I remember him telling me that this [alumnus] that he didn't know at all came out of the blue, and walked in to see him one day, and said he wanted to give some money to the College. But he didn't quite know how to go about it.

So John talked with him for a while. And that was at a time when there was a lot of talk about a student union, you know, something where students could go. Because there was no real place except College Hall, which was-- I used to wait table in College Hall when I was a freshman and sophomore.

CARROLL: Oh, my heavens!

FANELLI: And it was beautiful. It had a beautiful big dining hall where all the freshmen ate [Commons]. Had to protect them from the upperclassmen. And I waited on I think it was two tables of six people at each table. So I waited on 12 people.

CARROLL: But there was no student union before Collis.

FANELLI: No.

CARROLL: And what was the building that we now know as Collis?

FANELLI: That was just...There was no building there. But Collis is tacked onto College Hall.

CARROLL: That's right. Okay. That beautiful wood-paneled room, is that where the freshmen ate?

FANELLI: Yes.

CARROLL: Okay.

FANELLI: And I don't know if you can still see it, but there are some places where you can see the beams that went up to the [roof].

CARROLL: Yes. It's beautiful...good space.

FANELLI: I don't have a picture of that. But sometime if you could find a photo, that was impressive. And we used to have even little musical trios and things like that. They would play classical music and stuff.

CARROLL: Does it have a stage in it then as it does now?

FANELLI: No, no. It didn't have a stage. All I remember is that my tables, my two tables, were a helluva distance from the kitchen. And I got adept at carrying trays with dirty dishes for six people, which is quite a lot.

CARROLL: That's a lot.

FANELLI: From there to there. Well anyway, that has nothing to do with--

CARROLL: But the need for a student center, was that kind of the students were demanding, or was that something that the administration thought was necessary?

FANELLI: I think both. That is, there was enough demand on the part of students. Of course it changed-- When did Hopkins Center go up? That was under Dickey.

CARROLL: Hopkins was under Dickey.

FANELLI: That was under Dickey, yes. It got less after that. Because there was, you know, a lounge upstairs at least. Most students would come in and lie down on those couches and go to sleep.

CARROLL: That's right. They still do.

FANELLI: But there were some-- Oh, I know what there was. They decided, if we can't have a student union place for the students, then maybe we can make the dormitories more hospitable, and give them some rooms. And they did that. You could go to [Building and Grounds] and find out the dorms that they did that in. But I know that they did that. And the rooms are either in the basements or [on] the first floor.

CARROLL: Common rooms.

FANELLI: They were common rooms, but they had little facilities for heating food and stuff like that. And then the next thing was under--I think it must have been McLaughlin--when those things across from the cluster of three dorms there....

CARROLL: River Cluster?

FANELLI: No, the one across from the gymnasium.

CARROLL: Oh, East Wheelock--or was it West Wheelock? No, East Wheelock [Zimmerman, Morton, Andres].

- FANELLI: East Wheelock, yes. Those three dorms were the last ones built that I know about. And that was probably done under McLaughlin.
- CARROLL: Yes, that's right. I'm surprised they were able to have coeducation and expansion of the student body and not any new dorms.
- FANELLI: Well, that was because they-- In the first place they designated some dorms as coeducational. So they put the women in there. And because they went on the four-term plan, the Dartmouth Plan, so-called, where X number of students, numbering in the hundreds, were not on campus in the summertime, but the other three could be coming in the summertime and like that. So there were more terms to do your stuff in, and there were fewer students on campus at any one time because they'd cut them down. So [there was room for] the extra students they put in there. It was very complicated.
- CARROLL: I was going to say that must have been a nightmare.
- FANELLI: It was like a jigsaw puzzle, yes.
- CARROLL: And who thought up this plan?
- FANELLI: I think John mentions that in that report. I won't go now and look it up. But there were some faculty people who had been working on it. And I'm trying to think, was it Don Kreider?
- CARROLL: Yes. That would make sense.
- FANELLI: Don Kreider and someone else. Dave [David] Baldwin maybe. I don't know.
- CARROLL: Somehow I think either Charlie [Charles] Wood or Jim [James] Wright was part of it as well.
- FANELLI: That could be. [There was a faculty Committee on Year-round Operation (CYRO).] I'm sorry I just can't remember that. And nobody knew if it would work or not. But it worked fairly well.
- CARROLL: But you had to convince some of the students--
- FANELLI: Oh, absolutely.
- CARROLL: --who were accustomed to a much more regularized school year that they were going to have to be off on odd times.

FANELLI: Right. And that was--there was a lot of bitching about the Dartmouth Plan.

CARROLL: I can imagine.

FANELLI: And I think it was quite a while before enough students saw the benefits in it. Well, in the first place, if you came during the summer, it was like Camp Dartmouth, you know, because you have time to go down and swim in the river which is no longer dirty. And it's a beautiful time to be in New England. But also because a lot of people got experiences in foreign countries in foreign study programs. And I'll tell you a short story. I don't know why I keep talking about myself.

CARROLL: Oh, that's what you're supposed to be doing.

FANELLI: When we were in Florence-- This was a group that I took. There were 13 students in my group. Or maybe 15. Well, there were either 13 Dartmouth students and two Wellesley girls, women (excuse me), or there were 15 and two. I think it was 13 and two, so 15 all-together. And I hired [Italian] teachers in political science and the arts. Fantastic woman in the arts who knew more about artistic--the Renaissance and so forth and so on--than most Italians did. She was an American who had lived in Florence for years and years, and [had] written a great book on Florence.

CARROLL: It wouldn't be Eve Borsook, would it?

FANELLI: Eve Borsook!

CARROLL: I knew it.

FANELLI: How did you know that? Oh, you are in art history.

CARROLL: That's right.

FANELLI: Yes. So Eve--

CARROLL: She's a wonderful lady.

FANELLI: She is, yes. I'm glad to hear that you speak as though she's still alive.

CARROLL: She is.

FANELLI: That's good. Eve hired-- I explained what we wanted, and she said, Oh, I have just the thing. I'm going to invite So-and-so, So-and-so, and So-and-so and So-and-so to give lectures. And they were people-- The person who did the--Again, my synapses are not flashing. And she got these fellows. Ghiberti who did the doors [of the Baptistery], who repaired the doors after the flood of '68. Fantastic guy. I mean they wouldn't let anybody else touch these doors, you know, because they were so--the Baptistery. But he did it, and he came and lectured to us. And the students were so enthusiastic, he said, "I want to come back and do another lecture." It was just fantastic. Everything clicked. She had a doctor who--a medical doctor--who, as sometimes happens in Italy, didn't do much medical doctoring. But he had a foundry where he did--the foundry made statues, you know. He had the students out and lectured them on the whatever, the hot oil or chrome wax or something.

CARROLL: "Cire perdu"--he used the lost wax process.

FANELLI: Right. Lost wax, good. And they were thrilled. Some of these people gave lectures in Italian, but some of them also in English. And Eve was standing by so that--she came to all these lectures just to make sure everything went all right. And there was that one case where he wanted to come back for a second thing. Oh, and I was the paymaster. I always had this "busta" in my pocket, you know, with all the thousands of lira. And I would unobtrusively go up and slip them to the lecturer after. It was a very awkward system.

CARROLL: Did you ever do this again?

FANELLI: I never did, no.

CARROLL: No? What a shame.

FANELLI: But I'm sure somebody else may have done it. Well, that's that. And it was a great program. I [remember] why I started talking about this. On the last day, when everybody was heading home, I got a call from "Giovanni"--we always called the students [by their] Italian names as much as we could. So Giovanni gets on the phone, and he says, "Signor Fanelli, Professore," and he starts talking about what he's going to do. He was trying to say goodbye to me, and then he said, "I want you to know what I'm going to do." He says,

"I've telephoned the dean back in Hanover, and I've asked him for permission to change--modify--my schedule so that--" He was supposed to go back. And he said, "--so I can stay here and travel around Italy and see things." And he said, "I think I have a job" in such-and-such a place. I don't know where. And we went on and talked.

And I said, "Gee, this is marvelous. This is really great, Giovanni." And all of a sudden--it was a 20-minute or 25-minute phone call-- and I said to him, "Giovanni," He said, "Dimmi Dimmi!" [tell me, tell me] I said, "Do you realize what's happened here?" He said, "What about it?" I said, "We've been talking for about 20 minutes, and you've spoken Italian the entire time." And he said, "That's right! I have been." So he really had learned quite a bit. How did we get into this in the first place?

CARROLL: Because we were talking about with the coming of coeducation there was the year-round schedule.

FANELLI: Yes, yes.

CARROLL: And that it meant there were suddenly new programs, as far as I can understand, were being started up.

FANELLI: Yes. That's right.

CARROLL: Now was this done under the auspices of the French and Italian Department? Or was this just...?

FANELLI: Well, it was. Let's see. I had another-- Except that this was John Rassias who called me. So maybe they called him and said, "Can you tell us someone who would take it?" They may have had somebody who was scheduled to take it and then he couldn't take it. So he said, well, Alex Fanelli. And I taught one of the [daily language] sections. That made me feel good, too, teaching it. Because I really liked to do that.

CARROLL: Was Rassias here when you got here, John Rassias?

FANELLI: Yes.

CARROLL: When did he develop his program, his sort of rapid-fire program? Was that during the Kemeny years or the Dickey years?

FANELLI: He developed that [earlier] for the Peace Corps.

CARROLL: Oh, really!

FANELLI: Yes, he used to work for the State Department. I don't know directly. But anyway for the Foreign Service Institute. I learned Spanish [there]. Early morning Spanish I took, before breakfast, at the Foreign Service Institute. Oh, that sounds like I'm bragging because I finished that 600-hour course in 300 hours.

CARROLL: Oh, my heavens!

FANELLI: But that's because I spoke Italian first.

CARROLL: Well, it helps, but it's not the whole ball game.

FANELLI: But they had a wonderful system. They had very small--I think there were no more than six or eight people in a class, six students, and one instructor, native of all different Spanish-speaking places, including Spain, and including Ecuador, Peru, etc.--because they all speak different kinds of Spanish, you know. They would speak to you in their--the way they speak in that country. And they would give you quick stuff back and forth, like that, and you had to answer [snap] just like that. In the first week, first they would give you an exam which had symbols in it to see how well you could understand what language was all about. And on the basis of that, they would put you in a certain-- There were 15 sections of this, 15 sections of six people each.

[End of Tape 4, Side A – Beginning of Tape 4, Side B]

A linguist would observe the interactions between the students and the faculty person, instructor. And then at the end of the session, he would point to me, and go like--in fact, before the end of the session; I'm sorry--he would point to me or someone else and say, "Come with me." And he would walk out, and he would move you either up--these sections were from 1 to 15. "One" was the best. And I don't know where they had put me on the basis of this and the fact that I could speak Italian. On the basis of those two things, they would put you in a section temporarily. And I think I started out somewhere in the middle. Then they kept pulling me up, up, up,

and up. And I finally got into section one. And that's why we finished the whole course in 300 hours instead of 600. But it was a very good method.

CARROLL: And Rassias seems to follow that in his course here at Dartmouth.

FANELLI: Yes. Well, I think he was one of the people who developed that.

CARROLL: I see.

FANELLI: And Rassias-- The great-- Have you ever seen him operating?

CARROLL: No. I would have loved to.

FANELLI: Oh, he's terrific. There's a video of him that you could probably get somewhere if you scrounged around. See, John was really not a teacher to begin with. He was an actor.

CARROLL: You can tell. I've been told that.

FANELLI: He was a French actor. I mean he acted in France, I guess. And then he put together these two concepts: that repetition is the root of all learning, and that emotion and passion helps make it stick in there. And so that's why he does these outlandish things like ripping his shirt and falling in your lap. So, I mean those are all tricks of his trade that make him a good teacher. I didn't ever get as uninhibited as he is, but I do do that kind of stuff when I teach.

CARROLL: Did you ever teach Italian using his methods?

FANELLI: Mmmm hmmm. Yes. I did in--this happened--well, I can't remember the year--but I know it was like two days before whenever the term begins in January. I get a call from whoever was the head of the Italian Department. [Text deleted at the request of the narrator].

CARROLL:

FANELLI: But he asked me [text deleted at the request of the narrator] if I would take a class. They thought they had enough for two sections. And on the day when people registered, for some reason--maybe because of the fact that there were more women in the mix--they had enough for another section and even more. I think I had 18 students in [my section]. [For a language course] it's a lot to teach. I don't like to teach more than about a dozen at the most. So

anyway, I said, "Well, wait a minute. When do I start this?" He said, "Well, the day after tomorrow." I hadn't even seen the text that they used! But I said, "Okay. I'd like to do it." I guess I went to John again and asked him if this was all right with him.

CARROLL: If it was after coeducation, it certainly...

FANELLI: Yes, yes. And I had all these students; and some of them were very good and some were not good. But they all learned some Italian. And the one that troubled me most was a woman who had--I think it was finally decided she was dyslexic. Because she would read "that" instead of "what," for instance; and "what" instead of "that." And I think that has something to do with dyslexia, what you see.

CARROLL: But you liked the teaching?

FANELLI: Oh, yes. Teaching is marvelous.

CARROLL: Both you and Ruth Adams, whom I've spoken with, and from all I can tell, John Kemeny, all loved teaching.

FANELLI: Yes. I don't know about Ruth. I think she probably--it's correct, I mean, if she said she did.

CARROLL: Well, she said that was the best part of her life.

FANELLI: Of course. Yes.

CARROLL: Why do you think that--? I don't think you could've said the same thing about the people around David McLaughlin in his administration. And it sort of strikes me that there's such good teachers and such people who committed to teaching around Kemeny. Did he choose them that way, or is that just fate?

FANELLI: I don't know. I don't know. I honestly can't answer that.

CARROLL: Do you think the changes reflect the respective presidents?

FANELLI: I know John probably knew what people were good teachers and who wasn't. But aside from some faculty people, which he wouldn't--like deans and people who had risen to positions of deanship--I think John dealt mostly with administrators during the time he was president, obviously. But it was typical of him that, for instance,

when he said, "Do you like teaching?" and I said, "Yes, and I'm a good teacher," that he said, "Go. Enjoy it."

CARROLL: Jean Kemeny told me that he told her teaching kept him sane during the presidency.

FANELLI: I'd have no doubt about that at all. I'm sure that that's correct.

CARROLL: This sort of gets me to Ruth Adams in a sense.

FANELLI: Okay.

CARROLL: How did he-- He knew about her, I suppose, because she had been president of Wellesley. Was he looking specifically for someone to come in to be vice president because of the women?

FANELLI: Yes.

CARROLL: The coeducation?

FANELLI: Oh, absolutely. That's why he thought that it would be helpful. Nobody here had experience--nobody at Dartmouth--had experience with women students. And what better idea than to have somebody who had as much experience as she'd had with them. Admittedly not in this kind of situation. But having her give advice.

CARROLL: Well, when somebody is hired as vice president and a new slot is created, did he have to go to the trustees and sell them on this idea?

FANELLI: I'm pretty sure he did, because that's not something that he would just decide on his own. And somewhere maybe in the minutes, in the trustee minutes, it shows where he did that. I don't know offhand; I don't remember. Now, the first meeting I went to with Ruth Adams, it was funny. I said something nice to her; I don't know what it was. She looked at me like this, and she said, "I don't speak to anyone before eleven." [Laughter]

CARROLL: That explains a lot. I asked her for an interview, and I sort of thought we'd do mornings. And she said to me, "I don't want to see you before eleven-thirty." [Laughter]

FANELLI: She's so funny. But a nice person.

CARROLL: Yes. And I wonder-- You know for her, coming up here, that must have been quite a change.

FANELLI: Yes, it must have been. The thing I'm sorry about is I don't think she's very happy now where she is because Kendal is not her cup of tea.

CARROLL: No.

FANELLI: But that's the terrifying thing about those kinds of places is that once you've made the commitment, you can't afford to undo it. They own [you], body and soul.

CARROLL: She told me, she said, "They've only got old people up here."

FANELLI: We go there sometimes because we have wonderful [friends] who decided to go there. [Text deleted at the request of the narrator]

CARROLL: We were talking about the alumni reaction and John's connections with the alumni. You say he was in Albany once?

FANELLI: And I can't remember what year this was. But I know that Nelson Rockefeller ['31] was the governor of New York at that time, and [lived] in the Governor's Mansion in Albany. And when he found out that John Kemeny was coming to give a talk there, he said, "You must stay--you, John--must stay at the Governor's Mansion. Unfortunately, I can't be there. But," he said, "it'll be all open to you." John said to him, "Well, that's very nice of you. But," he said, "I'll be traveling with Alex Fanelli, who is my assistant--" [Interruption] So he said, "My assistant will be with me, and," he said, "I just couldn't-- That would be, you know-- We can stay at a motel or something like that." And [Rockefeller] said, "Nonsense! He'll stay there, too. There are plenty of bedrooms. And he said, "In fact, why don't you have a reception?" The afternoon of the day or evening of the day when John was going to talk. And then there was a dinner somewhere. So John said, "All right. That's fine. Very kind of you to do that."

So we get there, and, oh, everything is-- There's a majordomo there taking care of the mansion, and he welcomed us in, got our bags up and everything. And he said, "Now, this is your bedroom, President

Kemeny, up on the upper floor. And, Mr. Fanelli, I'll take you to yours in a minute." So he took John to his bedroom that way down the hall, past these gorgeous [works of] art, you know, all over the place. There was a tapestry. I think it was a Picasso tapestry of Guernica. But it was on that wall, filled that whole wall. And I went to my place. And there were these marvelous paintings all over the wall, you know. I mean there's thousands and thousands of dollars worth of art there. So I ran to him, I said, "John--" He was coming out of his bedroom, and I said, "John, come and see my bedroom!" I said, "There's all sorts of wonderful paintings there." And he said, "Well, while you're here, come into mine." [Laughter] He had even better paintings. They were fantastic.

But the reason I mention this is not because of that. But Albany was a tough crowd. I mean the Albany Alumni group was really not that nice.

CARROLL: I wonder why they were such a tough crowd?

FANELLI: I don't know. They were-- You know, sometimes only two or three people can color the whole complexion of a group. And they were a tough sell. And John did a good job. I think he swayed some of them or got some of them, I think, to think a little bit differently about it.

CARROLL: I wonder if this was before or after Ruth Adams had gone in where she'd never return.

FANELLI: Oh, I have a feeling it was before. I'm pretty sure it was in the early, like in 1971 maybe, around then.

CARROLL: Okay. Just after the announcement about coeducation had been made.

FANELLI: And Ruth Adams probably wasn't on board at that time.

CARROLL: That was '73.

FANELLI: '73, right.

CARROLL: Well, I think we'll stop for the day. Thank you.

FANELLI: Okay.

END OF INTERVIEW

INTERVIEW: A. Alexander Fanelli

INTERVIEWED BY: Jane Carroll

PLACE: Mr. Fanelli's home
Montpelier, Vermont

DATE: July 9, 1996

FANELLI: He could see that there weren't many women professors, women on the faculty. And he could see that there were very few black people, if any at all, at that time. I don't remember. I think Errol Hill was probably the only one. And Errol later became a kind of force in that because he was, as I recall, the Affirmative Action Officer.

CARROLL: Yes, he was.

FANELLI: And did a marvelous job. But what I'm trying to say is I think if there was any president who was going to do something about redressing the imbalances of previous years, as innocently as they might have come about, it was John Kemeny. Because he was very conscious of the gender gap, I guess, gender discrimination. And if he wasn't, Jean probably would have reminded him of it. Certainly, he was conscious of the fact that Dartmouth had had some kind of a policy with respect to limits on the admission of Jewish students, which was not spoken of very much, but it's a fact. So he would have been very anxious to have that be part of--as one of the accomplishments of his presidency. And it doesn't surprise me at all that he got started on it.

CARROLL: Very quickly.

FANELLI: Rather quickly. Now, tell me more about the committee. Because I don't mind telling you, the Committee on Affirmative Action.

CARROLL: The Committee for Study is the problem. And I think, to be honest, the committee actually was formed right before he became

president. And then when he becomes president, it suddenly made center stage where it had been sort of background.

FANELLI: Right.

CARROLL: And they are given the mandate, as far as I can tell, by Kemeny to come up with a plan. Other colleges had certainly had studies done and were aware of the problem. But Dartmouth was the first one--

FANELLI: The first one.

CARROLL: --to file a plan [of Affirmative Action]. Which I find really sort of amazing.

FANELLI: Yes. And the plan must have had to do with--some with--actively going out and seeking and making known the fact that Dartmouth was receptive to applications from women and from blacks and etc. And that's what I think Errol Hill was very good at doing.

CARROLL: Errol Hill--

FANELLI: This also ties in-- Excuse me. It ties in with getting more black students and more Indian students, or Native American students. Which was also high on John Kemeny's priority list. He would say, "Listen. Here's a school that was founded to train Indians, 'and any others', I think the charter says. But it's all 'others,' and no Indians." And in fact there was only one Indian that I can recall when I was a student at Dartmouth. Maybe there was someone I didn't know about. But I knew about one Indian who was at Dartmouth, Native American [William J. Cook '49].

CARROLL: And had that person come to Dartmouth specifically because of its history?

FANELLI: I have no idea. But he was a Native American. There used to be a myth, I think, that Indians could come free of tuition. I never could confirm that, though. As far as I know no Indian came entirely free of tuition. But they did make it-- Once John's interest in this got expanded, and once these committees got to work, they worked out ways of going to places, high schools, wherever there were Native Americans, even on the reservations sometimes. Because they visited lower schools. And they let it be known that there was not a hostile environment here. There was a favorable environment at Dartmouth. That even though they were aware that there would be

great deficiencies in the education of the students-- The worst place to become educated was on the reservation schools; they were terrible. You couldn't expect students to come from there and do the kind of work that was expected of a freshman at Dartmouth. So there were things like the Bridge Program, which you probably are familiar with. The [Blacks and Native American students] would come up during the summer and take special courses in mathematics, English, and whatever. So that they would start out not so far behind as they would have had they not had this experience. This ties in with another thing that Betty happened to be very involved in. And maybe sometime you should talk to her about this. It's called A Better Chance, the ABC Program. You've heard of that?

CARROLL: I've heard of it, yes. I've done some reading about that.

FANELLI: [Text deleted at the request of the narrator]

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CARROLL: There [was] also then, of course, at the same time a large influx of minority students at Dartmouth.

FANELLI: Yes, because of the Equal Opportunity Committee report.

CARROLL: I know there was opposition from the trustees when coeducation was first proposed. Was there opposition from them as well when it was proposed that there would be an influx of Native Americans or African-Americans?

FANELLI: Not that I recall. Unless it was a concern that these black students who were going to be selected, chosen, that we should make sure

that they were going to be capable of lasting the course. Because they needed lots of financial aid, obviously. And the trustees, I guess rightly, didn't want to see all that go down the drain. And there were even some experiments which were not necessarily wise experiments. One of them was a program which you may have already run into, where they had people from Chicago who were gang leaders--

CARROLL: Yes. Older guys.

FANELLI: Older, older. Yes. But they were gang leaders. Someone suggested, which is not a bad theory, I guess, but that if they had been good enough to assume leadership in this setting, that maybe they could be steered into leadership in a kind of different setting, and they would blossom [The Bridge Program]. Well, some of them didn't blossom well--or they blossomed too much in the wrong direction. And that was abandoned after-- There's probably a record of that.

CARROLL: It seems to be three to five years. I can't tell how much is proposal on paper and when the reality started. But certainly three to five years it seems to have run its course.

FANELLI: Yes. But that was the kind of thing, when it got out, it met with resistance by a lot of--I mean the alumni resistance increased because of those episodes. And [the College] learned a lot of things through these programs. For instance, they learned that you have to have a critical mass of these people. It doesn't pay to just get six of them, and put them somewhere, and drop them in the middle of a class of a thousand freshmen. And say, okay, now here's your equal opportunity. Go ahead. The six could hardly sustain each other, you know, in a big white world. And so they eventually--and this was in ABC, too. They realized that you had to have enough--to do a program you had to have enough in numbers. That's why these houses were--it was important to have enough people in them so that they would support each other.

CARROLL: Right. Did they set up any kind of support groups to help them outside the classroom? I'm thinking of advisors, mentors, whatever.

FANELLI: Well, they had some people in the community who became interested, and would invite them for dinner, you know, groups of them, not the whole house.

CARROLL: Because that would help, I would imagine.

FANELLI: Yes. And there were a lot of people who were receptive to doing that, in the town. I don't know how frequently it was done. But it showed that the community was willing to share its own things with these people.

CARROLL: Then they quickly established an African-American--or Afro-American as they then called it--center, the Shabazz House. Did that help, or did it keep them segregated?

FANELLI: Well, there are different theories about that. They always claimed that there was nothing in their whatever you call it--constitution--that ever said that it just had to be black students in there. And I think that's true. They never said that. They said if a white student wants to live in that dorm, they could certainly do it. I've forgotten which dorm it was, but I believe it was on North Main Street there [Cutter Hall]. But I think what people forget maybe is that it was very, very important to these black students to feel that they were still in their own community, that they had a community of their own--even though this community happened to be plopped in the middle of a vast white community. And they needed that support. Now they used to eat all at the same tables all the time; you've read that, of course. And they'd be over here, and the white students would be over there. And some alumni who came and saw this said, "Oh, segregation, segregation. What are you doing?" But they're doing it themselves, you know. There was self-segregation. And one way of looking at it is to say, well, in the first place, of course, they have their own language that they speak, which is not quite the language that the whites use. And that's the way they've maintained their sanity.

CARROLL: The black students seem to have been much quicker to organize than the Native American students when they first got on campus.

FANELLI: Yes. There were more black students, I think. And there were-- After a while there were some black faculty, and there were some black administrators. So there were people to help them organize, or may even have suggested they organize. I don't know about saying that, but it's possible that a faculty person or someone else might have said, why don't you get together and do something about that? if there was some complaint about something. Or get together and carry that message to whoever can do something about it.

CARROLL: How soon was there a Department of Black Studies?

FANELLI: I can't remember, to be honest with you.

CARROLL: It seems to me you'd have to have enough faculty on campus.

FANELLI: Yes. That didn't happen right away certainly, as I recall. You'd have to-- Errol Hill is the guy to ask about this.

CARROLL: ... He seems to have been very important, and Margaret Bonz seems to have been very important.

FANELLI: Margaret Bonz was important.

CARROLL: Well, what did they do as the head of affirmative action, or as affirmative action officer? What was their job?

FANELLI: Well, they were a bit like an ombudsman, you know. If people had complaints about things, they would go to Errol--or then Margaret took over at one point, didn't she?

CARROLL: Right.

FANELLI: I don't know whether he was off campus or something.

CARROLL: I think he just wanted to go back to the Drama Department.

FANELLI: Yes, he did that. And the affirmative action took a lot of time.

CARROLL: That's right.

FANELLI: Yes. Margaret was very good. Did you ever meet Margaret?

CARROLL: No, I did not.

FANELLI: She was very good.

CARROLL: It must have taken a certain amount of diplomacy, too.

FANELLI: Absolutely. Yes. What was the question you asked me?

CARROLL: Well, I was asking what the job was, really, of the officer?

FANELLI: Well, the job was very complex. Because in a certain sense it was, "don't allow this to get too overblown," whatever the matter was that was being brought to his or her attention. At the same time, if there was validity to the complaint, then they would have to see that something was done about it. So they had to be-- And they had to have relationships with faculty and chairmen of the departments and things, if they wanted to pursue a lot of these complaints that might have been raised by either blacks or women.

CARROLL: With the Native Americans, what was their role in questioning the use of the Indian symbol?

FANELLI: Oh, this is one of the things that I really felt very strongly about, and I was on the side of the Indians in this case. Alumni would say to me, "But don't they realize that it's perfectly proper, the school was founded by a religious person for the instruction of Indians, for the education of Indians? What could be better than to have an Indian as a symbol of that?" And the answer, of course, was that the symbol immediately--or almost immediately--became a caricature. And you would walk down Main Street, and there in the Co-op window would be diapers that would have an Indian face, a cartoon of an Indian, on the diaper, printed on the diaper. Now, if you were white, and you went down the street and saw that, you might say, "Ha ha ha ha. That's funny." But if you were an Indian, that was not so funny.

And then there were the ones who claimed and who got authorities-- We happened to have an alumnus who was, he was not an Indian, but he was a curator or something of-- I may be getting this mixed up. A curator of--he knew a lot about tribes and Indian lore and so forth and so on. And he claimed that this was, you know, that Indians should not be, and should not feel, insulted by using them as mascots and stuff like that. He said that was really--it was an honorable thing and so forth. And my only response to him or people like that was: If my Indian friend tells me this hurts him, he's the one who's being hurt. He's the guy who should know whether he's hurt or not. And I don't think they were putting it on or anything like that. I once wrote a-- I sent a poem or something (it was not my poem, but some poem I'd come across) to [See Appendix A]-- Now, you're going to have to help me drag up this name. The Dartmouth professor who then married one of his students.

CARROLL: Michael Dorris.

FANELLI: Michael Dorris, thank you. I sent it, and I said, "Michael, I thought you might get a kick out of this." [Text deleted at the request of the narrator]

CARROLL:

FANELLI:

CARROLL:

FANELLI:

CARROLL: Because we were talking about the Indian symbol, and the complaint about the Indian symbol.

FANELLI: Oh, yes. Well, we had that symbol-- In the first place they weren't very imaginative about what to do with an Indian symbol. So at football games they used to have this white man, white boy, youngster, who would be dressed like an Indian, and painted like an Indian, and have the headdress of an Indian, and go out on the field and make all sorts of probably incorrect Indian dances. He danced around. He probably did what he thought Indians would do.

CARROLL: The Hollywood version.

FANELLI: Right. And you can understand how a Native American would look at that and say, gee, in the first place it's not right. He's not dancing correctly. In the second place, it's such a caricature that it offends me. But since football was a big tradition at Dartmouth, and it was important, and the half-time festivities are important and so forth, [attempts to change these festivities] ticked off enough alumni, [students], and other people...

CARROLL: Who made the final decision to do away with the Indian symbol?

FANELLI: Well, they tell me that in the case of let's say the Athletic Department, where they had it on their--they had an Indian on their-

-uniforms, on the sleeves of the uniforms (I think this is football or basketball or something [hockey]; I don't know), and when the word came to them that maybe it wasn't such a good idea to have that, it had outlived its usefulness; they said, well, our budget won't let us get new jerseys for this season. So we'll play out the season. And next season we'll get the things. So I can't remember how that was adjudicated. But that would have been something that Errol Hill or Margaret would have had to wrestle with.

CARROLL: No funds.

FANELLI: No funds. And another one: There was a symbol in the ice, you know, in the hockey [rink].

CARROLL: In Thompson Arena?

FANELLI: It was either there or in whatever--

CARROLL: Leverone?

FANELLI: No, not Leverone [Davis Ice Rink].

[End of Tape 5, Side A – Beginning of Tape 5, Side B]

FANELLI: ... an Indian-looking Indian. But they didn't--

CARROLL: It had to go.

FANELLI: It had to go. Now, I don't know if somebody said, you know, this has absolutely got to go. You can't have this. Or they said, next year you can't have this.

CARROLL: Did the trustees then have to vote to do away with the Indian symbol? Or was that not involved in--?

FANELLI: Well, what they did was they created a committee called, [I believe], the Committee on the Indian Symbol, oddly enough. And they were-- And Bob Kilmarx was on that. I think he may have been chairman of it. I don't know. You might check that. And they debated and debated and debated, and heard testimony from this group and that group and Native Americans. And they decided several things: One

of them was--and you can find this out because they [produced] a report which was widely circulated. But I remember with my weak memory here that one of the things they said was: We can find no record of the Indian having been established as a symbol at Dartmouth. I mean the trustees never took a vote and said the Indian is going to be our symbol. So obviously if we didn't create it, we can't order it closed, you know. There's nothing to stop because it hasn't been--the Indian hasn't been the symbol of the college. Never officially. And indeed it was started by a sportswriter down in Boston. Do you know this story?

CARROLL: No.

FANELLI: Well, [Bill] Cunningham, I think his name was. Bill Cunningham. And he started calling the football team the Indians, the Dartmouth Indians. But nobody got together and said, we'll put this in front of the Board of Trustees. We'll be known as the Dartmouth Indians. It was a sportswriter did that. And it caught on, and everybody referred to the Dartmouth Indians. And then other people--with the best of intentions. I don't know. I never knew this man, [Walter Beach] Humphrey, who did the murals.

CARROLL: Oh, yes.

FANELLI: The famous controversial murals. Have you seen those?

CARROLL: I've only seen them reproduced. I've never seen the real thing.

FANELLI: Okay. You'll notice these beautiful, luscious--

CARROLL: Indian maidens?

FANELLI: --Indian squaws, maidens, who have the features of whites but dark skin. That's the only thing. They're white people, but--

CARROLL: Hovey murals, it's Mr. Hovey.

FANELLI: Hovey, Richard Hovey.

CARROLL: Mr. Hovey?

FANELLI: It's the Hovey Grill.

CARROLL: That's right.

FANELLI: That's where they were on the wall, really. And I can remember going there and seeing these murals. And they were pretty, and the song. There was a wonderful song we used to sing. "Three hundred gallons of New England rum...." The one that...

CARROLL: I don't think I've ever heard that one.

FANELLI: Oh, yes.

CARROLL: That's no longer current, I guess.

FANELLI: Gee, I used to know all the words to it. I'll find it for you, and I'll duplicate it and send it. "Five hundred barrels of New England rum...." That's it, that line. Very resounding. What was that? Well, I don't want to take time. But that was a real sticky one because that had to do with art. And Humphrey [was] the painter who did them.

CARROLL: Oh, Humphrey?

FANELLI: I believe he was Class of '30 or something. We can find that out.

CARROLL: I can look that up.

FANELLI: I'm not sure he's dead, but he may be dead. Walter Beach Humphrey, I think is his name. And it was really done on something which was then glued to the wall. So they had to be very careful when they removed it because they wanted to preserve it. I mean [these] were...

CARROLL: Historical artifacts.

FANELLI: ...historical artifacts, and you don't go around tearing up history like that. For instance, there was a beautiful cask of rum, this 500 barrels of New England rum. And the words to this song were inscribed--over each panel, you know, was a different stanza of this song. But Eleazar had his hand on the spigot, and he was dishing out the rum. There was even an Indian in a state of stupefaction who was lying on the ground with his mouth open getting the drops that were coming out of the [spigot]. All beautifully painted.

So then you're going to take them out of this room. And they've decided they would put them somewhere as an art exhibit, but in a noncontroversial place. Because this [the Hovey Grill] was a place

where students and faculty would come to--the ones who could drink--would drink, and so forth. And I think they served food there, too. That was not the place to have these murals. So they did that. Then they decided, well, that even that was not very satisfactory. So they would only show them for certain periods of the year when the alumni were here. Like in the summer when they were here for something, reunion or something like that. And they could go and visit these murals if they wanted to see them. It was kind of messy. I don't know where they are now.

CARROLL: I think they're back in the grill, but they have panels that cover them up. And just as they did before, when alumni come back, or certain weekends, they uncover them.

FANELLI: Okay.

CARROLL: I think that's the case still.

FANELLI: And you probably would have to get more than seven alumni to see it, or something like that. [Laughter]

CARROLL: Exactly.

FANELLI: And you'd always have all these rules. But that was a sticky kind of subject.

CARROLL: Well then, there also was the founding of the Native American Studies Program.

FANELLI: Yes.

CARROLL: Do you know how John Kemeny found Michael Dorris and asked him to come up and found that?

FANELLI: I have no idea.

CARROLL: I'll ask him that. He's on my list to interview. But he really seemed to have been the mover in creating that department.

FANELLI: Yes. He came-- I can remember when he came. I can't remember the date, of course. But I can remember when he came because he had adopted two kids, just two at that time. I think he and his wife have adopted more since then. But he needed a place to live. And he heard that our daughter, Katherine, had built this house in Lyme

and was going to move to-- No, I guess she had advertised or something that if someone needed rooms that she would rent the rooms to them. Or maybe she was taking a trip somewhere. I can't remember what it was. But she was not going to be in the house. And so she would rent the house to them. And he rented her house for two or three months or something like that. And then maybe it was too far from Hanover or something and he needed a different place, and so he changed. But he was one of the first people who lived in her house, which I think he liked very much.

CARROLL: Well, he seems to have come and formed the department almost out of clay and so on.

FANELLI: Yes. He was a remarkable guy. And he married a remarkable woman. And together they wrote some remarkable [successful] books.

CARROLL: Not a bad situation.

FANELLI: No.

CARROLL: With the Kemeny years, also one notices in the faculty themselves an increased professionalization. More publications, more research. Were people recruited with that in mind, or was that something that was just a natural evolution?

FANELLI: Well, there was an evolution, I think, but not necessarily starting with John Kemeny. As John Kemeny himself would have told you, John Dickey had started that. And in fact in that first five years, he spells it out. He says John Dickey had started this. But of course part of it had to do with the fact that the whole faculty was coming up for renewal practically at the same time, you know, in one big fell swoop. And so there were occasions where they could insist on better quality or make the search go further and not just say, well, this guy's pretty good, or this woman's pretty good. We'll accept her.

CARROLL: When you look at the statistics, it is an astronomical leap, actually, during the Kemeny years of how much is produced by the faculty.

FANELLI: In terms of...

CARROLL: Publications and...?

FANELLI: ...publications and stuff. Yes. That's interesting. It would be interesting to see that.

CARROLL: And that's impressive to see.

FANELLI: Yes. But there's no doubt that although John Dickey started it, that John Kemeny was 100 percent in favor of it, and made that one of his great objectives. And transmitted that feeling to the chairmen of the departments. And there was something else I think he may have--some innovation--that he may have-- Oh, I know. Yes. That's the Committee Advisory to the President. You remember we mentioned them earlier.

CARROLL: Mmmm hmmm. Right.

FANELLI: And the chairman, obviously, of the Committee Advisory to the President was the president. So he had his finger right on the process. They would come and meet with him every other Monday, whatever [the subject] was, and make these decisions about-- So since he was chairing the meeting, he certainly had a key role. If someone had decided, some chairman had said, "Well, this is the best we can do," or something like that; he could say, "Well, if this is the best you can do, it's not good enough." I was never in the room, so I don't know that he said that. But he was in a position to do those kinds of things which made a difference.

CARROLL: They must have. With so much professionalization, was there a push then for more graduate programs among the faculty as well?

FANELLI: I think there was, but I'm not an authority on that. There was always-- I can tell you what was in John Kemeny's head, but....

CARROLL: That's good enough.

FANELLI: He was very much opposed to having the graduate programs be the dog and the undergraduate programs be the tail wagging. He really firmly believed in the fact that one of the main strengths of Dartmouth College was that it was an institution for undergraduates, teaching of undergraduates. Now, the fact that we had these ancillary programs like Thayer School, business administration, the medical school, etc., they strengthened--or he hoped that they would strengthen--the way that undergraduates were taught. And I think he was always trying to find some way of integrating. Maybe having premeds who were thinking of going to

medical school, not necessarily at Dartmouth Medical School, but medical school, benefit from the fact that here we had a medical school. The thing that he pushed for with the medical school was to save it, and to keep it from going bankrupt, which at one critical period when they had very, very serious financial problems-- That's when he has that joke about the {university president} who [dies and wakes up in] hell. And somehow the devil greets him and has him come in. The university [president] says, "well, I guess I can adjust pretty well." And the devil looks at him, and he says, "Yes, but here we have two medical schools." [Laughter]

CARROLL: Oh dear, it was that bad at that point?

FANELLI: Yes.

CARROLL: Well, I have read that there was talk of closing the medical school. And what brought it to that path?

FANELLI: Well, it was a question of the fact that they had-- It was a two-year medical school. Well, it was a four-year medical school for the first part of its history. Then at one point there weren't enough clinical facilities around to do the last two years. Because the last two years in medical school are clinical. And if you're not near a big hospital, with the faculty of your medical school on the hospital staff and so forth, then you don't have enough to do it. And so there was a period when they, as you know, they went to Brown and did their third and fourth years at Brown. And then they got a degree--but I can't remember whether the degree was from the Dartmouth Medical School or if it was from Brown.

CARROLL: I think it's joint for a while.

FANELLI: Oh, joint. Yes. Anyway, then I honestly don't know what it is now. But I think it's--

CARROLL: It's four years.

FANELLI: It's four years.

CARROLL: Again.

FANELLI: Because there is a facility now, and they've got enough patients.

- CARROLL: I wonder why they decided to save it. It would have been less money to--
- FANELLI: To close it up, yes. I remember some discussion about that. And it's a mistake, apparently--or my memory is--that the people who said, we can close it and save money were mistaken. That if there was anyone who could prove that, it would be a mathematician. They could say, ah ha, but you have forgotten such-and-such, such-and-such, and such-and-such. Didn't Carl Chapman write a book about the medical school?
- CARROLL: Yes, but it stopped too short. It stopped too soon, I should say. It stopped short of the--
- FANELLI: I remember it was on the occasion of some anniversary of the school or something. I remember he was writing this report.
- CARROLL: The 150th, I believe. Because the 200th is coming up next year. So there's another history afoot to bring it up to date.
- FANELLI: He was a very nice guy, Carl Chapman.
- CARROLL: Then the atmosphere really remains through Kemeny's direction, it sounds very much focused on undergraduates.
- FANELLI: Yes.
- CARROLL: Did it--? I have been told by some people in the sciences, such as Ag Pytte and John Copenhaver, that there was a move towards graduate programs in the sciences. Because those felt that you could not recruit good people in the sciences without a graduate program. Are they correct in that estimate?
- FANELLI: I don't know. That's out of my realm.
- CARROLL: Okay. I thought I'd double check to make sure. And the last thing that Kemeny seemed to struggle with that I want to talk to you about is the fraternities and the fraternity life on campus, and the domination of it.
- FANELLI: Mmmm hmmm. That's been a struggle for a long, long time.
- CARROLL: Were you a fraternity member when you were an undergraduate?

FANELLI: No, I was not. I used to go to fraternities occasionally and drink their free liquor. But I did not participate. There were-- I guess I came with a group of something like seven or eight students from my high school, which was a very good high school, Pelham Memorial High School in Pelham, New York. Because of this-- Have I told you about this amazing geometry professor that we had? He was a Dartmouth [alumnus], John Milos. And he told us-- Well, he didn't tell everybody that. But he told his better students that there was only one place to go and look at when you were looking at schools. Go up to Dartmouth. So I did what he told me. And, you know, at that time, I don't know, I was just a young squirt from this little town in the suburbs of New York, but on the wrong side of the tracks. It looked like paradise. And I remember in many ways it was paradise while I was there. But I've [now] lost the question.

CARROLL: So the fraternities never loomed as an alternative to you.

FANELLI: No, not to me. But some of my best friends were in fraternities. And they seemed to enjoy it.

CARROLL: Were they as much of a problem in the 40's as they ended up being in the 70's and 80's, with excess drinking, with--?

FANELLI: I think not. I think there was always excess drinking. And it's just that over the years they refined it to, you know, institutionalized it in a sense. For instance, the sport of beer-pong, which I have never played.

CARROLL: What's that?

FANELLI: [It] has to do with setting up on the ping-pong table, at the corner you put a--I think it's on the corner. I've never played it, so I don't know. You put a dixie cup of beer or whatever. I don't think you put the bottle there because it would be hard to knock it over with a ping-pong ball. But the objective is to make a smash that then knocks off the [container]. Well, you can imagine. And then you put up another thing full. Of course if you're good at doing these smashes, your opponent is literally awash in beer. And this beer soaks into whatever surface is down there and becomes terrible. That's why they smelled so terrible. These were in the basements of fraternity houses.

So those are-- When I say institutionalized, these games became institutions in the setting. But the guy who--again, I go back to this.

It sounds like a theme that I'm doing. And it's [really] not [that] I think John Dickey was a better president than John Kemeny [at this] sort of thing, because I don't think that. I think John Kemeny was an extraordinary president. But I think John Dickey was extraordinary for lasting 24 years as president. John [Kemeny] just had to do it for 11. But John Dickey made the really critical breakthrough on fraternities when he said, you can't have a charter which discriminates against people of different skin color and so forth. That wasn't the way it was phrased or anything. But he got the fraternities to dis-affiliate from national fraternities which had racial policies, anti-racial policies.

CARROLL: I didn't realize that.

FANELLI: Oh, yes. And there's a book about that somewhere. I think John Dickey was in some organization having to do with civil rights.

CARROLL: He worked under Truman--actually I think under Roosevelt--but Truman was the head of the committee which looked into civil rights issues.

FANELLI: Right. And I think--

CARROLL: He was in the State Department.

FANELLI: I thought John Dickey maybe authored the report on it.

CARROLL: He may have, but I don't know.

FANELLI: If you could find that [report, it] would tell you that. But he was firmly in that corner. And finally they told a fraternity--I've forgotten which one it was--that they either had to dis-affiliate from this national fraternity which had to do with some case about it, you know. And they were just adamant about this, that they weren't going to allow any black students to join this fraternity or any of the chapters. So the chapter had to dis-affiliate if it wanted to conform with the policy of non-discrimination. And it was a cause celebre at that time because--and I've forgotten what year this was. But this was, you know, probably long before John Kemeny came to Dartmouth.

CARROLL: We were talking about fraternities, but you mentioned--and I think it's important to note--that there was also an effort made to integrate and bring into the campus students who came from economic hardship from the three northern states.

FANELLI: Right.

CARROLL: And you said you thought that was a very important process.

FANELLI: It was. And not in terms of numbers, because I don't think that they--
- Well, I've never seen a report on that, what the take was on those. I knew some of the students who came via the system, and they were very good. They just didn't have-- They would not have gone to Dartmouth without this program.

CARROLL: And did they find those students in a similar fashion going out to the high schools and recruiting?

FANELLI: Yes, yes. See, this has to do with what I told you before about Betty when she was doing this ABC thing. It's the same kind of system. She found that she had to go-- If she wanted to learn about when she was the admissions person how it was done, she would travel around to various high schools--not across the country or anything, but in Boston and other towns. And it was a revelation for her because, you know, some of these schools were locked up. You couldn't get in because of the dangers involved. They had to keep the doors locked. You'd knock on the door, and someone would come and let you in. But she had [teachers and administrators] in each of those schools--and these were schools that were good schools; there was no sense in messing with poor schools--but each of those schools, and in some of the schools more than one person, who would look out for cases like this: Where either the person was economically...

CARROLL: Disadvantaged.

FANELLI: ...disadvantaged or a black student or American Indian who would not have been able to get in touch with, or apply, to Dartmouth. And would--this was on the ABC level--where they were still like tenth grade. And they would then come for the 11th and 12th grades at Hanover High School, which was a damned good high school. [Text deleted at the request of the narrator]

CARROLL:

FANELLI:

CARROLL: While you're looking at them, I wanted to ask you about Kemeny's founding of what he called, I guess, COFHE--Council On Financing Higher Education, which, as far as I can tell from my reading, was a lobbying group. Is that right?

FANELLI: I can't remember that. Council on Financing Higher Education? Do you have a date for that?

CARROLL: I don't have it written down, but in my mind I think it came about fairly quickly, '71 or '72. And the reason I do is because it came about the same time as the affirmative action report was issued.

FANELLI: Okay. [Now it's coming back to me].

CARROLL: It seemed that he felt that if you were going to bring more students in who could not pay the bills, there needed to be more financing.

FANELLI: Yes. That would be something that John would have figured out right away. And I didn't have much to do with that. Where did it meet?

CARROLL: Well, it met at one point in Hanover. But then it soon got to be a lobbying group, and some of them actually went down to Washington to talk to people in Congress about financing.

FANELLI: I have a very dim recollection of this. [My memory is that this was a group of 7 or 8 smaller colleges that John Kemeny had brought together in a loose affiliation to discuss and exchange information about financing. I'm not sure how long it lasted, but I know that he found it a useful initiative].

CARROLL: Okay.

FANELLI: When you say "council," that rings a bell, but I don't, I really don't know that I was involved in any of the correspondence with it or anything like that.

CARROLL: Okay, okay. Well, the last thing I wanted to talk to you about Kemeny was to ask you if you were surprised when he decided to retire after 11 years?

FANELLI: I don't think I was surprised. I wasn't--

[End of Tape 5, Side B -- Begin of Tape 6, Side A]

CARROLL: You were saying you were not surprised that President Kemeny decided to retire, but you were disappointed.

FANELLI: Yes. I wasn't surprised for two reasons: One reason was that the sheer load that it was, all the things that a president has to do and has to be worrying about, had just piled up. And it was understandable that a person wouldn't want to do this for more than ten years, let alone eleven. For him, there were a lot of satisfactions in being president. But the time it took to be president was time that he might have preferred to spend on other things. I don't mean on other noneducational things, but on other avenues. And the other reason was that it kept him from doing the thing he liked to do most, and that was teaching. So those are two powerful reasons: One is you're tired; you think you need a rest. And secondly it gives you the chance to go back and teach.

CARROLL: Do you think the transition was hard, to leave the president's office and go back and become a faculty member?

FANELLI: No, I don't. For him it was very natural to do that. And he had-- I've forgotten whether I even knew what the, let's say, the contract between him and the trustees was when he first became president. But I can see him saying, "well, I'll do it for ten years, and then take another look at it." Or something like that. Which he probably did. So I think he was ready to retire.

End of Part One