



## University of North Florida UNF Digital Commons

---

Creating a University: UNF Oral History Project

UNF History

---

11-9-2006

# Adam Darm

Adam Darm  
*University of North Florida*

James B. Crooks  
*University of North Florida*

Follow this and additional works at: [http://digitalcommons.unf.edu/unf\\_oral](http://digitalcommons.unf.edu/unf_oral)

 Part of the [Oral History Commons](#)

---

### Suggested Citation

Darm, Adam and Crooks, James B., "Adam Darm" (2006). *Creating a University: UNF Oral History Project*. 5.  
[http://digitalcommons.unf.edu/unf\\_oral/5](http://digitalcommons.unf.edu/unf_oral/5)

This Article is brought to you for free and open access by the UNF History at UNF Digital Commons. It has been accepted for inclusion in Creating a University: UNF Oral History Project by an authorized administrator of UNF Digital Commons. For more information, please contact [Digital Projects](#).

© 11-9-2006 All Rights Reserved



Interviewee: Adam Darm  
Interviewer: James Crooks  
Date: November 9, 2006

- C: Today is November 9, 2006, this is the UNF Oral History Program. I'm Jim Crooks interviewing Professor Adam Darm. Adam, would you share with us some of your personal professional history before coming to UNF.
- D: I was working for General Electric and went through their management training program. In 1962, I decided I was not going to be working with electric motors and manufacturing environment like that and so I contacted my former professor that was teaching at LA State, a good friend of mine, and he said that there was an opening at Long Beach State and San Jose State and maybe I should apply for it since I was living in Illinois. So I wrote a letter and sent my resume to both those institutions. Then at Long Beach State, I was recommended by William Mays, Bill Mays, and by his recommendation I was given the position sight unseen and so I traveled from Illinois to California with most of my possessions in my car and started teaching there in 1962. I was there for twelve years.
- C: When did you have a terminal degree in what area?
- D: When I had a bachelor's degree?
- C: Oh, a bachelor's degree. In what?
- D: In industrial education.
- C: Not industrial engineering but in industrial education. From?
- D: From Northern Illinois University in DeKalb, Illinois. So, I was surprised when I got to the university and there was my name on the door of an office. And the department head and the dean of the college—they call them schools in California—said that you're here because Dr. Mays recommended you and recommended you highly. If he said it was snowing outside, I would not go out and look. He was that kind of a person. In fact, my son Bill was named after him. I was there for twelve years and became the department head. The department head that hired me felt that I was qualified to be the department head, so he appointed me as the department head and eventually I became permanent department head. So I got my masters degree from Long Beach State. It was kind of interesting because I was taking courses with some of the students that I was teaching. They were kind of looking at me and saying, well, are you a student or faculty? Eventually, of course, I got my master's degree from Long Beach, and I got my doctorate at UCLA.
- C: In?
- D: In Education. So I have an Ed.D.
- C: Does that also relate to industrial education?
- D: It doesn't matter when you are at the doctoral level. There is no major per se at UCLA. My degree from the college of education is a doctorate of education.
- C: And what was the program in which you were teaching and sharing?
- D: It was industrial technology. It was a brand new program, just started. In fact, when I arrived at Long Beach, it became a separate department. I was one of the first permanent faculty hired in that department and eventually became department head as I said before.

- C: I am an arts and sciences type; could you tell me what industrial technology is?
- D: Industrial technology was a program that actually had its roots all the way back to the land grant colleges, the Morrill Act [of 1862. What happened, right after World War II, they had people who were in a manufacturing environment who had no way to get a college degree without entering an engineering program or going through a teaching program. Industrial technology went back and picked up the roots of the land grant college concept and provided a program in technical management. The program grew from that particular point. Later on, of course, it just expanded all over the country. I became the first president of the National Association of Industrial Technology to serve two terms. No one else had served two terms before that time. I was here, at UNF, when I was president of the organization. And through the work that I did in Long Beach developed a criteria for accreditation and I did the first pilot accreditation program. Later I pioneered with a professor at Texas A&M to get the National Association of Industrial Technology as the accrediting agency.
- C: What brought you to UNF?
- D: Okay, that's an interesting story. Apparently, one of the people that the university hired as a consultant, I believe, he was at Cal[ifornia] Poly[technic] [Institute] in San Luis Obispo. He came here as a consultant for the entire university system in the technical area and he recommended a man by the name of Mac McRobbie, who was at Cal Poly at the time. The consultant wanted McRobbie to come here as the consultant for an industrial technology program, but he refused. He was not interested in that type of thing, and so he recommended me. So I came, in August of 1974, as a consultant. Jack Humphries was the one who contacted me.
- C: And what prompted you to leave idyllic California to come to muggy Florida?
- D: Well, in 1974, we were in the process of finally building a building in Long Beach when I came here. This was a new program, new university, everything like that. You could drive forty-five miles an hour on this campus. At Long Beach, it was concrete and grass, building to building, and it had about 18,000 students. Even though there was some opportunity there, when I came here, I fell in love for the with the place. I mean it was in the middle of the woods.
- At Long Beach, the San Diego Freeway was about a mile and a half from campus. When I first got there it wasn't there. But when it was completed, we were in kind of a valley, and so the smog would come off the freeway. I would be in a classroom lecturing, and by the time an hour would go by, I could hardly talk from the smog. It would just reach a point where it was starting to affect me.
- After Jack Humphries talked to me, I was interviewed by others and talked with some of the junior college people. On our way back to the motel, Jack said something to me about what did I think. I said, well, I'll write you a draft [of the program] tonight and give it to you tomorrow morning. So when he picked me up in the morning, I gave him a draft. He said, "Would you be interested in the program?"
- C: A draft of what?

- D: Of the industrial technology program.
- C: You designed the program for him?
- D: I designed the curriculum for it overnight and gave it to him. He said, "Would you be interested in the position?" I said, "I definitely would be." He said, "Well, I think we could hire you." I said, "No, you have to go through affirmative action. You can't do this for me." He said, "I think I have the authority to do that," and I said, "No, I don't think so Jack. I think you better get back and look at the books." Roy Lassiter's concept, which is interesting, Roy wanted a minority person to head the program. He had wanted a couple of people that were well recommended. He was really anxious to find someone who was a minority for this program. So, the period of time from August until November went by. I had a conference in Menominee, Wisconsin, where they sent... What is his name, he was in charge of vocational education programs?
- C: Sam Russell?
- D: Sam Russell. Roy sent Sam Russell up to this convention in Menominee to find a black person. A lot of the black schools continued to support industrial technology, so there were a lot of people up there from minority schools: North Carolina A&T, Norfolk, they had a lot of schools represented. He was so to interview people there to see if any one of those people would be willing to jump ship and come here. His conclusion was, after he came back, he told Roy that there was only one person qualified for the job and that was Adam Darm. So, Roy no longer pursued that goal.

Eventually, of course, I was sent a contract. What I didn't know, you know more than I do, that I was not a popular person even before I got here. I kept on calling Jack. I had to make a decision as to whether I was going to stay at Long Beach. We were building a building at Long Beach, and I was either going to stay, or I was going to go. I said, Jack, I need to know, at least by the end of November, whether I will stay or go. I had my house up for sale, but I couldn't sell it because I didn't know I was going to leave. Jack didn't tell me what was going on here. He gave me no indication. He said, "Could you run the program with \$10,000?" I was doing it at Long Beach. We had a lot of outside support, and so we didn't have a big budget there and had about a thousand students. So, he didn't tell me what was going on here. Finally, I told Jack, "Look, I need to have a contract soon because I have to make a decision. If it goes beyond this time, I can't go." So they sent me a contract and I signed it and sent it back. I arrived here in about the second week of December; there was no one on campus. All the students were gone; everybody was gone. So I reported to Gertie Weeks, who was the assistant to Roy Lassiter [first vice president, University of North Florida]. So I called, and she said, "Yes, we have some information for you." So I came to the office and they put me in Jack's office and gave me a bunch of stuff in a folder about an inch thick. It was all the meetings you guys were having on campus debating the program. One of them said that "we move that Adam Darm not be hired; cancel his contract." And that was all the documentation that was in the folder. So I'm sitting in this office, reading this

stuff, and Roy hadn't come in yet. I got down to the last page where the faculty had voted not to hire me. There's all kinds of stuff going back and forth. So when Roy came in, he said, "Did you read all that stuff?" I said, "Yes, why am I here, because it sounds like I'm not supposed to even have a contract." He said, "Well, you didn't read the last document." That was the letter the president wrote to the faculty, in essence a thank you, but no thank you, we've hired him. That is why I came here. From then on, it was just kind of an uphill and downhill battle back and forth, where your dean [Willard Ash], of course, was the most articulate in terms of his criticism of me as a person.

C: How did you know him?

D: Jay Huebner [physics professor] set up a meeting with his engineering society and he had Willard [Ash] and me on the platform talking. Jay always wanted me to speak first so Willard would hear what the program was all about. Willard didn't care; he had no interest at all. He actually wanted to "kill" the program according to Roy Lassiter. That's why he wanted it in the College of Arts & Sciences: to get rid of it. It didn't work out that way, so he was kind of bitter about that. That was my impression from what he said. In this meeting, I laid out the program to these people from the engineering society. When Willard got up and said that "this program and this person has no business being on this campus." Roy found out about it through Jay Huebner.

We [Roy and I] were carpooling back and forth. Roy was living in Middleburg. My house was at the half way point in Orange Park. He said, "Adam, I don't know what I can do about this." He said, "I have so many battles to fight. I just can't fight your battles." He said, "You're just going to have to deal with it; you're going to have to turn the other cheek." And he said, "Someday your program will be strong enough that you'll be able to react, but right now you're going to have take it. So I think you can do it." He said, "I hope you can do it." So I did. I took it for a long time.

If you recall, you wanted my secretary but you wouldn't meet with me in person. You wanted to meet me in the back of Building 10. I don't know if you remember that. I said, "Meet me in my office." "Oh, no, you said, "meet in your office.? Oh, no." We met at the back of Building 10. So we sat out in back of Building 10 talking about the secretary you hired – that was my secretary.

C: I don't remember that.

D: Do you remember my son Bill? He's a professional engineer now in Ohio. Your son Peter and my son Bill went to the same school together for one semester, at Beauclerc. You had a swimming pool, and so Bill would go over to your swimming pool. That's the same route that Willard would take to get to his house, and Jack said, "I wonder if Crooks really wants you over there. If Willard would go by and see you parked over there, he might be kind of worried about it."

The turning point, and it's important to realize, that even though the faculty, (except for the College of Business) the faculty in Arts and Science supported the program but they couldn't go on record. I would get notes under my door telling me that we support you, but can't do it publicly because it would

jeopardize tenure or promotion. I had people giving me notes and information and stuff, and they would say I'd like to support you, but I can't. So that was the atmosphere.

Of course, my wife Edie was isolated, too; completely isolated. She didn't drive so she was kind of stuck. So, she joined the women's club. And the story that I want to share with you is she ended up with breast cancer. While she was in the hospital in Orange Park, Willard's wife. . . .

C: Louise.

D: Louise came to see her. I have to tell you that. She was talking with Edie. She asked Edie, "Why don't you come to some of our activities?" Edie said, "Because I've never been invited." Louise said, "Well it's going to change." So the very next meeting that Edie was well enough to go, Louise picked her up and took her to a meeting. I think it was at Willard's house. She said, "This is Edie; this is Edie Darm, and she's my friend." Edie said that the mouths of the women sitting there dropped right to their knees because you know this was a shocker. From that point on, the atmosphere changed. As Edie got sick, more sick, she was dying of bone cancer. She had cancer for eight years.

Faculty began to come to me, Steve Shapiro [professor of Economics, University of North Florida] would come to my office once a week to talk to me about telling my son. You know, my son went to Clemson. Steve wanted to know, "Have you talked to him? Have you told him?" I said, "Well, we're trying not to give him all the information." He said, "You have to. I was supposed to see my father before he died, but he died before I got there." Jack would come around to pray with me, and some of the other faculty would come by and basically encourage me. I began to love the faculty after that, I can hardly tell you this, without feeling emotion.

Dale Clifford was a real pain in the butt sometimes. She was the one who challenged me about what is a university anyway? Why do universities have to have these programs? When Edie died, Dale wrote me a letter, I wish I would have kept it because it was so different from what I had been hearing from her. So I went to her and said, "Now Dale, what changed? What happened?" She said, "Well, I realized you were human too." I thought you'd appreciate that story because after that, it was a different situation.

C: I knew there was hostility to the program. I did not know it was personalized. Particularly by Will Ash. That's unfortunate. I knew that... Was it Roy or Tom [Carpenter] who wanted the program? Do you know?

D: They both wanted the program. Roy was supportive. After the program was approved and it was starting to show some success, [Andrew] Robinson wanted the program in the College of Education. Roy asked me one day, "Would you be willing to go there?" I said, "Well I didn't come here to be part of the College of Education." I said, "I mean you can make the decision any way you want to. I'll obviously serve at your privilege." "But," I said, "if you put me over there, you know darn well the program isn't going to thrive because no one wants to be part

of the College of Education.” The College of Education had a reputation of not really having a high academic standard.

Bill Caldwell came in the day before the voting, the senate, I think you call it?

C: Assembly, the General Assembly.

D: General Assembly. He said, “I cannot support your program.” I said, “Why not?” And he said, “Well, I don’t think it’s up to our academic standards.” I said, “So, why is it not up to your standards?” “Well, you know, it’s a low-grade program; students coming in would be weak.” I took out the junior college catalog and I said, “Look at this. Look at the requirements to get an AA [Associate of Arts degree], and you tell me that that is a high academic program. Two courses of Bible study. It’s not literature.” He didn’t know that. He had no clue, which shocked me. I said, “How can you criticize?” I said, “We’re bringing in associate of sciences students. We have broken the mold.” We brought in Associate of Science students, which were basically technical students: light on the academic side but heavy on the technical side. “But” I said, “we’re going to do the upper part, which is similar to the program at Cal Poly University.” We did exactly the same thing. Nothing unusual, bringing in technical people and then building on top of that and academics. I said, “Where do you see in any program where they have to take physics and chemistry? Or math; you’ve got college algebra.” I said, “It’s not there. It’s not there, look at it, it’s not there.” He still voted against the program.

I saw him when I first came back to teach again in 2004. He had an office just down the hall from me, and I reminded him of some of these things he said. He said, “I guess I made a mistake.”

C: It wasn’t called Industrial Technology here, was it?

D: Yes, it was the Division of Technologies, a degree with a bachelor of technology, but it was Industrial Technology.

C: Okay, because I had the indication that this was Vocational Technology or something like that.

D: No, that was a program in education, the vocational education program.

C: Sam Russell’s program?

D: Sam Russell’s program was vocational education.

C: Well, there’s one component of it that dealt with construction.

D: We had options. We had tracks. We call them modules in California, they call them tracks here. We had a track in manufacturing and a track in construction.

If you recall, a lot of the programs in the community college, like the data processing program, was really a weak program as far as academics were concerned. Jim Parrish [founding dean, College of Business Administration] and Caldwell, who was in charge of the computer science degree program at the time, actually told these people that their programs were worthless; they weren’t any good for anything. They didn’t even want to hear about the program. The community college faculty were trying to get their students to transfer over. So, I went to talk to them at North Campus [Florida Community College at Jacksonville, formerly Florida Junior College], where the program was. I went up

there to see their department faculty. Their department head wasn't there, but I met with their faculty. The first thing they hit me with was, well, your university doesn't think that program is worth anything, and they went through this scenario with Caldwell, with Parrish and with Ash. Ash wouldn't even talk to them.

So I started off the conversation. I said, "Bill Caldwell is a [expletive]." I said, "He is a [expletive], and he has done the same thing to me that he has done to you. Now, do you want your program and your students to move ahead, or do you want to leave them where they are? If you want to move them ahead, I will work with you. But if you don't, I'm out of here." All of a sudden the whole atmosphere changed. It was like night and day. We began to talk about how their program would articulate with the things they had to do and the things that we would do. The department head came in later and he didn't hear all this stuff. So, he came in, and he said, "I suppose you want us to change now." The faculty said, "Sit down and shut up; we've already gone through that. We're moving." So, the program became a computer information technology program. And it's had about 600 or 700 students.

C: Really? Here?

D: Yes, they transferred over. And every one of those students was placed in a higher position than the computer science graduates. They made more money than the computer science graduates and that's why Bill and the crew over there wanted to cancel this program. In fact, he asked a guy from Florida Atlantic to come up here and never interviewed me, but he said the technology program was worthless. The CIST program was worthless. Stu Young [Placement Office] couldn't get enough of our graduates placed. He placed every one of them.

C: Now did that become a third track? Computer education?

D: Yes, and then it ran its course. We had all this pressure from computer science. Bill Merwin [former vice president, University of North Florida] actually said, "You're going to have to get rid of the program."

C: Why?

D: "Because" he said, "we can't support it because the computer science people keep bitching about it." That's when they brought in Ken Martin. Martin would actually create all the master's and all the bachelor degrees in the computer science area. Basically they didn't have any students; just like now they don't have any students. We had all the students, and a lot of them transferred from there to our program because it had the management component. We have a course in proposal writing, which these people needed to have. For example, a guy that was in charge of the data processing program in the Duval County School District had a doctorate, but he took our program as a second degree. He came to me and he said, "Adam, I don't really need another degree, but I need this information," he said, "because I am supervising people who are in this area, and I want to be able to speak the language. I just thank God for your program, because now I can do it."

This is an example of what I perceived from Roy because remember the university was real small—it was only the upper division—and they were just



barely chugging along. When I broke the mold on the associate of sciences program, it brought in the nursing program right after that because the nursing program had a lot of associate of sciences students. When I broke that mold, it allowed that nursing program to flow in.

The registrar's office never accepted the associate of sciences students. I had to go with my students to the Admissions Office. They'd call me and say, "Dr. Darm, they won't let me in because they told me I have to go get an A.A. degree." I had to go down and talk to Betty Crippen and the crew down there, and I said, "Look, the university approved this program and approved these transfer students. You've got to let them in." They said, "We don't have to." I said, "Yes, you do, because its been passed by the faculty and it is in the catalog." The students read the catalog. It was right in the catalog. They were acceptable, but they were not accepted. After Betty Crippen was replaced, I forget the guy's name, but when he came in, I went to him, and I said, "You've got to do some changes."

C: Was that Wellington Morton?

D: No, that was before Wellington; he came after that. But anyway, I said this is what the catalog says. He said, "Well, what's the problem?" I said, "The problem is your people won't accept it." He said, "We're changing it right now." So that's when Betty Crippen's assistant left. He couldn't accept these lower level students coming in. That's really how things started. It was a difficult time.

I was planning the building, the lower floor of Building 11 before I even came here. I was working with the architect; the architect had basically a shell and I gave him the plans from Long Beach, the one we were building in Long Beach. I said, "I want a modification of this," and I kind of outlined the footprint. The architect went to Roy Lassiter and said that was not in their plan. They said, "What authority does this person have?" Tom [Carpenter] said, "He has the authority to make the decision. This is going to be his facility. He is the founder of the program, and he's going to be in charge of it. So, you do what he tells you." Bill Munson at the time was the resident architect [campus planner]. He and I would laugh about it. The architect didn't want to do this stuff so Bill and I would go over periodically and tell them what we wanted. And so I think the program went online on that basis.

C: Well the computer information technology program flourished. How did the other two do?

D: They stayed very well. The construction was the second largest program. And then the manufacturing. I remember, in those days, we had manufacturing plants, which I think is outsourced now. Manufacturing is a dead issue; it's almost like computer science is a dead issue. Dot.coms left to go overseas. So, the computer program, the manufacturing program, were probably the best balanced programs. Students could go in many different areas. The construction program, of course, was in support of building.

I brought in Harvey Pearson from Long Beach. He was the advisor. He was responsible for setting up an Air Force facility in Ohio, Wright-Patterson

[U.S. Air Force facility located in Dayton, Ohio]. He was in charge of the whole process when he was in the Air Force. He was an Air Force bird colonel [full colonel]. He was an invaluable person to me, because he knew where all the equipment was and he knew how to get it. We had equipment given to us at cost, and he negotiated it. He was a contract officer and procurement officer. So we had a lot of this stuff just come in at their cost so that's how we were able to stack the rooms with the equipment. The downfall was when President Curt McCray came on campus. He had no concept at all of anything in technology. That's when things began to fall apart in the program.

C: Carol Anne Boyles? [Placement Office]

D: Carol Anne Boyles had a meeting with the co-op company representatives that had a lot of co-op students. She was honoring the co-op people who were taking the co-op students. So, Curt was going to talk to this group of people from industry. There were only so many places at the head table. We had a representative from [the College of] Arts and Science, a representative from the College of Business, a representative from Computer Science, and Education and then there was Curt McCray. Well, there wasn't enough room for me at the head table. Carol Anne [Boyles] said, "I'm embarrassed to ask you this, but would you be willing not to sit at the head table?" Out of all people, I should have been there because those were the people I was working with. So I was sitting at the table with the company representatives and Curt McCray came in and he talked about how he brought the baseball diamond online. He was talking about the baseball diamond and about the athletic program. Now, these people are from the industry. He went through this long discourse of what he did in the athletic program. So, at the end of his presentation, he sat down, then each person introduced themselves. They said, "I'm one of Dr. Darm's former students. I'm one of Dr. Darm's former students." Et cetera. All these people, except for two in that room, were people from my program. These were people in the industry, and here's McCray talking about the baseball diamond. I said, "This guy is totally disconnected."

Of course, when McCray brought in John Bardo, he wanted somebody to kill the program. [Bill] Merwin would not do it. Merwin refused to do it.

In fact, I don't know if this is worth putting in the tape or not, when McCray called a meeting at the education channel...

C: Channel Seven?

D: Channel Seven. At their conference room, he called the meeting with all the deans and directors and Merwin. Merwin had already made a commitment to leave. And so Merwin came and [Andrew] Robinson was there.

C: Robinson was still alive?

D: He was still alive, yes. Robinson was there. I was there. [Ken] Martin was there. Kathy Webster from Nursing was there. All these people were there, deans and directors. We are sitting around these square tables, and McCray came in. The first thing he said, "Look around this table. There are only two people that I did not hire." That was Robinson and me. All the other people he had brought in as

deans and directors since he was president. We walked out after the meeting was over and I told Andy we're next to go, and we were. We could see that coming. Of course, Robinson died – aneurysm. That's another story. But anyway, that's the kind of thing that was going on here. Then the program went into the College of Education.

C: That's what I was going to ask next. What happened? For some reason I thought it evolved towards engineering, but it didn't.

D: Engineering wouldn't have worked. We were only doing the FEEDS program at that time. They were talking about bringing in electrical engineering [UF branch] and a decision was made to take over my facility for the electrical engineering program, without telling me. Bardo did not tell me. I found out indirectly. Bill Munson told me after they were moving everything out of my building. He said, "Adam, I was given strict orders not to tell you anything about this renovation." So I found out after the decision was already made by Bardo and McCray.

C: What happened to you?

D: Bardo did something, which to this day, I think he is an S.O.B., and I can't define it in any other way. I remarried after my first wife died. My second wife, Tommie [Broach], and I had a second child. David was first. After Lauren was born, Tommie had a stroke. She was in the hospital with the stroke. The pregnancies were too close together apparently. While she was in the hospital with a stroke, Bardo sent a letter, a memo, to Joe Capitano, who was a technician, putting him in charge of the program and relieving me as director of the division.

C: But you were tenured faculty.

D: I wasn't fired. I still had a faculty position, but I was no longer an administrator for the program. So they moved us into the College of Education, and they brought in another person to be in charge of the program. He didn't last very long, and eventually Jack Hutchinson took it over for a while. We were all in the College of Education marking time, basically, with manufacturing, construction, and we had an electronics program that had come on board. So, between Joyce Jones and John Bardo, the army up in Building One transferred us to the College of Education. I found letters later that Don Farshing... (he was meeting with us) ...sending those letters and memos to Joyce Jones about how inadequate I was as a leader and so on. It was a conspiracy going on, which I knew nothing about and that I should be eliminated.

Later on, the program was taken over by John Adcox, and once he took over, I decided to retire in 1993. So that's what I did; I retired. There was no future for me. A lot of the faculty who knew me in the College of Business said, I ought to take a phased retirement or something. I said there really isn't any reason for me to stay.

Now what happened between 1993 and 2004... The College of Computing, Engineering, and Construction Management changed the degree to a Bachelor of Science in Construction in Building Construction Management.

C: So there's no continuity between your construction program, technology program and then the engineering program.

- D: John Bardo successfully got rid of all the programs, and John Adcox was able to cling onto the construction program. He promised the dean of the College of Education that he could build houses and make money and they could have parties. He sold that to her.
- C: He used to get good publicity with local newspapers. Students building houses and stuff.
- D: Yes, and this was really the vocational program. He had convinced her (the dean) he could make money. So that's what they did. Later on John went over to the College of Engineering and ran crosswise with the dean there and eventually was told to leave.
- C: What makes the technology programs, what's the common denominator or common component that differentiates it either from engineering on one side or business on another or education on a third.
- D: The education component doesn't exist. It's just from an organizational standpoint we were put in the College of Education.
- C: Now I understand that, but there was is a Vo-Ed, or was, I'm trying to get a handle on it.
- D: Oh, okay. I understand. The way the programs come into play is the engineering program are the designers and the people who take science and apply it to structures and to electronics and all the things that go into design basically. The vocational program is basically the artisans, who actually do the woodworking and so on and so on. Plumbing, and so on. The industrial technology program, when it was in its heyday, it still exists mostly in the predominantly black colleges today. They kept the industrial technology program because it's cheaper than the engineering program. You go to Alcorn State, Norfolk, or North Carolina A&T, and those programs are flourishing.
- In fact, I was on an accreditation for SACS up in North Carolina A&T and three years before that I was on a specialized accreditation with the National Association of Industrial Technology. North Carolina A & T is predominately a black college and hires their own people. So there were a lot of older faculty and they called themselves the "Geritol for Lunch Bunch." And I went in there with Ray Kyle and some other guy. Anyway, we told them what things are needed to have an accredited program. About three years later, I was on this SACS team sitting in a conference when the president of the university comes in and says, "If it wasn't for Dr. Darm, we would not have the finest technology program in the state."
- C: But you didn't finish answering the question...
- D: It's a technical management program.
- C: So technical management, so that one understands the engineering and the business and then...
- D: Right. If you go down the curriculum, we have a course in proposal writing. We have a course in supervisory management. We have a course in safety. We have a course in estimating and so on and so forth. So, the majority of graduates had 100 percent employment in the program. They went out at

salaries that a lot of faculty would get. But they were in a technical management position. Last year, to give you an example, we had the "Hard Hat Banquet" for the construction industry and the students in the program at the center for...

C: The University Center?

D: Yes, University Center. It was so interesting. We, Tommie and I, were invited to come. Some of the people who were managing some of these companies, former students and graduates of my program, came up to me asking do you remember me and of course I didn't. You remember about writing technical reports and they had to be short enough so that you could read them while in the restroom. He'd come back out, and if he has it, then you're okay, and if he doesn't have it, you're in trouble. Those were the people who were in management positions, and they understand the nuts and bolts of how things are done and can manage that process. The engineering program does not do this. The engineering program is strictly applied science by itself. And then the vocational people don't get any of this stuff.

C: What about the business college people?

D: They were very cooperative. Bob Schupp came over. I was here one week. He asked, "How can I help you?" I said, "Well, we're going to have to have business law." He said, "I'll design a special program on how to incorporate." So he designed the program especially for us.

Now, Ed Healy, bless his heart, I'm sure, he must have had Dean Ash climbing down his throat half the time. But Ed Healy came to me, and he said, "Adam, I'd like to design a special chemistry course for your major." He designed a hazardous materials chemistry course, and once the fire department found out about it the fire trucks on campus. They were taking the course too. You see how this thing works? Instead of discovering our navel, we were thinking outside the box. I had students who took his course in chemistry saying, you know, I flunked chemistry four times as an engineering student. This guy makes chemistry alive.

Bob Schupp was almost like a lord because everybody said, Bob Schupp is number one; he knows what he's talking about. He is a great friend, and he just teaches you how to build a business and he teaches things you need to be aware of.

C: Did you partner at all with Lowell Salter [faculty, Department of Management] and small business?

D: A little bit. He would send some of his students over on how to build a mousetrap. I took a lot of his students who basically wanted to become entrepreneurial who thought, "I want to start a business, I want to do this." So I would take some of his students and show them how to make dies and molds and so on. We never had any articulation other than the fact that he had the Small Business Institute and he ran that thing basically by himself. I understand he had no real help from the College of Business. He was a lot like I was in a sense that he was a one-man show.

C: So, today in 2006 there's nothing left of your program?

- D: Except the construction program, which has been evolved into a construction management program.
- C: But even that has transformed itself.
- D: Yes, just as everything else. Science and engineering, well, all these are transforming themselves. The bottom line when Dr. Merkle called me to teach, he had to go back into the records which John [Adcox] had purged all of the records. There was nothing that was left of anything that I did. He went to the Provost's office and dug through the files, and in the files it shows that Adam Darm was the founder of the Division of Technology.
- C: Let's go back to the last statement you just made.
- D: Without the initial approval of the technology program, which is the genesis of the current building construction management program, the program wouldn't have existed.
- C: Do you have a year that the division was abolished?
- D: I think it was 1991. I believe Bardo basically said the program no longer existed.
- C: Bardo left, and I've got some dates here. Well, [Ken] Martin came in as provost in 1989, Bardo left in about 1988.
- D: Okay, so it was early in the game. That's good information. I didn't realize that.
- C: Because Adam [Herbert] hired Ken Martin. Adam came in 1989.
- D: But, you see, Bardo was brought in basically to eliminate the Division of Technologies. Well, remember [George] Corrick left about that time to go to the College of Education because he could see the handwriting on the wall too.
- C: Darwin Coy left his position about the same time.
- D: Right, and what happened is ... I don't know, what's her name, she taught literature in College of Education.
- C: Mary Grimes?
- D: Mary Grimes put up this huge banner that said "Come See the Elephants' Graveyard." She said, "Unfortunately the administration and faculty don't get it." That this was the graveyard for Travis Carter, George Corrick, and others.  
That's where I ended up. A lot of the people just shifted over here and so that was the elephants' graveyard. I caught it right away. Mary said, "Most of these people don't get it. I don't know why I put that banner up there."
- C: Could you identify two or three things that you are most proud of in that program of 1974 until [19]91?
- D: 1974 was when I arrived and I wrote the proposal to have the program approved by the spring of 1975. That is when the program officially went to Tallahassee and everybody approved it, and it came back as an approved program. It was officially supposed to start in the fall of 1975. I went to the chairperson of the Curriculum Committee, and I said, "Would there be any chance of it starting in the summer?" She said, "Yes, there is. It has already been approved." So, we started the program early. That was the first time we had students. I taught the first course in a room about this size [an office-sized room]. Some of the students had to stand outside. That was the initial speed of the program; that meant the program was here. Then when we brought in Harvey Pearson who

was the first advisor and, his background being military, was able to reach out and get things for us that, normally, I would not have even thought about. We had to get surplus material and surplus equipment.

C: It is a very expensive program, isn't it?

D: Well, the equipment is expensive, but with Pearson's negotiation with the various vendors, we're able to get equipment at a third of the cost.

C: And Roy [Lassiter] supported that?

D: Roy supported that. Yes. Well, he used to say that Adam was going to build a moat around Building 11 so that faculty couldn't get in there. But to me that was the most wonderful thing, to start a program. Because I had been in the original cadre of a faculty at Long Beach. I went through a building process with them, and so this was a second program that I actually built. From a personal standpoint, it was a personal achievement. The second was that I would say that we became the headquarters for the National Association of Industrial Technology, so we had the whole national association working out of our university, out of our office. I think the next thing that happened, I was able to articulate with the community and junior college and build a program. Bringing in associate of sciences students was a tremendous burden, and Roy didn't think I was going to be able to do it. I mean he had doubts.

C: Did that require Florida Board of Regents approval? Or local?

D: All it required was local, and it also had to be in the proposal. Unless Tallahassee approves it, of course, it is an approved program. What they approved was that concept and that was bringing in students for the first time who never would have been able to come here. Those students were a real joy. I used to get backhand comments, which was a compliment in a way. Faculty would say I was surprised that the students did so well in my literature class. These were backhanded comments. We had one girl who was from the Far East, and she came from the community college. She was in the program for manufacturing. She took Ed Healey's chemistry course and she changed her major to chemistry. Otherwise, she would have never had that opportunity; she would have never gotten in the door. These were the kinds of things that were going on; these people came. I still run into people who say, thank you Dr. Darm for starting the program, for giving me this opportunity. In my lifetime of higher education, it's been about thirty-one years, plus three more now, I think I've helped probably about 10,000 people in one way or another to succeed and to be successful.

C: At its peak, how many students were in the program?

D: About 800.

C: How many faculty were there?

D: Three.

C: How did you do that?

D: A lot of adjuncts. Let's see, I had Carey, John, I had Hap [Pearson], so four people, three people not counting me. We built the program on the basis of bringing in adjuncts.

John Allen taught metallurgy class, a quality assurance class, and the and he taught a foundry class for me. He brought his own equipment. He would dump the sand off in the compound area. He brought in all the nickel and the metals that you needed to put in their foundry. He would bring all that stuff in. He brought in equipment from the Florida Foundry which was here for a hundred years and now no longer exists. I had people from Reynolds, Smith, and Hill who were in the construction area, come in and do a marvelous job of teaching the real world.

- C: Let me go back to a question, a decision made before you came, whether you know the arguments, of why Roy Lassiter decided to do this program.
- D: I can't tell you that. Well, I'll tell you what Roy said, because Tom [Carpenter] always played his cards close to the chest.

Tom would appoint me to go to different places. He put me on accreditation for SACS as someone who needed president's approval on it. He did that right away. So I knew I was in his good graces. I've always respected him and I think he's always respected me.

Roy's concept was was looking at numbers. In fact, he spoke to the faculty one time about this. He said, had it not been for the technology program and nursing program, there wouldn't be a university here. Because at that time, faculty in your college and the other colleges would say, "Why does it have to be so big." You know they were happy to have three students in a class, which is great; it's like sitting under the apple tree and teaching. Roy said, there's no way this is the breakeven point; it was 10,000 students and as you know we were only 2,000 or 3,000. So funding for the adjuncts came out of full time lines; they took those funded positions and pirated parts of it and passed it out to the various departments for adjuncts and student assistants and so on. So that's what was going on here. Roy said the program, the university will never grow unless we can reach the break even point and break even was about 10,000 students. We never got there before he left. We got to about 5,000 or so, but then the university, of course, went into a four-year mode, and that changed the whole picture.

- C: Looking back over the various administrators you worked for [Tom] Carpenter [first president, University of North Florida] and Curt McCray, you didn't work for Herbert did you?
- D: Yes I did.
- C: Any reflections about the various presidents that you've worked for?
- D: McCray was a downfall. McCray is something. You and McCray were wandering around the campus, two gray-haired profs, remember that? You walking him around the campus.
- C: Well, yes, I chaired the search committee.
- D: When I met with him, I said, "Dr. McCray, I know your former boss from Governors State [University in Chicago]." He was kind of shocked. I said, "Yes, Leo Goodman-Malamuth (GM). He was at Long Beach State. He was the academic vice president, and I know him personally. He was a good friend of



mine.” But he was shocked. So he called GM that night, and when I saw you with him the next day, he said, “Yes, I did call and found out.” Well, when he left here, he went to Long Beach State and according to (I think Merwin told me this) McCray never did like GM and I don’t know what the reason was. But anyway, I mentioned something to Merwin about it. He said, he’s gone to Long Beach State, based on the recommendation of Goodman-Malamuth and you know he didn’t last there very long. A friend of mine said the faculty chewed him up and spit him out like old chewing tobacco. He said the first thing he did was work with the janitors, sweeping floors, and so on. He thought he could get away with it, but that’s a 28,000 student population with faculty who have been there since 1949. The University is called the “49ers” and that institution was bigger than UCLA in terms of student population and in terms of its mass of faculty. The faculty had been there for a long time and they were mean. John McConnell, who was one of the associate deans for the college that I was in – I still contact him once in a while – he said he really felt sorry for McCray. He had no idea what he was getting into. McCray didn’t last there very long. He went to Milikin University in Decatur, Illinois, which is where my brother-in-law and sister-in-law graduated. It is a small business, liberal arts college. That is where he ended up, and that is where he should have gone in the first place. But he was not ready for the big time, and you knew that. When you start working with the janitors, you know you’ve got nothing else to offer.

C: But you thought Carpenter was a pretty good one.

D: Carpenter was probably the best president I’ve ever had.

C: Why do you say that?

D: He was a business person, and he respected me as a person. He knew me. In fact, he would ask me to go meet at the community college or something he was supposed to be going to. He would ask me if I would, and that’s how much he trusted me. To appoint me as the person who could be selected for the SACS accreditation. I had met with these guys in charge of SACS. They looked at Carpenter like they were brothers. If Tom Carpenter recommended you, you must be okay. So I felt good about that. I felt good about Roy Lassiter too. Roy and I spent a lot of time talking between here and Orange Park in the car. I felt sorry for him because he really wanted to be president of a university, but it just never happened.

C: When he went to Tennessee, I thought he became. . . .

D: A chancellor.

C: A chancellor, okay.

D: Yeah, he never became a president at the university.

C: The second vice president was John Minahan. Do you have any memories of him?

D: Yes. Minahan came from Buffalo, and I knew people up in Buffalo. They called me and gave me good signs for him; that he would be a good person. He was initially. I think he was kind of bi-polar. After a while he wanted certain things for us to do, and we couldn’t deliver. We didn’t have the funds to deliver, and so he

turned on us and decided that he could not support the program. In fact, I was in good company. He didn't like [Andrew] Robinson either. Remember he said when Tom left he was going to get rid of Robinson, and of course, he never got around to it because Robinson became the interim president.

C: Did you work closely with Andy at all?

D: I did and I didn't. Let me put it this way. When Bardo came on board and said you guys have to go to the College of Education, I went to Andy, and Andy said, "Look, I will show you everything I have in terms of the budget and so forth and where we are." He said, "Well, I'm going to be honest with you about what's going on. In fact, I'd like you to come to Tallahassee and meet some of the people that I know there." He knew everybody. And McCray never honored that. This is what Gran Lloyd [Economics professor] told me. Here's Andy; he has more contacts than McCray will ever have in Tallahassee, and he didn't acknowledge that. He was under tremendous pressure, too, from McCray. Well, you can't live with that kind of tension. He wanted the money back that Andy had gotten through the Institute and so on. Andy was under tremendous pressure. I cried like a baby when he died. Andy was not an easy guy to get to know. I got to know a side of him that I liked and I respected.

C: What about Bill Merwin?

D: Merwin. I'll tell you, if it wasn't for Merwin, I probably would have been gone a long time ago. Bill was honest with me, trusted me. He'd call me, and he's the one that told me that McCray wanted to get rid of me. But then McCray didn't want to tell me because he was afraid of publicity. So McCray would cut off funds to the program. Of course, it didn't matter to me because we weren't getting much funding anyhow, and it didn't make that much difference. But Merwin told me, you've got to watch out for McCray because he basically has been asking me to get rid of you and I told him I would not. Neither did Gary Fane. And so when Merwin left I could see the next guy was going to be a handpicked person by McCray.

C: Bardo.

D: Bardo was a fast talker.

C: Did you work with Ken Martin at all?

D: Yes, we did. In fact, we worked together quite a bit before he became vice president because we were sent to Tallahassee for one reason or another. He and I got pretty close. Ken, Joyce Jones, and that crew up in that office up there, were trying just to get the program cancelled because of the computer science program. We had students who were in our CIST program, but part-time students don't go from morning to night. They just go every other semester. So I met with Ken, and I said, "Ken, can you cut me some slack to get these students cutting out of the program?" Well, Joyce wanted that program eliminated immediately, and she would say, "Our graduates are passing themselves off as computer scientists and blaming me for it." I said, "I'm not responsible for what the student says or does. I don't know how you can hold me responsible for students saying they are computer scientists." Actually, they're better off not

saying they are in computer science because they get better jobs. So that's the kind of pressure I was getting. So I went to Ken and said, "Can you cut me some slack, and I'll send letters out to all of these students in the hopper we have on file, to either get them to come in and complete their program or tell me they are no longer interested." As a result of that, I had fifty students or so, and they came back and they got their degrees. He did not protest that. So Joyce, I believe, was looking for a favorable position with Bardo, and she was the one who called Bardo and said she would support him.

C: I didn't know her. Looking at the university as a whole, moving beyond your particular area, what are the biggest changes you have seen at UNF in the years you've been here?

D: The change came when I left in 1993. When I left, the population of the lower division had not really made an impact yet; it was just kind of getting started. When I left, I left with the idea of never coming back. I never looked back on anything – with GE, with Long Beach and so on – I never looked back on anything. To me, that's part of my life that's over; moving on. That has been my policy for life.

So, when I left, I had no intention of ever coming back, but when Jerry Merckel [associate dean, College of Computing, Engineering and Construction] called me in 2004 to come back, I was somewhat reluctant, because I was happy being retired. So I came back. They asked me to teach a full load. I said, "No, I'm not going to teach a full load. I'll teach two courses, but not a full load, as long as they are on the same days. I'm not going to go back and forth between Orange Park and here." So he gave me an office – a bigger office than I ever had as a department head – over in Building 50, which is a real nice building and unlimited opportunities for running off material on the Xerox machine. I didn't have that luxury when I was here before. Jerry called me and said, "Would you teach two courses for one semester?" I said I would. If I did a lot of preparation, the students would probably kill me, because I was making them write papers and holding them accountable for their work, which was an exception to the projects that they did in high school. So, they didn't like me very well. They let me know that I was a dinosaur, and they wanted to get me out of here. That's when Mr. Yoder (one of the students), I read his name off and asked, "Are you Amish?" He said, "No, my parents are." He came from the part of the country where my son Bill is now, in Ohio, up in Apple Creek area, Amish country. He said his parents no longer are Amish; they lived in St. Petersburg, Florida. And so it was getting to the point where the students were calling me a "son of a bitch," "bastard," and this kind of nonsense. So, I reached a point where I didn't think I needed this. I didn't really need this kind of bologna. Mr. Yoder came into my office at the end of the semester, and he said, "Dr. Darm, you need to stay." He said, "These students don't know what it means to work," and he said, "You are making them work and they don't like it."

C: What were the two courses you were teaching?

D: I was teaching a course in construction drawing and the other one was Florida building codes. It's fun. I mean, I didn't do a lot the first semester, but then I started to get used to it for the next semester and then the next semester and then the next semester. My feeling coming back was, when I left here, I was teaching adults. I never took attendance. I never had to. I had students driving from St. Marys, Georgia, you know, from all over the place, Lake City. If they weren't there, you knew they had a problem. You never had to take attendance because they'd be there. Now you have to take attendance because they don't show up. John Martin, department head, had incorporated an attendance policy and students had to be there eighty-seven percent of the time, otherwise the student would lose one or more grade points.

It was just a shocker to me to see this as a problem. I don't know if they were on scholarship or what, but they would come in late, I mean get up in the middle of class and walk out the door. I said, "Where are you going?" They said, "Oh, I have to use the restroom." I said, "Didn't your mother ever tell you you're supposed to go before you come?" I mean, they're children. I said, "I'm an old man. I don't think you folks realize what the real world is like." I said, "It's a dog-eat-dog world out there; you guys are wearing your milk bone shorts. You aren't going to last." Sure enough, Martin said, "Well, there's one contractor had to fire one of our graduates because he couldn't do the work." He asked, "What are you going to do about it, John?" He said, "Well, we've got Adam Darm. He's a hard ass. He's laying into them." And I am. You know, I don't care what they think about me.

C: You might even make a little bit of joy in laying them out.

D: Yes, and I said, "Look, it took the Jews forty years to find the Promised Land. If you don't ask directions, you're never going to get there." I said, "The reason they didn't get there for forty years is because men were in charge and nobody ever asked directions." So, I have a couple of Jewish students in the class. One of them, a woman, was in the U.S. Army. Her mother was in the Israeli Army. She came to me after class, and she said, "I like your stories about the Jews."

C: What about the university? You mentioned early on that you really liked it here. What characteristics about the university make it attractive? What makes you proud of it?

D: Keep in mind, I told the students the first day, I get to campus the second time – first time since I taught here – I said, "Look, I came here in 1974 and this university has always been student friendly." Faculty, as a rule, will go out of their way to help you. The University of Florida, they don't care. In fact, a lot of students have transferred from Florida saying, they don't care if you go; they're not interested in you. I said, "we are." This university was built on that philosophy from the very beginning. When the first advisement program started, remember it was how do you get to the students, and how do you deal with them? To this day, that still exists. My son is an example of this; my son is legally blind. He lives over in the dormitory with his guide dog. He's had a few faculty in the College of Education who haven't treated him very well, but for the

most part, faculty have said, "We want you to read 200 pages a night." He said, "I can't do that. I cannot do that." So they said, David, "You read what you can because I know you're operating at the top of your capability." Now, he's here. He was a major in education until a couple of faculty have run over him and really destroyed his ambition of going through education. So he transferred over to political science. He loves it. He loves the professors who articulate back and forth. David is a super kid.

He gave the commencement address at the Palm Avenue School, which is the school for the handicapped. He was there for observation for eighteen hours, and the principal said, "God sent you to us, and we want you to give the commencement." So he said, "Couldn't you find somebody else?" They said, "No, we want you." He got a standing ovation. He's just a unique kid; he's got a lot of depth, a lot of perception.

My daughter is here also. She's nineteen and she's writing for the Spinnaker. But that's the friendliness of this institute.

- C: Getting back to industrial technology. Do the other regional universities in Florida have comparable programs? Did they or do they?
- D: Well, the University of Florida has a construction program, which they vacillate between engineering technology and industrial technology. They list themselves in both categories; it's probably neither one. There was a program down at Florida International, but their program became more for engineering technology, which is still for engineers rather than industrial technology. For the other, I think Pensacola [University of West Florida] had a program too. I don't know much about that. What we did in California, all these institutions that had technology programs, we banded together: San Diego had one, Long Beach had one, LA State had one, San Luis Obispo had one, Humboldt had one, Fresno State had one. So we had a number of institutions, and we came together as the California Association of Industrial Technology.
- C: But there was no such thing in Florida or the Southeast?
- D: Well, in Georgia there was. I can't remember the name of the institution, but you go up to South Carolina and North Carolina, and it was there. You go to Mississippi, and it was there. But a lot of those are predominantly black schools.
- C: Black schools.
- D: Because it's a cheap program, with the maximum output. I mean you have to have a laboratory, obviously. You have to have some lab activity, but then you don't have to have it to the extent of an engineering program. You go to Alcorn State. Alcorn State is sixty miles from all civilization. I've been there a couple times. You go there and faculty, if they want to go shopping, they'll drive sixty miles to go to the shopping centers. That president said without this program we would not have a live program.
- C: Now you mentioned a change in the students over the years. Has there been a change in your observation of the faculty? In quality and practice?
- D: I haven't seen it. Thank God I'm an adjunct. I don't have to go to any of those meetings. I don't have to put up with all the nonsense of politics. I only have a

few contacts with faculty. I had a guy from mechanical engineering in the office next to me. Real nice guy; young guy. In fact, he knew Tom Healy. They were neighbors. He asked about Tom Healy, if I knew him real well. I said, I know him real well. We talked about that. There's a guy down at the other end of the hall from Columbia University. They are young.

C: One of the questions that the [Oral History] Oversight Committee wants me to ask of everyone is who are one or two most colorful characters you've known at UNF over the years?

D: Bill Brown. I used to do calligraphy for him, and he used to give me one of his records.

C: How would you describe Bill? I can't interview him, unfortunately.

D: Yes, he's dead. Bill was a character. He was fun. He was a funny guy. I was always amazed, because of all the people in the art department, he would come to me and ask me to do things along the lines of calligraphy and illustrations and so forth.

Well, when Jack Humphries was the acting dean of the College of Arts and Sciences, they hired somebody else to take his place. But Al Tilley came in and asked me to do a plaque, this plaque was the castrated guy [Farinelli?]. So he came to me. I said, "Don't you need an artist to do this? He said, "No, but you can."

Bill Brown would give me his records. He was a fantastic singer of spirituals, and he would give me his records. It was just fun to listen to them in the car. The other individual that I thought was very interesting was Ed Healy, always supportive of us. Bob Schupp always supported the program. And in later years, Steve Shapiro. I stood Steve Shapiro up in a conference room when he was challenging me. I said, "Your program in economics was part of political science." I said, "My program goes back to the land grant college. The Morrell Act." He didn't know that. Really, he was trying to get around me and I wouldn't let go. At that time, I was car pooling with the department head of Economics.

C: Joe Perry.

D: So I said, "Joe, did Steve say anything to you?" He said, "Yeah." Apparently Steve was really upset. But Steve turned a hundred and eighty degrees. He became an extremely good friend. As you know, when I retired, I invited him to my retirement party. I said, "Now Steve, I'm only inviting people that I regard as my friends. Now, you might not like that." But I honored him. So these are the people that are memorable.

C: Are memorable.

D: Yes, they are very memorable. Ray Bowman off and on. Ray was on the technology committee. He has seen my son with his dog once in a while; he talks to the dog. Sam Russell was someone, in fact, who apologized after I got here, and he saw what was going on. He apologized to me. "I should have told you what was going on," he said.

C: Is Sam still alive?

D: He's dead.

C: I thought so.

D: Grann Lloyd is another guy that I liked a lot. He'd come over and say, "I don't throw pearls to swine." That's how he considered the faculty. I said, "Are you going to the meeting?" He said, "Hell no. It's like throwing pearls to swine." So he had no respect at all for a lot of people. I guess it was probably mutual.

C: I've pretty well covered my questions. Was there anything you'd like to add about the university and your experiences here that you might have thought of before you came into the interview?

D: On a personal note, after I got here and realized the conflict, I was going home and] taking it out on Edie and Bill, and it almost led to a divorce. It reached the point where I had no outlet whatsoever. Not here. Richard Hurte was helpful, and I talked to him. This is before I brought Harvey Pearson on board. I reached a point where Edie said, "Look, we either have to resolve this situation, or we are going to have to dissolve our marriage." I realized at that point that this was eating me up, and I had to do something about it. Something about it was to accept it and to just turn the other cheek and wait for my opportunity. Now, there were many times, from the minute I came on board, that I wanted to leave, and I even tried to get interviews and so on. Sometimes when you pray for something, you don't get what you pray for. You get something else. The bottom line is when Edie got sick, got so sick that she no longer could even remember things, and the cancer being so bad – the bone cancer – she was in constant pain, twenty-four hours a day. We had blood transfusions at my house every other night. It was a difficult time, a very difficult time for me. I lost about twenty to thirty pounds. Every day I prayed that somehow she would either die or get better. I shared with Tom Leonard what I'm sharing with you. Tom said, "Adam, would you mind it if I sit with your wife? I sat with my father." I said, "No. Thank you, but no." Edie died on Thanksgiving weekend, Sunday. I was there when she died. I was talking to her when she died, and the next couple of days I had people bringing me food, faculty and administrators were bringing me stuff. My son, Bill, had left for Clemson, and he couldn't help me. A couple of days later, we had the memorial service for Edie. I would say half of the faculty came to it that night. Most of the people from St. Johns Country Day School, where she was working, came. The headmaster canceled a meeting. The church was filled. It was amazing. So it showed a different picture of the faculty that you would not see unless there was this tragedy. From Thanksgiving weekend to Christmas Eve, it was a very difficult time for me. I really had no one to talk to, no one at home. Bill was at Clemson at the time, so I didn't get a chance to talk to him. Kathy Webster [Nursing faculty] was very comforting. She was going through a divorce at the time and so she was helpful. Bill Merwin was helpful and, of course, as I said, Steve Shapiro.

On Christmas Eve, I met Tommie [Broach] at an open house, and she was taking care of her assistant director of her school's kids, while they were up in Chicago waiting for her mother or father to die up there. I met her at this open house from members of our church, and I talked with her. She said, I feel like

I've known you because, when I got my doctor's degree, the nurse that was taking care of my wife, taking care of Edie wanted to get a present for Tommie for her doctorate and I made suggestions for it. We sat on the same side of the church. She used my office telephone and I never met her. The only time I saw her was on television. I never saw her before that night, in person. At the end of the day, I asked her if I could call her after Christmas. I dated her every day up until New Year's Eve, when I proposed to her.

C: You didn't waste time.

D: Well, she was never married, and she wanted to be. So, she was ready. Everybody thought it was too soon, but it wasn't. Six months later, we were married, and she wanted to have children. I said, "You sure you want to have children at your age?" She said, "Well, I'd like to keep it as an option." So we had David for our first year anniversary. Three months later – we didn't know it – she had gotten pregnant with Lauren shortly thereafter. Lauren came, and Tommie had that stroke shortly after she gave birth to Lauren. So it's been interesting.

C: Thank you, Adam very much for sharing.