

## **Please Note**

**This oral history transcript has been divided into two parts. The first part documents the presidencies of John G. Kemeny and David T. McLaughlin and is open to the public. The second part documents the presidency of James O. Freedman and will be open in June 2023, which marks twenty-five years following the end of his administration.**

**This is part one.**

**Richard G. Jaeger '59**  
**Former Dean of Admissions and Director of Athletics**

An interview conducted by  
Mary S. Donin

March 4, 2009  
Hanover, NH

DOH-295

Rauner Special Collections Library

Dartmouth College

Hanover, NH

INTERVIEWEE: Richard G. Jaeger

INTERVIEWER: Mary S. Donin

DATE: March 4, 2009

PLACE: Hanover, NH

DONIN: Today is Wednesday, March 4, 2009. My name's Mary Donin. We're in Rauner Library with Richard Jaeger, Dartmouth class of 1959, and former dean of admissions and athletic director of Dartmouth College. Okay, Dick—oh, this is your 50th reunion this year! Were you class of '59? Yes, this is a biggy.

JAEGER: Yes.

DONIN: Okay. So you came in 1955.

JAEGER: Fall of '55. John [Sloan] Dickey ['29] was president. He matriculated us all.

DONIN: And that was apparently a very impressive event to everybody.

JAEGER: It was. One person at a time. He amazed me. He knew a few little things about me I couldn't imagine.

DONIN: So you were considered a legacy when you came?

JAEGER: No.

DONIN: No?

JAEGER: No, my dad went to Columbia.

DONIN: Ah hah! So who—How did you end up at Dartmouth? You had siblings here or...?

JAEGER: No, I had one cousin from way back. But I mainly was a counselor at a camp up on Lake Fairlee.

DONIN: Oh, yes.

JAEGER: Camp Norway.

DONIN: Uh-huh.

JAEGER: And some outfit in this area—I've forgotten which it was—sponsored a big summer camp softball tournament.

DONIN: Oh.

JAEGER: And partly I think to expose kids to Hanover and Dartmouth. And I think that was the first time I really had seen the campus, you know, and just fell in love with it. My kind of place. And then I had the dubious distinction of getting my cheekbone smashed in at a game up at the camp. And they had to bring me down here and put me in Hitchcock for a while.

DONIN: Oh, my gosh!

JAEGER: So I would lie there. And every three hours they'd come in with a needle that long and stick me in the rear with penicillin and all this stuff. But the Baker bells would keep going off, and I thought that was pretty special. And then when I was in high school, the alumni were trying to get me to think about going to Dartmouth down in Chappaqua because the football coach, who was [Robert] Bob Blackman, that was his first year, he was writing letters to anybody who was playing high school football, I guess. So I came up for a visit and stayed with a good friend over in Topliff.

DONIN: So you'd had friends who'd been here before you even, it sounds like.

JAEGER: Yes.

DONIN: Okay.

- JAEGER: Yes.
- DONIN: So you were the first in your family then to go...
- JAEGER: To come to Dartmouth. Then my brother came. He was a '62.
- DONIN: Uh-huh.
- JAEGER: But an uncle way back, Evan [B.] Lyon ['24] came. And I think one of his boys.
- DONIN: So what was it like when you got here in '55? Different place than it is now.
- JAEGER: Oh, it was different. But it was all I ever wanted it to be. And coming from a little place like Horace Greeley where there were 62 kids in our graduating class, I was a little overwhelmed, I think, by the preparation, especially the prep school guys, had. And I was—when they assigned a term paper, I think our high school English teacher put us through one exercise in our senior year just to learn how to do note cards and all that. And so the next thing you know in English whatever it was called, I or II, we had to do a paper. And I pulled a few all-nighters, and I got it in. I did it on polio because I had contracted polio my junior year, just before my junior year, in high school.
- DONIN: You had polio?
- JAEGER: Yes, yes. I got it up at the camp, they figured.
- DONIN: Oh, yes. Wet bathing suits and all that stuff.
- JAEGER: Whatever. But I got home, and my leg wasn't working right, and I had a high fever. And I was fortunate because I got it in the lumbar area, and it went down this leg, and I missed my whole football season that year.
- DONIN: But you recovered.
- JAEGER: But I recovered enough to really not have any effects. A bunch of cramps in my leg and all over my whole life, but....

DONIN: Yes. Because you were a jock here, right, weren't you? You played—

JAEGER: Well, I was trying to be, yes. [Laughter] We had plenty of good jocks in the class. But I did football and basketball and baseball my freshman year. We had freshman teams then, not varsity. And, you know, you didn't play varsity as a freshman. So I stayed with the football and the baseball. Basketball didn't work out. The bigger guys, Rudy [A.] LaRusso [59 TU '60] and some of those guys blocked every shot I ever tried to throw up. [Alfred J.] Al McGuire, who's kind of a famous guy in basketball, he was our coach, freshmen, freshman coach, [Laughter] and he said, "Jaeger, you've got one major problem." I said, "What's that?" He said, "Rudy LaRusso."

DONIN: Oh!

JAEGER: And Rudy's a great guy. He went on and led us to a championship our senior year and all. You know he was just a big tall rangy guy. And here I was, you know, out of Chappaqua, New York, throwing up these limp shots. [Laughter] He was...

DONIN: Being a two-sport athlete is nothing to sneeze at.

JAEGER: Yes, it kept us busy. Then the polio finally caught up with me in my senior year enough so that I was really getting cramps, and my leg was kind of weak. So I just said, you know, I'm not getting far; I'm not helping the cause much. And so my senior year I didn't do it. And I was president of the Casque and Gauntlet that year, and I lived in the house. There was a lot to do there. And one of my mates and I were the first members of the Tucker Council, when Fred Berthold [Jr. '45] took over as dean.

DONIN: Oh, yes.

JAEGER: So that kept us busy. And so I just said, well, I think I'll just forego my senior athletic stuff.

DONIN: So tell me about Dickey. Did you ever interact with him at all after the—?

JAEGER: Matriculation?

DONIN: —matriculation ceremony?

JAEGER: Upon occasion you'd see him. You know, he'd come out to the ski jump for Carnival with his black lab, with his tammy hat on. And he'd talk to you. And you know, we're standing there watching these guys fly off the jump. He'd come down to football practice. You'd see him on the sidewalk, and you'd nod. The poor guy probably didn't remember names that well. But he'd give a small nod of recognition. Just a very friendly guy. But, you know, being young and impressionable, and he being the president, you showed a lot of respect and deference because he was just such an impressive guy.

DONIN: Uh huh.

JAEGER: And it was a treat to have any attention from him. By the time we were seniors, of course, we had Great Issues. And he did a wonderful job of introducing a lot of that, and he stimulated that whole program. So he was just a guy that you really respected and looked up to.

DONIN: Uh huh.

JAEGER: And I remember back in my admissions days—I'm jumping around here—but when the late '60s came along and all the Vietnam business, you know, at one point enough them rallied and occupied Parkhurst. And I'm looking out of my office window right across to Parkhurst, and you know, they're hauling people out of the building, including John Dickey. And I was absolutely livid.

DONIN: Mmmm. It was humiliating for him. I guess they physically hauled him out of his office.

JAEGER: Just to me, you don't do that to anybody. But when the cause is strong enough, you know, that was the era of Che Guevara—

DONIN: Yes.

- JAEGER: —and Fidel Castro and the Hungarian Revolution.
- DONIN: Uh huh.
- JAEGER: You know.
- DONIN: But people seemed to feel that that really broke his spirit. That that just—
- JAEGER: Yes. I would imagine. I never had living testimony of that. But the people who were real close to him, you know, Frank Smallwood ['51] was a good friend of mine, and he would talk about it a little bit. And George [H.] Colton ['35] was another good buddy. I just got to hear second hand about—
- DONIN: It was tough, those late '60s.
- JAEGER: It had to be. You know, to me—and I think that's the way things have changed to some degree—but there was a reverence and a respect you had for both faculty, who seemed to be long-timers, lifers, and administrators and provosts. And you know, I knew Leonard [M.] Rieser ['44] pretty well. There was just this real feeling of admiration and respect. And you didn't question them because you believed in the product you were experiencing.
- He was to me just a fantastic president, and I was sad to see him go. Then when he had that stroke, you know, that was—
- DONIN: That must have been very sad to see.
- JAEGER: He was there actually when my daughter graduated. Betsy's an '83.
- DONIN: Oh.
- JAEGER: Her last name is Winslow, Betsy Winslow, [Elizabeth K.] Betsy Jaeger Winslow. But he—I think [John H.] Jack Turco, he's the director of the health service you know, somehow they got him out of Dick's House—I could be wrong here, but I'm pretty sure—got him into a bed or something over on the side while the ceremony went on. Because that would've been '83, and I think he passed away a little after that.

- DONIN: Yes, it's been said that David [T.] McLaughlin ['54 TU '55] took very good care of him.
- JAEGER: He did.
- DONIN: Including arranging for him, when he was first ill, to come out of Dick's House to see commencement. But it must have been hard for everybody to see him in that state.
- So back to your undergrad years. You were an English major?
- JAEGER: Yes.
- DONIN: Did you have any particular professors who you, you know, felt a particular attachment to or who were particularly impressive in the class for you, or impacted you in any way?
- JAEGER: There were a number of them. I'll always remember [John] Jack Hurd ['23]; freshman year he taught English I and II and very strict and eight o'clock on Saturday mornings.
- DONIN: Yes, Saturday classes.
- JAEGER: He was the Tuesday, Thursday, Saturday sequence. So the other sequence was Monday, Wednesday, Friday. But you had classes right to noon on Saturday. And Hurd was a real stickler, but an amazing guy the way he knew literature and whatnot. There was another professor named [James Dow] McCallum, who was a Victorian whiz, and he could quote just looking out at you and up at the ceiling, page after page of Dickens. And it was mesmerizing. And then we had another fellow named Finch, John [W.] Finch. He was a great Shakespearean guy. And also American poetry. So I really was blessed with a lot of good English professors.
- DONIN: Did you know that you wanted to be an English major right off the bat, I mean when you got out of high school?
- JAEGER: Well, that was in my mind because I had a great high school English teacher.
- DONIN: Oh.

JAEGER: Made us memorize Chaucer and other things like that. And I enjoyed that. And she really focused on writing. But I also had that everybody wish of maybe I should look into medicine. So after a bout with some chemistry and advanced math, I said, [Laughter] that's not my bag. I'm more of an imprecise guy than a precise guy. And, you know, all those doggone valences and— And my roommate part of the time at Dartmouth was a chem major; he was our valedictorian, John E. Baldwin ['59].

DONIN: Oh.

JAEGER: He's been one of my closest friends. I remember sitting next to him at commencement. It was about 45 degrees that day—colder than blazes. And he gave the valedictory; it was terrific. But at any rate, I decided, nope, sciences and medicine probably aren't going to be my baby. And I just loved ideas and philosophy. I'd grown up being a counselor and working at summer camps and coaching, and you know, teaching made a lot of sense to me.

DONIN: Mm-hmm. So—

JAEGER: And my wife Debbie [Deborah Wickes Jaeger]—my almost to be wife—she was at Holyoke. She was that way, too.

DONIN: So, I know you said you struggled with that first English, that freshman English class. But did you feel pretty well prepared for Dartmouth?

JAEGER: Yes.

DONIN: Or were you surprised at—?

JAEGER: No, I was well prepared for it. I just... I think— English didn't really bother me that much other than the very frequent writing assignments—more than even in high school. But that didn't throw me off. The big term paper did because you really had to be meticulous. I think my toughest areas were the hard sciences, hard in both ways. You know, math, physics, that kind of thing. And I'd gotten in the New York State Regents, I got hundreds on all of those things in high school. But a different level up here. So I got decent grades. French was my nemesis. And it was all reading then,

translating, reading. There was very little emphasis on the spoken word the way John [A.] Rassias has it going now.

DONIN: Mm-hmm.

JAEGER: But, no, I had a couple of real tough guys. A guy named [Harold Edward] Washburn [1910], a guy named [Hugh McCullough] Davidson, and they were very good but very demanding. And boy, when I got into those final exams and had to translate this, that, and the other thing—they've got the clock on you. You know, I made it out of there, but you had to take four semesters unless you could pro out. In other words, two years. And that—I had taken Latin in high school and then a little bit of French. So that was a challenge for me. And that kind of discouraged me because all of a sudden I'm getting Cs and C minuses. And that, as I came to learn once I came back to be an administrator, that's part of the ballgame.

DONIN: Yes.

JAEGER: You know? All of a sudden you're out of this little melting pot, Horace Greeley High School, and you're a little fish in a big pond all of a sudden.

DONIN: Right. You're in the big time. So what was your social group here? Was it—did you join a fraternity?

JAEGER: Yes, I joined Beta [Beta Theta Pi].

DONIN: Mm-hmm.

JAEGER: Which got de-recognized for a while there in the '90s; they're back now, I guess. And there were a lot of athletes in that house. But the thing I loved about that house was there was diverse representation of a lot of sports. But beyond sports—well, John Baldwin was in there. He's a whiz. Both the valedictorian and the salutatorian of our class, guy named George [A.] Seielstad ['59]. We all roomed together our junior year up here in Richardson. And that was a great group. So it was a really good, interesting group, not just...

What I'm afraid happened with the football team, in particular in the '80s, '90s: They all coagulated in one fraternity. And it

was so in-grown and their behavior wasn't good. That really made me angry because that's not why you have those kinds of groups.

DONIN: Mm-mm. Back in those days, though, you were a good mix. It wasn't just—

JAEGER: It really.... I mean, there was a preponderance of hockey guys in Phi Gamma, and a bunch of lacrosse guys in Theta Delta. But most of them had a mix of this, that, and the other.

DONIN: Now did most of you guys—were you able to live at the fraternity?

JAEGER: Only as a senior. If there were a few extra rooms, some juniors did.

DONIN: But if you were part of Casque and Gauntlet, could you have lived there?

JAEGER: I could have lived in Beta. But when I was elected president of Casque and Gauntlet, it was really incumbent upon me—and I was glad to live in there and that was a great mix of people. You talk about a mix of a mix and fantastic folks in there. And that was a tremendous senior year living there.

DONIN: And at that point, did you know what was going to come next when you were a senior?

JAEGER: I began thinking of that, yes, because I continued to do work with camps; I did some practice teaching down at Hanover High School. And I felt comfortable doing that. I'd been surrounded by good teachers and good coaches in my high school and college.

DONIN: It seemed like a natural.

JAEGER: And I saw what the business world did to my dad. He was jumping on the train down there in Chappaqua, going all the way into New York City, you know, getting home late. I said, that's not for me.

DONIN: Mm-hmm. Good choice.

JAEGER: I never knew I'd end up back here.

DONIN: Yes, so you came back, when, in '62 to work at Hanover High?

JAEGER: Yes. I was teaching in White Plains High School. I was getting my master's at Columbia. And taking the train in and doing that. And Debbie, my first wife—she passed away a while back from cancer—but she was doing elementary teaching in White Plains, and I was teaching English and coaching football. But before that I had gotten my master's at Columbia Teachers College. And we had a little apartment in North White Plains, and the whole bit.

Then I got a call from the principal at Hanover High School in '62, I guess, or '63. Paul Petrich. I'd been practice teaching down there, and he said, "How'd you like to come up here and be chairman of the English department?" I said, "What! A young guy like me?" He said, "Yes, we would love to have you at least think about it." So I came up and had an interview. So the next thing you know I'm coming to Hanover and met some neat people down there. And taught, for what, three years down there. And then [Laughter] pre-affirmative action days, I was walking in front of what used to be Campions; it's now The Gap. And [Edward T.] Eddie Chamberlain [Jr. '36] stopped me on the sidewalk and said, "Dick! How'd you like to work in admissions?" And that was that.

DONIN: That's the way it was done in those days.

JAEGER: Yes. And so I started there in '64 and did that for 25 years.

DONIN: So admissions requires a special skill set. I mean, did you sort of move into it comfortably? A lot of the same skills of being a counselor and a teacher.

JAEGER: Yes, because I felt very comfortable. First of all, I was thrilled to have such a nice position because I always thought, boy, admissions, that's a— And the good people over there: Ralph [T.] Manuel ['58] was in the office. [Alfred T.] Al Quirk ['49], Frank Logan ['52] had just left to go to Antioch. And so we had a good nucleus. And Eddie was a great boss and a lot of mixing with [Albert I.] Al Dickerson ['30]. And there was

just about four or five of us. I was telling those alumni down in Hilton Head a couple of weeks ago, you know, when I started, there were 3500 applicants, and I'd talk to them over in admissions before I went down here, and they have 18,000 now.

DONIN: Unbelievable!

JAEGER: But it's a good mix because you speak to people, you interview kids. In those days we read all the applications, you know, on paper. Now they do it—

DONIN: By hand, yes.

JAEGER: And you know, my arms are a lot longer than most people's because of those big briefcases. But it was a good mix, and you'd interact with the faculty committee.

DONIN: Those were simpler days in admissions, weren't they?

JAEGER: Yes, they were. There were a lot of the vestigial practices left, like the ABC ratings at some of the prep schools. You know, Harvard, Yale, and Princeton were doing that. They'd bring a bunch of kids up and after the interviews, they'd sit down and have ABC ratings with the college counselor from Deerfield or Exeter or Andover. By the time they left that day in late fall or early winter, they knew if the kids had an A rating, they were going to get in. And of course the Ivies were pretty heavily prep. It was probably 60/40 in those days, prep to public. And now it's changed. I least I think that's what it was.

DONIN: Yes. So this is sort of mid-'60s, yes, late '60s? And some of those schools—I mean, I keep hearing stories about, I think his name was Frank Boyden or Borden?

JAEGER: Yes, at Deerfield.

DONIN: And that Deerfield was a feeder school to Dartmouth.

JAEGER: A lot of them. Those Harvard types used to sneak in there and get a few hockey players. But, yes, Boyden would do his thing. And the guys at Exeter and Andover and Choate.

You know, it was all boys' schools sending boys to a boys' college.

DONIN: Yes. And it seems that it was almost the choice of the headmaster to tell the student where he should go. I mean, they were sort of taking—

JAEGER: And the parents loved it. I mean, unless the parent was a dyed-in-the-wool Yale background or whatever, they didn't want to have Boyden or any other headmaster dissuade them from that. But sometimes they would say, you know, he'd really be a better fit somewhere. But that was between Boyden and that parent. In most cases, it was something that the headmaster would pretty much prescribe, not demand. But trying to do follow-through on the mission of going to prep school for the family was to get Johnny or Billy into a particular school or at least the Ivies. Or Amherst and Williams and—

DONIN: Right. Mm-hmm.

JAEGER: Yes.

DONIN: So can you describe when it started to change? I mean, obviously there was legislation that changed in terms of, you know, equal opportunity, as well as—

JAEGER: Equal opportunity, coeducation—

DONIN: Yes.

JAEGER: —changed it. The way the SATs were handled changed because the prep courses that certain people like Kaplan and the Princeton Review started to offer put this huge emphasis on, oh, we know how to help you improve your scores. So there became more of an emphasis in a lot of the schools on what is our academic profile based on the academic information we're getting from the SATs, the rank in class. And all of a sudden *U.S. News & World Report* and other magazines are coming out with the profiles. And you know, Harvard ranks here, Dartmouth ranks there. And presidents became concerned that if we don't show a pretty good profile on the numbers, the number of valedictorians,

you know, we're not going to be as popular as we should be. We're not going to attract the best and the brightest.

So there was... All those things came to a confluence along with the concern for equal opportunity, which I'll always be proud of the Ivies and Dartmouth for being at the forefront on that, and saying, we need to do this. Look at where we're going, you know. The African-American community—not so much in those days, the Hispanic community, or the Asian; that grew after we opened the door. But, you know, lots of protests. George Wallace came on campus a few times and raised all kinds of ruckus.

But things began to change in terms of what you were trying to do with the class. In other words you were beginning to structure a class or put it together with a certain general kind of recipe. So that it had diversity of all sorts. And that meant you couldn't always adhere to the upward scale of SATs and grades. Because you would exclude kids who, had they had the advantages of the people at Horace Greeley or Exeter or Pingree or you name it, probably could have had better scores. So you had cultural things to take into consideration.

DONIN: How did you.... I mean, was it sort of percentage-wise? Or how did you structure the classes in those days?

JAEGER: Early on, you just did what you could to have a presence. I mean, even in our... We had five African-Americans in our class. But as things unfolded and... A lot of it, I think, had to do with the way the South finally had to back down, and Wallace couldn't stand there on the doorstep of Alabama and [Orville] Faubus and all those guys, and just deny, deny, deny. And once we had kind of opened the door to the concept—because we could do it; we're private, you know, we're North—but once the gates opened, then they opened more and more. That created all kinds of interesting dynamics. And you had more and more kids coming along who wanted to apply to the Ivies or the NESCAC [New England Small College Athletic Conference] schools, you know, Williams and Amherst.

So all of a sudden the applications started to creep up. And then when we went coed in addition, that started the tide of—I mean, some of the males who probably didn't apply to

us before because we were all male began to think about Dartmouth and other places. So there were a lot of those tidal effects coming in, you know. That just made—you had more interesting and strong candidates in the pool. And you still only had room for roughly 700 in a class until coeducation came along, and we jumped up to 1,000 or 1,050 in about '71, '72—I've forgotten.

DONIN: Yes, well, coeducation started—I guess you started admitting women for the class of '76.

JAEGER: Yes.

DONIN: So it started in '72.

JAEGER: In '72. But we also admitted some transfers, as you probably know, to try to get some women in the upper classes. And we had the exchange programs with Holyoke and Wellesley. So various ways we increased, improved the makeup of the class and the student body. And then more and more applications started coming in. And once the alumni got over it, especially some of the old geezers and stopped protesting, and suddenly realized, jeez, I've got a daughter or a granddaughter. Now she can go to Dartmouth.

DONIN: But you must've gotten beaten up going out to these alumni clubs in the beginning.

JAEGER: Oh, we had some unbelievable—

DONIN: I mean, those ten years when they were—even before coeducation—from the late '60s on, you must have really gotten beaten up.

JAEGER: And you know what the main theme was? You can guess. Our teams are going to go to hell.

DONIN: Yes. It was all about the athletics. But you'd think that—

JAEGER: Not all of them, you know.

DONIN: Right.

JAEGER: I used to tell them— Because I'm in admissions and I knew a lot of them when I'd go out on the road. Because one of the main things we did in admissions when we traveled was have alumni workshops because they did our interviewing for us.

DONIN: Yes.

JAEGER: So the issues would always come up. And I'd say, now wait a minute, guys. Let's say we're in our sophomore year. It's 20 below out, it's February 8<sup>th</sup>, and somebody came through your dorm and said, how about going coed? You know damned well you would've said, good idea!

DONIN: [Laughter] Right.

JAEGER: And aaah, you know. But there were some diehards.

DONIN: Yes. Well, there still are, aren't there? A few?

JAEGER: Oh, yes. It's unbelievable to me how people can be so narrow-minded. But, hey! [Laughter]

DONIN: And it's more—I mean, what they verbalize is the worry about why the athletics are not as good. But it's bigger than that, isn't it? I mean they—

JAEGER: For some of them, I think it's probably this mystique of the all-male bastion—whatever the heck that is! Because I never felt that, you know, that we were some kind of elite male superheroes living in [Laughter], you know, I don't know what it was. Either all the ones who protested never had sisters or I don't know.

DONIN: Yes.

JAEGER: But I know I made plenty of trips to Holyoke where Debbie was going or Smith with friends. That's what you had to do for female social life. And they'd take the train up. Of course in those days you also had to check in with Henrietta Hage or one of the—[Robert A.] Bob Hage ['35] was the financial aid director—because she ran the housing bureau. And the schools at Holyoke and Wellesley or whatever had to be

assured that the girls were sleeping in qualified rooming houses and you know, that was a lot of double checking.

DONIN: Oh, yes.

JAEGER: Because women weren't allowed in the dorms after seven at night.

DONIN: Oh, so that was like the parietal hours or whatever they called them? Oh, yes. So now did they stay in dorms, or where did they stay? With faculty?

JAEGER: On the big weekends, what used to be called house parties—now called Homecoming or whatever—but certain dorms and even the fraternities would empty out; let the women stay in the fraternities. And the guys, the seniors, would go live with the juniors and the sophomores on the floor of their dorm. And then you had the campus “po” who were always hiding out in the bushes to make sure that everything was going according to [Laughter] regulations.

DONIN: What a nightmare job!

JAEGER: And there would be guys thrown out if they were caught with a woman in their rooms after hours.

DONIN: You could be expelled?

JAEGER: Oh, with no due process. [Robert] Bob [Donin] would get a kick out of that.

DONIN: Oooh!

JAEGER: You'd go into [Joseph L.] Joe McDonald, or Craven Laycock [1896] was the real arch guy way back before me. But you didn't get much of a chance. You'd get a notice: Please come to my office at nine o'clock on Monday morning. And the message was: Pack your bags. You're gone.

DONIN: No student senate or anything to go before.

JAEGER: No, COS, or whatever they called it and all that. No. So it was a totally different culture. And yet we knew nothing else.

But the times did change. All of that opening up of the campus.

Once I was back in admissions, there was a steady stream with a lot of turmoil and a lot of trying moments. But a lot of good ones, too. But when I think of up through John Dickey and then John Kemeny, they had the brunt of some of the toughest decisions.

DONIN: Yes, so that period of time, from when you got back here, mid-'60s to the mid-'70s after coeducation started, it must have been just one thing after another.

JAEGER: Yes. It was. Yes. And you know, there were other problems that we were experiencing here on the campus. Because when John Kemeny said at his inauguration that I would like there to be fifteen Native Americans in the class this coming March or April or whatever, you know, we had to hustle. And we went out and went around to various reservations and dealt with whatever agencies we could. And that was all well and good, you know. Okay, fifteen, that's a start.

But there was a lot that the college had to learn about how you assimilate those kids and give them a break. And so, as you've probably gleaned from other people, the ABC program came along, and how do you room them? Do you need these centers that we now have? That was all embryonic then. And slowly... The first theory was, well, we'll put all the Native Americans together in rooms so they have each other. And that was probably the worst thing we could've done. They needed to assimilate, and they needed to be able to say to their roommate, how do you do this problem? Et cetera.

So there was a lot of bumpy adjusting going on. We had some very interesting, you know, Stuart [Alton] Tonemah, John [Philip] Olguin, and [Bernard] Bernie Kahrahra, and guys like that, who were the administrators trying to help make the program go. They were doing a great job. They were helping us recruit because they knew people in the BIA, you know, Bureau of Indian Affairs, and other places. But you had a lot of mortality—not literally. But these kids had a heck of an adjustment. They got an Eskimo down here from Ketchikan, Alaska. That's a long way from home.

- DONIN: Mm-hmm. Not just physically but culturally, too.
- JAEGER: So it was a learning experience. There were some... Just as with the women who had to pave their own way and some got overly victimized or abused, I think we asked a lot of the pioneers in the affirmative action, equal opportunity realm. And some of them got snowed under by it.
- DONIN: Yes.
- JAEGER: But there were some real great stories, you know: Duane T. Bird-Bear [Jr. '71] [William] Billy Yellowtail [Jr. '69], guys like that.
- DONIN: Mm-hmm.
- JAEGER: And there are some great stories about what they've done, what they've become, you know. [Karen] Louise Erdrich ['76].
- DONIN: Mm-hmm. Amazing. Yes, she's a ...
- JAEGER: One of my sad ones because I always— Michael [A.] Dorris, he was a great guy. Talented, interesting, articulate. And I was just so sad when he—
- DONIN: Very sad. That was a very sad story.
- JAEGER: Yes.
- DONIN: So you must have had to increase the sort of support for these new kids that you were—
- JAEGER: We did.
- DONIN: —that you were admitting.
- JAEGER: We did. We had various support offices and officers. The dean of freshmen office—we still were calling them freshmen at that point—had to have special people to help them, tutor them. There was a summer bridge program where they could come early and kind of get acclimated, which is a great

idea. Tuck still has a bridge program down there for business types.

DONIN: Right.

JAEGER: But, you know, there was no handbook out on how to do it.

DONIN: Mm-hmm.

JAEGER: But, you know, you had some awfully good people like [Thomas M.] Tom Mikula and [Charles F.] Doc Dey ['52] and folks like that who were working hard at that.

DONIN: And I assume your colleagues in the other colleges were going through the same thing?

JAEGER: They were.

DONIN: You were all sort of learning. Everybody was learning at the same time.

JAEGER: Yes. And the Ivy group had... You know, the freshman deans would meet a lot. The admissions people would meet a lot. I know the presidents did. So there was collusion, if you want to call it that, in learning from one another. Definitely. And resources were tough, you know. Physical resources which require monetary resources. And the whole concept of a center or a house came along, you know, the Afro-American House down there.

DONIN: Mm-hmm.

JAEGER: And the Native American house, and then the Asian American house, and the....

DONIN: Those were a long time in coming. Where did they meet before that?

JAEGER: Oh, they'd meet in the common room of a dorm or, you know, in some... College Hall. It was then College Hall, not Collis.

DONIN: Right.

JAEGER: And slowly but surely—and sometimes they had to really push and agitate and that's where the deans had their hands full. We want a center. We want an advisor. We want an in-house resident. And the college tried all kinds of things to make the living experience good. And the whole emphasis on nurturing and fostering the growth of the people. And also trying to have programs centering on their activities, whether it's Hispanics or Native Americans or African-Americans, programs that hopefully some of the white students, the Caucasians, would take part in because the whole idea in the long run is, let's get some cross-cultural fertilization and appreciation and understanding. And, you know, slowly it took place.

DONIN: I can't imagine that the Greek life appealed to these groups much. So they were looking for social opportunities outside the Greek life?

JAEGER: Yes. And they'd have—formed a few of their own. I can't remember all of them. But like Shabazz, is it they call it now?

DONIN: Cutter Shabazz, yes.

JAEGER: You know, that was like a fraternity in some respects. And part of the problem was some of the darned fraternities, just as they were with women, were—I don't know how you screen this out because we were admitting these kids. But some of them had attitudes that were not friendly.

DONIN: Mm-hmm.

JAEGER: Boy, then as you heard probably, you get a few beers in some of those kids, and they make you so angry, what they were... How can you do that? Why are you doing that? You know. But, you know, by that point, I'm what, 35 or 32 or whatever I was. And these are still young....

DONIN: Right. And, as you say, you can't screen for that sort of attitude when you're doing admissions questionnaires.

JAEGER: No. You can try, but it's so imperfect. Those essays and all are sometimes mommy and dad helping with them.

DONIN: Right.

JAEGER: We used to have some fun cooking up the questions because you're trying to get at the character of the individual and some of their experiences. My favorite one was this guy during that tumultuous Vietnam era, and I think our question was—you'll get a kick out of this: Assume you're one of the world's great philosophers about to die. What would be your parting message to mankind?

DONIN: Oh, perfect.

JAEGER: There were two answers that always struck me: One was: Get a doctor. [Laughter] Period. That's all he wrote. The other one was: Bongo-bongo-bongo. I'm combing my hair with oranges.

DONIN: What does that mean?

JAEGER: Who knows? But the admissions committee had some faculty on it, of course. One of the English professors said to one of the other professors, "Well, what do you think he means by that?" And this salty English professor said to this guy—let's call him Brady—"I think what he's really saying is screw you, Brady." [Laughter]

DONIN: He didn't like the question, I guess.

JAEGER: But who knows? But I mean, that was that. See, I was advisor, when I was back in admissions, I was advisor to the seniors in C&G for a number of years. And we have a pretty diverse and leadership-oriented group. Some of them had interesting tastes. And some of them were so imbued with individuality and being contrary as part of their *modus operandi*. And some professors were in their camp. A couple of them moved down by the furnace and put up blankets for walls, and they were sleeping down there. The ascetic life.

DONIN: Oh. Interesting.

JAEGER: And I said, you can't do that. That's against health and fire.

DONIN: It's dangerous.

JAEGER: Well, we can do that if we want. I mean, all of a sudden I got this...

DONIN: Pushback, even from your advisees.

JAEGER: Yes. And one of them I remember—I don't have to mention his name. [Laughter] But I had interviewed him out in Indianapolis. And we were friendly, but he was, boy, by that point, he'd had a few courses with certain people, and, you know, that's what an institution like this is all about: lots of ideas. And he was on a track that was tough to resolve.

DONIN: Mm-hmm. But as you said, that's what they're here for.

JAEGER: Oh, yes.

DONIN: Figure out their place in the world.

JAEGER: Yes. Who the heck was it? I think it was Dickey—another one of Dickey's great phrases. You probably know this. It's the impression or the interaction of youthful mind on youthful mind.

DONIN: Yes. He had so many amazing phrases.

JAEGER: Yes, yes. So long—because there is no parting.

DONIN: Yes.

JAEGER: But I like the one at commencement, which is, you know, you are the—the world is yours. Go do something. And then Kemeny picked up on that and said, roughly, you are your brother's keeper. Or however he said it.

DONIN: Right. The world's problems are your problems, I think that was what Dickey said.

JAEGER: Right.

DONIN: That [Jim Yong] Kim repeated the other day.

JAEGER: Yes. As a matter of fact, I was pleased to see that. The guy did his homework.

DONIN: He did.

JAEGER: I wonder if [James] Jim [Wright] put him up to that. [Laughter]

DONIN: Yes, I thought it was wonderful. Everybody likes to quote Dickey.

JAEGER: One of my other favorite ones was [William Jewett] Tucker's that I got familiar with when I was on the Tucker Council and all. But, you know, where he says—the basics of it is: conscience and heart. You'll find that somewhere in the Tucker—

DONIN: I should look that up.

JAEGER: Formulative description. It's not that obscure a comment. But it's got to with—

DONIN: I'll look that up.

JAEGER: —conscience and heart.

DONIN: Yes. Great.

JAEGER: But Fred [Berthold Jr. '45]—he's one of my favorite guys. Have you interviewed Fred?

DONIN: Yes, I have.

JAEGER: He was the dean of the foundation. Johnny Baldwin and I were on that council along with some professors and all. And what a stimulating guy.

DONIN: He was the first dean of the Tucker Foundation.

JAEGER: Yes. We were the first council.

DONIN: Were you?

JAEGER: And then, you know, when my mom finally passed away up here at Kendal [at Hanover] about '98 or '99—

DONIN: Oh!

- JAEGER: And Fred did the service.
- DONIN: Oh.
- JAEGER: Yes. But I had him for a couple of religion courses.
- DONIN: Now, didn't the Tucker Foundation grow out of something called the Dartmouth Christian Union? Was that what it was called?
- JAEGER: It did. I was part of that, too, because I liked doing that kind of thing. And I think it did—I don't know, I can't connect the dots.
- DONIN: Right, right.
- JAEGER: But it seems it must have because—
- DONIN: It seems that the orientation of the Christian Union had a lot of overlap with what the Tucker Foundation does.
- JAEGER: And I think the idea being that, you know, there's something a little bit exclusionary when you just call it the Christian Union, even though you had some Jewish organizations, etc. But the Tucker thing kind of got more global. It was just a good undertaking for the campus and it's certainly done great things since.
- DONIN: And a wonderful way to memorialize or honor President Tucker as well.
- JAEGER: Yes. You know that's why that conscience and heart thing sticks in my mind, because that made a lot of sense. I wish some of these CEOs of the last five years had a little more of that.
- DONIN: How about that! Okay. Let's see here. Where are we?
- JAEGER: I'm probably yakking too much. [Laughter]
- DONIN: No, it's perfect. When you were in admissions, the whole sort of technology revolution hadn't hit it yet. So you didn't deal with, you know, the common application and computerized...

- JAEGER: No, I had gotten out of admissions in '89 and went down to athletics. But the only semblance of the technological revolution that we dealt with—I remember Al Quirk was a lot better at it than I was, thank goodness. We had punch cards, and we had a couple of people who'd sit there with these little, you probably remember them, the IBM punch cards.
- DONIN: Oh, yes.
- JAEGER: And you had to enter the data on a keyboard. But it actually punched little holes. And then you'd take this godawful stack down and run it through. We had a dumbwaiter that went from the basement to the third floor of McNutt. Down it would go and Drrrrr through all those readers. And then you'd get a printout which is about this big.
- DONIN: Wow!
- JAEGER: So that was the early days of automization and—
- DONIN: Early days. Yes. Well, that was just the beginning—that was the very beginning of it then.
- JAEGER: And to think that now they've come to reading them online.
- DONIN: Paperless, the whole process now.
- JAEGER: Yes. I guess even before that came the common app and everything.
- DONIN: Common app, yes.
- JAEGER: Well, our common apps, you'd laugh. You could tell the kids who'd figured out, alright, I can make this great essay I've written work for both Dartmouth, Brown, and so-and-so. Only they'd forget to take the Brown out [Laughter] in the copy they'd send to Dartmouth. Or whatever.
- DONIN: That's terrible, though. I mean, they must have had a huge—
- JAEGER: Sally [Jaeger] was the director of admissions at Tuck for about seven years after we got married in the early—middle '90s. And she used to have a bulletin board that she could

put some of these— I've always wanted to say I got an MBA from Harvard—only it was Dartmouth. They forgot to cross out, you know, and retype or whatever. There's some hilarious goofs.

DONIN: Horrendous, though. So how—not to dwell on this—but how has the process changed? Aside from technology, how has the process changed in terms of identifying who gets in and who doesn't get in? I mean, you've got all these factors that you have to take into account.

JAEGER: Yes. And I can only guess because I haven't experienced trying to pay more attention to various statistical breakdowns and read an essay online. I was used to seeing basically handwritten or typed things on our forms. At one point we had the writing sample, you know. And they'd have to send you—

DONIN: Was it actually handwritten?

JAEGER: Handwritten. And it was a carbon-backed thing. It had about seven sheets that the kid could write the essay. And then it would be forwarded, one sheet to each of the schools he designated—or she. So you could—I don't know, there was just a little more humanity in the process then because it was handwritten, and you were reading it. In the old days you could actually mark it up a little bit so the next reader might see something. But then, you know, our various—Cary [P. Clark '62] probably remembers some of this. But even before Cary, the admonition came down: You know, because these things now are subject to subpoena, don't write anything. We'll have a worksheet, internal memorandum, that we would write our comments on. But no more writing—

DONIN: On the paper. Uh-huh. Oh, that's the student privacy laws and all that.

JAEGER: Yes, because they have the right to—if the kid doesn't get in, and they say that John Jones is an English teacher at New Trier High School, we know he did my son in with his essay about my son, his recommendation. We demand to see that folder. And somehow—Bob would know better than I—they'd get the right to see the folder.

- DONIN: But aren't the comments still going to be in the folder?
- JAEGER: No. Because the internal thing was separate from the folder. This was just our own working notes.
- DONIN: Oh, I see. And that they don't have access to.
- JAEGER: No, that was the—I don't know what they do now—but that was the advice from John [F.] Meck [Jr. '33] and people like that, the legal guys.
- DONIN: Yes.
- JAEGER: And one of the things that is funny, but John Dickey once had Eddie—Eddie had to bring a folder over because there was some big-shot pushing Dickey or whatever. And all of a sudden John Dickey is looking down, and Eddie's sitting there. And he or somebody had written in the margin after some answer "P.I.T.A." right in the margin. "Pain in The ----"
- DONIN: [Laughter]
- JAEGER: Well, Dickey just innocently... You know, Eddie's an old Navy guy. So he says, "P.I.T.A.? What does that mean?" And typical Eddie, quick as a button, thinks "Personality Inventory Trifle Awry." [Laughter] And Dickey looks at him, "Hmmp! What does that mean?" "Well, we just thought there were a number of things about his makeup that were a little unstable." [Laughter]
- DONIN: Boy, that's a quick reaction. Quick thinking.
- JAEGER: But that was Eddie.
- DONIN: Yes. [Laughter]
- JAEGER: But to answer your question, though, it seems to me, as it all went along and there were more and more kids, you couldn't really spend the time getting to know them as well as you might want to. You read and read and read. My God! We read folders in those days. And you're looking for the attributes, qualities, achievements that come out of the folder collectively, that seem to make one person have a few extra ounces here and there over another one. Because a lot of

them were qualified. There were very few who were just not...

DONIN: That was the easy part.

JAEGER: And then there were the others up at the top who were no-brainers unless they were so bright but so bothersome in some way, that you wondered what you were going to get. And we used to have the college psychologist, [Francis W.] Bud King his name was, on the admissions committee, and we could refer some of those. And [Raymond Sidney] Sid Jackson was the head of the medical, and we could refer: What do you think? Or are there some problems inherent here? All of a sudden, you couldn't do that.

DONIN: Oh.

JAEGER: Because it was prejudicial. And we couldn't even ask certain things about, are there any particular problems this individual has that could—that we ought to know about?

DONIN: Mm-hmm.

JAEGER: Can't even ask it anymore. So you're getting less and less meat on the skeleton.

DONIN: Mm-hmm.

JAEGER: That doesn't mean we weren't able to get some really great kids. But then you had a few who didn't turn out the right way. But by and large it was this increased capability of the kids who were applying, more and more applicants, trying to put together an interesting, dynamic class with all of the diversity qualities. And so, as I used to like to say to people: You want to put together the best possible stew that you can with a rich variety of ingredients. But you want them all to be good ingredients.

DONIN: Mm-hmm. Yes. That's a good way to put it.

JAEGER: So you do it, and you have the power of trying out each other on some of the cases so you could debate it a little bit. We used to have what we called roundtable. And each person would present the applications that were still alive from his or

her region. And we'd slowly winnow them down. And I don't think they do that anymore. I don't quite know how they do it now.

DONIN: Mm-hmm.

JAEGER: Whether there's any roundtable, what kind of discussion there is, or whether—I don't know the structure. Betsy, my daughter, stayed in it. After she taught at Noble's and a few places like that, she came back and worked in admissions for seven years. By then I'd gone down to athletics.

DONIN: Oh, yes.

JAEGER: And, you know, they used to have roundtable.

DONIN: They probably use all sorts of computer models now to come up with—

JAEGER: I don't know. I'd like to know. Obviously there's got to be some... I think the alumni still try to do interviewing. But I know it's basically undergraduates now who do the interviewing. But there must be a lot like it. Again, I don't know really what I'm talking about but I've heard that, you know, the med schools have a whole lot of objective stuff. There's not too much subjective stuff in the way they pick out their students.

DONIN: And the face time is totally gone, I think. You don't have to—you're not even required to have an interview, are you? A personal interview?

JAEGER: I don't think so. And maybe that's good, and maybe it's bad. But I'm from the old school in terms of, I like to be able to judge and feel the person.

DONIN: Now, you must have had to change, you know, your road trips, where you would go to talk up Dartmouth. Looking for.... Especially these new populations you're trying to get.

JAEGER: We did. And we had to change the makeup of our staff.

DONIN: Oh, yes.

JAEGER: When we first went coed, we hired several women and got them out on the road. John Kemeny hired Ruth [M.] Adams to come from Wellesley, and she was kind of to oversee the transition. Did a great job of it. And then when we'd travel, we'd go to schools that were all-girls schools or... Then they started to merge. You know, Choate and Rosemary Hall joined, Abbott and Andover or Exeter.

DONIN: Mm-hmm.

JAEGER: I've forgotten. So you had those things happening. But we did, we hired some minority admissions counselors and Native American, [Michael S.] Mike Hanitchak's ['73] still around.

DONIN: Mm-hmm.

JAEGER: And you'd try to get them out to the various areas where that population was heaviest.

DONIN: So you were doing this under what? three, four, different presidents? How much does a president and his particular mission— Obviously, John Kemeny's an exception because his mission was to take this school to coeducation. But how much does a president impact the sort of guidelines of what you follow in the admissions office?

JAEGER: Not really a whole lot other than probably questioning sometimes when an observation or a complaint goes his way.

DONIN: Oh.

JAEGER: And he might say, Well, how are we doing this? And you'd bring him up to date. But you had the faculty committee, which was active, and so they could be a go-between.

DONIN: Mm-hmm.

JAEGER: Very often, the president in the old days... Dickey would wander in some nights because we were there in McNutt 'til midnight. But John Kemeny, I think, probably the biggest eye-opener or the biggest reaffirmation of what we were doing because nobody ever said: Go more this way or that

way. But we said to John—I think it was John Kemeny, yes—said, “Could you and the trustees discuss, if you had to boil down what our mission is to a brief statement, not too convoluted, what do you want this class to be made up of?” And they came back with roughly, you know—and if you interviewed somebody like [Norman E. Jr.] Sandy McCulloch [‘50], or somebody like that, who was a trustee—what they came back with was: We want individuals who will have a positive, significant impact on Dartmouth and later on. It was that open-ended. Positive, significant impact.

DONIN: Mm-hmm. That’s pretty broad. [Laughs] Were you hoping for something more defined than that?

JAEGER: No, because I don’t see how you could really do that. And I’m sure that’s what they realized. I don’t know what more you could add to that without getting so verbose.

You’d still wonder, well, what do you mean? And the more verbose in that respect you get, the more you get to, you know, we want five 250 IQ’s and this, that, and the other thing. And, you know, there were enough general targets, and the world liked to call them quotas, by then anyway, in the early ‘70s, middle ‘70s, late ‘70s, and even further. Measuring how many of this, how many of that do you have in the class? But the common denominator had to be, can you get something out of the application that would make you feel good about the positive significant impact?

Now, [Laughter] what nobody’s ever done is (a) How do you measure that? (b) Shall we do a study? Although there were some done. I remember somebody—who the heck was it?—did a study on the class of ‘58, I think, to see, and I think they even went back and got the ratings, the admissions office ratings.... You know, we used to the Stanine system.

DONIN: Mm-hmm.

JAEGER: I don’t know if you’re familiar with that.

DONIN: Well, I was just reading about it.

JAEGER: Yes. Like the greatest person who ever lived, we used to say, what would be a nine over nine, nine academic, nine

personal. And Eddie used to say, “yeah, and he was a carpenter from Nazareth,” you know. [Laughter] You had to know Eddie. But I think they’ve done—and I don’t know who would have this info. I know they did that on the class of ’58 to see how X number who were out in the big wide world, because they were trying to ascertain whether or not, did this carry on into their later life?

DONIN: I wonder if it’s in their 25<sup>th</sup> reunion book, or in their 50<sup>th</sup> reunion book?

JAEGER: It may well be, or it may be more internal than that. But it’s not some clandestine thing, you know.

DONIN: Mm-hmm.

JAEGER: And who the heck did that? And the only thing I can tell you—Ralph [N. Manuel ’58 TU ’59] may know.

DONIN: Okay.

JAEGER: I don’t know if you’ve talked to Ralph yet.

DONIN: We talked with him, not about Freedman. We talked with him earlier, obviously, about Kemeny and McLaughlin.

JAEGER: Well, all I know is because Ralph was in admissions with us. And then he was a dean and etc. And he was a ’58. So—

DONIN: I can ask him.

JAEGER: Beyond that I’m not sure—now things have changed enough—who might be the gatekeeper on that thing.

DONIN: Right.

JAEGER: But the point is, you know, you don’t get into names necessarily. But there were some conclusions drawn that, yes, these guys are doing—and they were all guys then.

DONIN: Right.

JAEGER: I think there was a later study. So the idea— I’m yakking on too much here. But the positive significant impact thing was

a guiding— And I used to say that to alumni a lot: Your job is to go out there and find people where you think those ingredients are there for that. And there's a variety of ways they can have that.

DONIN: Mm-hmm.

JAEGER: And I always used to say: Now remember, some of the positive significant impact in your mind may be negative. But they're making something happen.

DONIN: Mm-hmm. So how do you deal with—and we'll leave athletics out of this now because we'll cover that when you get to be AD—but how do you deal with the fact that, say, the symphony orchestra is losing all their violin players or something because they're all graduating? I mean, do they come to you and say, we need some violin players?

JAEGER: Well, they will do that. I remember Margaret [E.] Spicer used to come over and say, "We don't need—" She was in the Hop, you know. She'd come over [Laughter] and say, "We don't need so many actors anymore. We need makeup people." [Laughs] Jeez! Thanks, Margaret.

DONIN: Amazing.

JAEGER: It worked two ways. First, the faculty would say, well, you know, you've got these lists from athletic coaches. Why shouldn't we be strengthening our activities? But the families didn't take long to catch onto this. And if the kid had what I like to call, from the bridge parlance, "a long, strong suit," they were going to play it up. So we started getting onslaughts of tapes, portfolios of art, testimonies from voice teachers, you know. Pavarotti said I sound just like him in the shower. You know, that kind of stuff. [Laughter]

DONIN: Now is this happening after—say, during the Jim Freedman era when he had really, you know, sort of put out this idea?

JAEGER: It happened in the Kemeny era and on into the McLaughlin era. I've forgotten how many years I was—because Jim's the one who appointed me to be director of athletics.

DONIN: Oh, that's right. So you wouldn't have known.

JAEGER: But it was going, you know, even back in the late '70s on into the '80s.

DONIN: Oh.

**[End of Part One]**