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Irwin P. "Red" Diamond

EDUCATOR AT THE COLLEGE OF MARIN, 1947-1984: COACH, ATHLETIC DIRECTOR, DEAN OF
STUDENTS, PRESIDENT, AND SUPERINTENDENT

Interviews conducted by
Ann Lage
in 2008

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Portrait of Irwin "Red" Diamond, painted by his wife, Eva Schifferle Diamond.



Irwin Diamond, circa age five.



Irv's Oakland classroom, Durant Elementary School, 1929



Cal Varsity basketball team, 1940, on barnstorming trip to Los Angeles and field trip to Hollywood, with Gary Cooper in "The Westerner." Irv Diamond on right.



Training and relaxing in the army, World War II.



College of Marin, with Arleigh Williams.



1948 National Basketball Champs, College of Marin. Coach Diamond on right.



Irv, Eva, and family at Carol's wedding, 1986, in the family garden.



Speaking at the opening of the College of Marin's renovated Diamond Physical Education Center, October 4, 2009.

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Interview History—Irwin P. Diamond

The oral history with Irwin “Red” Diamond gives an insider’s view of the College of Marin over a forty-year period of growth and change. By extension, it also provides insight into the community college movement in the latter half of the twentieth century and the Marin County community which the college served. Mr. Diamond grew up in the 1920s and 1930s in Oakland, California, and attended the University of California at Berkeley, where he played varsity basketball, took part in student affairs, and majored in physical education—the best preparation, he had been told, for an administrative career in education. He coached the Cal freshman basketball team before entering the army. After wartime service in the Pacific, he returned to the Bay Area, met his future wife while teaching at Liberty Union High in Brentwood, and in 1947 was hired as basketball coach at the College of Marin.

He launched his career at the College of Marin by taking his first-year basketball team, composed entirely of ex-GIs, all the way to the top; they returned home as community heroes when they won the national championship of their division. He soon became athletic director and in 1957 was appointed dean of students and director of guidance. In this role, and later as president of the Kentfield campus and district superintendent, Diamond initiated a whole array of new student services and new educational programs—detailed in the oral history—to meet the changing needs of the times and of the Marin County population. He also founded the College of Marin Foundation as a vehicle for providing additional support for the college.

Diamond is modest about his accomplishments, acknowledging only that he embraced the idea of the community college as an instrument for social change and that he recognized needs and worked to fill them. His leadership was low-key, personal, and personable, and the oral history reflects his modesty and reluctance to claim credit for the long list of his achievements over the years. The College of Marin has recognized his many contributions in naming the Irwin P. Diamond Physical Education Center in his honor, affectionately known as Diamond Gym.

Following his retirement in 1984, he served as property manager for a friend and neighbor and traveled extensively with his wife, Eva, who was a fellow graduate of Cal, class of 1942. His delight in home, family, and community is evident throughout the oral history.

The oral history was recorded in five interview sessions in October and November of 2008, at his home in the Sleepy Hollow neighborhood of San Anselmo, which he and his wife built in 1948 and remodeled over the years as their family grew. Following transcription of the ten recorded hours, Mr. Diamond, with his daughter Joan, reviewed the transcript, correcting minor details and giving additional information on two brief topics. The full-text transcript from the oral history and others in the Regional Oral History Office’s extensive collection of interviews relating to education can be found at

http://bancroft.berkeley.edu/ROHO/collections/subjectarea/ics_movements/education.html.

The interview transcript and video recordings are also available at the Bancroft Library at UC Berkeley.

The Regional Oral History Office was established in 1954 to record the lives of persons who have contributed significantly to the history of California and the West. A major focus of the office since its inception has been higher education, particularly the University of California. The Regional Oral History Office is a division of The Bancroft Library and is under the direction of Richard Cándida Smith.

Ann Lage

Interviewer

November 2009

Interview #1: 10/15/2008

Begin Audio File 1 diamond_irwin_1_10-15-08.mp3

01-00:00:02

Lage: Today is October 15th, 2008, and this is an interview with Irv Diamond—
Irwin Diamond?

01-00:00:08

Diamond: Irwin, yes.

01-00:00:12

Lage: For the Regional Oral History Office at Berkeley. This is our first interview, tape one. We're starting today talking about family, background, childhood experiences growing up, and education. And the thought is sort of what molded you, what were the influences that shaped you. So that's kind of the theme. So let's just start with, very simply, when you were born and where?

01-00:00:42

Diamond: Okay. And then as part of this, I know you edit it, so if I mess it up somehow, you can go back and make corrections—?

01-00:00:49

Lage: Well, we don't edit it very much.

01-00:00:51

Diamond: Oh, Okay.

01-00:00:51

Lage: And so [laughter] we really like it just to show the conversation, the back and forth—.

01-00:00:56

Diamond: Well, I guess what I was thinking of: I'll think of things later on.

01-00:01:00

Lage: That's okay. Then you just put them in when you think of them.

01-00:01:04

Diamond: All right. We'll start. [laughter]

01-00:01:05

Lage: On when and where you were born.

01-00:01:07

Diamond: Born in Oakland, nineteen—

01-00:01:09

Lage: When?

01-00:01:12

Diamond: August 2, 1921.

01-00:01:14
Lage: That was a while ago.

01-00:01:16
Diamond: Yeah, you bet.

01-00:01:16
Lage: And what neighborhood in Oakland?

01-00:01:18
Diamond: Well, we lived between Telegraph and Grove, on Thirty-Second Street. And that was a kind of middle-class, sort of, at that time.

01-00:01:31
Lage: Did it have an ethnic quality to it?

01-00:01:33
Diamond: Not there. Not there. No, the kids that I played with, they were all white kids. [laughter] Can I say those things?

01-00:01:42
Lage: Yes! It's important.

01-00:01:42
Diamond: It was different then. And I was born in the Fabiola Hospital, which is a Kaiser hospital now.

01-00:01:52
Lage: The same building? Or the same location?

01-00:01:54
Diamond: The same location. And Mosswood Park was across the street from Kaiser-Fabiola.

01-00:02:00
Lage: It still is.

01-00:02:01
Diamond: Yes. And we used to play there, and that was a place—oh, summer activities. And they put on drama shows, and I mean, they had good fields, and sports going on there.

01-00:02:17
Lage: Was this City of Oakland recreation?

01-00:02:19
Diamond: I think it was the Recreation Department.

01-00:02:22
Lage: So there was an active kind of civic presence?

01-00:02:26
Diamond: Yes. And kids being kids, you played ball a lot. You weren't watching television or [laughter] anything like that. And that was my life in those days, certainly, and—

01-00:02:36
Lage: Playing ball, are you saying?

01-00:02:38
Diamond: Yes, sports. And that's where kids got together, and that's what they did. I mean, they weren't watching television. Maybe some had jobs, but usually it was sports, then time for dinner. [laughter]

01-00:02:52
Lage: Now, tell me about your family. What was their background?

01-00:02:55
Diamond: Well, my parents were born in Europe, in Austria (now the Ukraine), around in there. They came to this country about 1900, and they lived in San Francisco until the earthquake. Then they moved to Oakland.

01-00:03:11
Lage: Now, were they married in Austria?

01-00:03:13
Diamond: No, they were married here. And I think my mother was about eighteen when she was married, and my father probably about twenty-four, or something like that.

01-00:03:22
Lage: So they emigrated separately—

01-00:03:23
Diamond: Yes.

01-00:00:00
Lage: —from Austria?

01-00:03:24
Diamond: Oh, yes. Mmm-hmm. And he was a businessman. He had a furniture store— actually, there were about five of them [laughter] that he had. So he was pretty successful, until the pre-Depression years, and business fell off, and then he lost all that.

01-00:03:47
Lage: Where were his stores?

01-00:03:49
Diamond: They were downtown Oakland. And he had a brother who also had some stores, and during the Depression he went to work for him. I think that was

about it. There were four boys in our family, and I was the youngest, and I came along quite a bit later [laughter] than the others.

01-00:04:10

Lage: How old was your oldest brother?

01-00:04:13

Diamond: Well, he was about ten, eleven years older than I was—around there. And the next one, about eight or nine years older. And then the next one, about seven years older. And then I came along. And I didn't know my older brothers very well, and even the one that's six, seven years older. Everybody was going every which way, and that's the way it was. And usually, it would have to do with work, because that's the way it was in those days. That's what boys did, and whatever kind of job they could get. And as long as they got home in time for dinner. [laughter] And anyhow—

01-00:04:53

Lage: Tell me about your mother's background.

01-00:04:57

Diamond: I think there were seven in her family: two boys, and the rest women, girls. All of them were around the Bay Area, and they were very close. They were on the phone or visiting, and her mother and father were here. Her father was killed in a robbery in the store that he had in the city. And the sisters, the rest of them really lived in the Bay Area. They were very close, kind of back and forth. And I don't know, but I think it might be sort of different—if you come from a family of boys, you may or may not mix up with your relatives as much, because you had other things going. And I don't remember much mixing up with them, except for one occasion when I spent a couple of weeks with an aunt and her two kids—her daughter was about five, six years older than I was—when my mother went back east to the wedding of my oldest brother. But other than that, you just didn't go out, I mean, other than to do what you wanted to do.

01-00:06:06

Lage: You didn't have close family ties?

01-00:06:09

Diamond: I didn't. My mother did—mostly with her sisters, but I didn't, because even if we had something going on, I would seem to be so much younger that I had my own friends. There wasn't much mixing up.

01-00:06:26

Lage: Let me ask you one thing.

01-00:06:28

Diamond: Sure.

01-00:06:30

Lage: I want to be sure you give us both of your parents' names.

01-00:06:35
Diamond: My father's name was Harry, and [my mother was] Rebecca.

01-00:06:38
Lage: Good. You say that your family moved to Oakland at the time of the earthquake. And is that—

01-00:06:45
Diamond: After the earthquake. [laughter]

01-00:06:46
Lage: Was that both parents independently, or were they married?

01-00:06:49
Diamond: They were married. And my three brothers—: the three older brothers were born in the city, in San Francisco. And I think I was the only one born in Oakland.

01-00:07:00
Lage: So they didn't move immediately? Because '06—

01-00:07:02
Diamond: Oh, no. No, no.

01-00:07:02
Lage: —was the earthquake.

01-00:07:03
Diamond: No. Uh-uh. And I can't remember, or don't know, whether any of her sisters lived in Oakland. I think probably not, at that time.

01-00:07:13
Lage: Did they have earthquake stories that they would talk about?

01-00:07:16
Diamond: Not really. No, not really. At least, that I remember.

01-00:07:21
Lage: Did you ever work for your dad's stores?

01-00:07:24
Diamond: No, I was a little kid.

01-00:07:25
Lage: You were too young at the time—

01-00:07:26
Diamond: Yeah, I was a little kid.

01-00:07:26
Lage: —when he lost his—yes.

01-00:07:27
Diamond: Uh-huh. But growing up, it was all sports.

01-00:07:34
Lage: It was all sports? You didn't have other games, or—

01-00:07:37
Diamond: No. Well, just all sports. And I liked to read. So I read a lot. I liked—

01-00:07:41
Lage: What did you read?

01-00:07:42
Diamond: I would read the Rover Boys, and [laughter] all that. But I think I was pretty flexible: that I liked to read, and you couldn't be outdoors all the time. And oh, you had kids over to the house once in a while. My mother liked to bake and cook, and with boys, she had to do a lot of that stuff. And they'd come around when she was baking stuff. [laughter] You know, they were boys, I'll tell you! And I still remember their names, although no contact with any of them. Maybe I had a little contact when I was at Cal, but it would be incidental. You sort of run into them, and nothing more from those days.

01-00:08:23
Lage: It's hard to keep—.

01-00:08:24
Diamond: You get into other things, even from Cal. But of course, there were so many things that were going on: the war, and marriages, families, and people just—.

01-00:07:33
Lage: Well, what was your house like? Do you remember that very well?

01-00:08:36
Diamond: Oh, yeah, kind of. It was a flat, and we rented the downstairs. And there were, let's see, one, two, three—I think there were three bedrooms, and a dining room, and a living room, and a kitchen. Nothing too special, but I didn't notice any of that. [laughter]

01-00:08:55
Lage: Did you share with one of your brothers, with your—?

01-00:08:57
Diamond: Yeah, sharing, always. I think—

01-00:09:03
Lage: Lots of sharing in those—.

01-00:09:05
Diamond: Yes. That's just the way it was.

01-00:09:07

Lage:

Now, I know you were just a kid, but you mentioned about your father's business and all. Do you remember the Crash of '29? That's so pertinent, to think about that today.

01-00:09:18

Diamond:

Well, just that people were talking about how tough it was, and getting jobs, and—. But not really. You were in your own world, if—unless you're not getting enough to eat, and not having shelter, things like that. But I think kids are pretty much in their own world unless they're directly affected, and—

01-00:09:36

Lage:

But during the—after the Crash and when the Depression settled in, did you notice the family, or were you—

01-00:09:44

Diamond:

—no.

01-00:09:44

Lage:

—concerned about—?

01-00:09:44

Diamond:

Just that everybody worked. If there was anything that stuck in my mind, that was it: everybody worked, and were expected to work. And so you looked for jobs, and—

01-00:09:55

Lage:

And what kind of jobs would you look for?

01-00:09:56

Diamond:

Well, most anything. But I had a *Shopping News* route. And that was a good thing in those days, because they just delivered usually two times a week. And you'd go door to door, and put the paper in. I don't know if they still do it in Oakland, but probably not, because newspapers advertise so much. But it was a good thing, and you walked it. And then I became an inspector. [laughter]

01-00:10:23

Lage:

Inspector of—?

01-00:10:24

Diamond:

In the *Shopping News*, to check the other kids who had routes, to see that they were doing it. [laughter]

01-00:10:29

Lage:

Do you remember how old you were when you were doing this?

01-00:10:31

Diamond:

Oh, probably about twelve, or something like that. Pretty young. Twelve or thirteen, yeah. Around there, I suppose. And they paid pretty well—an hourly rate. I don't know what it was, but it might have been forty cents an hour or

something. But it was much better than most anything else a kid could get. And I don't know how—

01-00:10:54

Lage: So do you remember how you got the job?

01-00:10:55

Diamond: Well, I was just thinking about that. And I think I got it through some other kid. I'm pretty sure that's what happened. Oh, I can't think of his name, but I can sort of see him, and I can sort of see where he lived, too. It was sort of up around the corner. [laughter] And I even worked as an inspector for part of a year at Cal.

01-00:11:17

Lage: Oh, you did?

01-00:11:17

Diamond: Yes.

01-00:11:18

Lage: So you had that for a long time.

01-00:11:19

Diamond: Yes. Well, we moved not too long after I started high school over by Lake Merritt, and so it was sort of a commute to University High where I went to school. But anyhow, we had our own work, and that's what I did. That was a good job, and it was at least twice a week—always Wednesday and Saturday—and then sometimes an extra, a special. [laughter] It was one of those jobs that kids get, but that was probably pretty good. And you didn't have any great need for money, although you never objected to it at all.

01-00:11:58

Lage: And did you get to keep that money? You didn't have to—?

01-00:12:00

Diamond: Oh, yes. What I earned, that was mine. Uh-huh.

01-00:12:04

Lage: And did you get other money from your parents?

01-00:12:07

Diamond: Well, I probably did, but I really don't remember. [laughter] Everything's taken care of. You need clothes, your mother would take you down and buy you some. [laughter]

But I do remember one thing; it's sort of funny, the way these things pop up. I always liked to play ball, and I was downtown with my mother, and this is in Oakland, at Kahn's, the big store. And I was in there with her, and they had a sale of shoes, and I saw these neat tennis shoes, and they had sort of thick bottoms. They looked like athletic shoes, you know? [laughter] And they were

on sale for thirty-three cents. So crazy the way you remember these things!
And they were just a little small—just a little small. So I bought two pair. And
I had sore feet for a long time! [laughter]

01-00:13:06

Lage: But that was okay?

01-00:13:06

Diamond: Yeah, that was okay. They were really good-looking athletic shoes.

01-00:13:11

Lage: Well, nothing's changed under the sun, except the cost of the shoes.

01-00:13:14

Diamond: Probably. It's a wonder how those things stick in your mind. I guess my feet
really hurt a lot, so [laughter] I would remember it.

01-00:13:23

Lage: Now, probably you never told your mother they made your feet hurt.

01-00:13:15

Diamond: Probably not. No.

01-00:13:30

Lage: I'm thinking of how kids are pretty monitored these days.

01-00:13:36

Diamond: Oh god, yeah!

01-00:13:37

Lage: Did you have a sense of being monitored?

01-00:13:41

Diamond: Not really. I think I was a pretty easy kid. My wife and I were talking about
this in the last ten years or so, and we commented to each other—[laughter]
and both agreed—that our kids were really easy. You're talking about
monitoring kids? They didn't cause us any—that we knew of! [laughter]—any
really problems or anything like that. They were very responsible, it seemed to
us, and came home when they were supposed to, and they were really nice
kids. And I—

01-00:14:14

Lage: And you probably were, too. Is that what you're telling me?

01-00:14:16

Diamond: Yes, that's what I'm really saying. As long as I had dinner. [laughter]

01-00:14:22

Lage: Yeah. You had to be home for dinner—.

01-00:00:00

Diamond: Yeah. And I'd help my mother in the house once in a while, but it wasn't a big deal.

01-00:14:28

Lage: Your mother didn't work, I'm assuming.

01-00:14:30

Diamond: No. No, no. At least not in those days, they just didn't. Well, let's see—.

01-00:14:36

Lage: What did your brothers go on to do?

01-00:14:38

Diamond: Well, I don't know if it's interesting or not, but my oldest brother, when he went out—

01-00:14:44

Lage: Give the name. Give a name.

01-00:14:47

Diamond: Jerry. Gerald. When he graduated from high school, he went to work for an insurance company in San Francisco, and so commuted over. He was 18, I suppose. And then he met this girl who was the sister—[laughter] let's see if I can get this right—the sister of the husband [laughter] of one of my aunts—the youngest; my mother's youngest sister. And they were from the East, and she was out visiting them, and they met. And they got married I think when he was about 21—really young. And that's when I was saying that I spent a couple of weeks with this aunt while my mother went back East to the wedding.

And so he was in insurance, and I can see him being very successful. He was sort of an outgoing guy and friendly, and could meet people easily, and all that. And they transferred him down to Fresno, and then he had his own brokerage firm down there, and he really did very well. And they lived there, I guess, till their later years, and then they moved up to San Francisco, and then back down south. But just after they were married—and still living in the city—he went to law school at night. I don't think he ever finished, to take the bar. But he stayed in insurance the whole time.

And my second brother—he was a couple of years younger—he went to Cal.

01-00:16:32

Lage: His name?

01-00:16:33

Diamond: Stanley. And he went to Cal. And we were talking earlier about money, and he pretty much supported himself with whatever kinds of jobs. But I think his best job was, he was a pretty good musician. In fact, my three brothers all took music lessons. She tried it on me, but it didn't work. [laughter] My mother

tried it on me. And the oldest brother was a good trumpet player; played in some band, I guess when he was probably getting ready to get out of high school, and then afterwards around the Bay Area.

And then Stan did the same. He played string instruments—a violin, and whatever else. And he played with a group, and this group was hired to go on cruises, and they went to the Orient a few times. And so he stayed out of school; he needed money to go to Cal, so he stayed out of school, oh, off and on, I guess, over a period of a few years. Maybe stayed out a year, or possibly a year and a half, and earned enough money to go back to Cal. And then he graduated from Cal, I think in economics—something like that.

Let me not digress. [laughter] He became very interested in the military reserve, and so he joined the reserve, I think probably before he got out of Cal, and stayed active in the reserve until he was called to active duty. And he was in the Quartermaster Corps [laughter] —a pretty safe bet—and I think he was stationed in Oakland for a while. But that's what he did up till the time they could no longer keep him in the reserves. He was well up. And he'd get his promotions in there, and go away to summer camp or additional camps. But he really liked that. Yeah, that was—.

01-00:18:40

Lage:

Did he live at home while he was at Cal?

01-00:18:42

Diamond:

Yes, he lived at home. And my other, third brother, he was in high school with the hard times, and he got a job, I think, when he was about 15.

01-00:18:53

Lage:

And what was his name again?

01-00:18:54

Diamond:

Leonard. And he worked downtown Oakland. I'm not sure. I think it was a clothing store. And he worked there after school, and then when he graduated, he continued to work there. And then he went to Armstrong College, business school. And then when he finished at Armstrong, he went to work full-time—well, I can't think of the different places, but not too many. One was, I want to say, Moore's Drayage Company. They had trucks. And he was a dispatcher. And he got married in the meantime. And he worked for them for a number of years, and then through my older brother, who was in Fresno making his way, he went down there with his wife—and I don't know if they had their first child then or not—and did sort of the same work there. And then went in and became a partner with a—I guess the guy was a friend of my brother, or my brother knew him, and the guy was looking for some help or whatever. And they moved over to Watsonville, and a meatpacking plant. [laughter] Which was different, but they had to get trucks out.

01-00:20:14

Lage:

He dispatched trucks wherever—?

01-00:20:15

Diamond: —a dispatching thing. And he became a part-owner there, and financially, really did very well. But it was the kind of a job where you had to get the trucks out, and you'd get up at three in the morning or so, and then get home or be through with that, oh, maybe around two o'clock in the afternoon. And maybe he went home, maybe he didn't—I don't know. But he didn't take very good care of himself, and died pretty young.

01-00:20:46

Lage: Oh dear.

01-00:20:47

Diamond: And let's see—. I guess, yeah, that takes care of that. [laughter]

01-00:20:50

Lage: That's three brothers.

01-00:20:51

Diamond: Yes.

01-00:20:51

Lage: And what they did. Yeah.

01-00:20:52

Diamond: And we had good relationships. We didn't mix up a lot going back and forth because, at least from our view, we were busy working, raising a family, and so on.

01-00:21:06

Lage: And so were they.

01-00:21:06

Diamond: Yes. That's what you did. And then, let's see—. Oh, [laughter] another story from those years. I was always playing some sports because that's what I did, and I think a lot of kids did. And so I had my friends, and that's what we did on—maybe after school or weekends. And [laughter] I remember this; who was I was telling? I think my son or someone, the other day. I remember I was trying out for—it was the—I want to say "American League." It was about a thirteen, fourteen, maybe fifteen-year-old bunch of boys that played baseball. I'll think of the name. I don't think that was it.

01-00:21:57

Lage: Did they have Little League then, or—?

01-00:21:59

Diamond: No, they didn't have Little Leagues, but they had this league, and these were pretty good players, at that age. And I remember trying out for them. I was a pitcher, and [laughter] trying out; I was pitching, and then the manager of the team, an adult, got up. And god, I was throwing it past him, and he was swinging and missing, and, Oh boy, this is something! I must be pretty good!

And then I had a job; it may have been the Shopping News or something else. And I just couldn't make it all work together, so I quit the baseball.

01-00:22:36

Lage: So you got accepted?

01-00:22:38

Diamond: Oh, yes.

01-00:22:38

Lage: —on this team?

01-00:22:39

Diamond: I made the team. But then I don't know how many years later, it dawned on me: well, this guy, the older person [laughter] got up and took his times at bat, and was always missing. Well, he did it on purpose, I'm sure, to bolster the pitcher!

01-00:22:55

Lage: Do you really think so? [laughter]

01-00:22:56

Diamond: Oh, yes. I'm sure of it. I wasn't that good. I know that. It was—

01-00:22:59

Lage: But it took you a while to realize?

01-00:00:00

Diamond: Yes, for it to—you know?

01-00:23:05

Lage: But still, it was kind of an elite kids' league.

01-00:23:08

Diamond: Oh, yes. For a long time there, I felt pretty good about all that. [laughter] I may have had a future, but oh, I'm sure.

01-00:23:14

Lage: Did you go to baseball games—

01-00:23:17

Diamond: Oh, yes.

01-00:23:17

Lage: —in the area?

01-00:23:18

Diamond: Yes. We didn't live too far from the Oakland ballpark, in the earlier days, and—

01-00:23:23

Lage: Who played there? The Seals?

01-00:23:26
Diamond: No, Oakland Oaks. [laughter]

01-00:23:27
Lage: Oakland Oaks?

01-00:23:28
Diamond: Yes, and I remember that clearly. They were located just as you—if you're going across the San Francisco Bridge, on the east side there, it's where Ikea is, I think, and all those stores? But that was the baseball field for the Oakland Oaks.

01-00:23:45
Lage: For this semipro—?

01-00:23:47
Diamond: We didn't play there, but that's where the Oakland Oaks played, yes.

01-00:23:51
Lage: Oh, great. So you'd go and see them?

01-00:23:53
Diamond: That's where we'd go. Uh-huh. It was close enough, even walking, it didn't cost much to go, and that was pretty good stuff [laughter] growing up.

01-00:24:06
Lage: Now, what about your family values? Did they have a religious orientation at all?

01-00:24:14
Diamond: Well, not really. And I don't think any of my brothers are—none of us were.

01-00:24:19
Lage: Your parents didn't have you go to church, or—?

01-00:24:22
Diamond: Sometimes.

01-00:24:24
Lage: Were they Protestant, or—?

01-00:24:25
Diamond: They were Jews.

01-00:24:26
Lage: Or Jewish? Jewish? But didn't—?

01-00:24:27
Diamond: No, they didn't. Well, my mother with her family around—there was some pull there. But it would be intermittent.

01-00:24:35
Lage: I see. So even being Jewish, you didn't celebrate the holidays, or—?

01-00:24:39
Diamond: Well, at times. But I can't remember much about that, really. So there apparently wasn't much emphasis, if any. And I think boys being boys, it's probably a different thing. Uh-huh. And—

01-00:24:57
Lage: Well, I don't know. I mean, I've talked to so many Jewish people where it really was perpetuated in the home, and—.

01-00:25:05
Diamond: Yeah. Oh, sure. Sure.

01-00:25:07
Lage: Religious observances, and whatnot. You didn't experience that, it seems.

01-00:25:12
Diamond: No, I really didn't. I did have a small Bar Mitzvah And—

01-00:25:17
Lage: Did you experience any anti-Semitism in the community?

01-00:25:23
Diamond: I didn't, no.

01-00:25:23
Lage: Or among your friends?

01-00:25:24
Diamond: No, I don't think. I didn't. I don't know if my brothers did or not, but I don't think so. I guess it's—

01-00:25:33
Lage: Was there any connection? Did your family watch what was happening in Europe?

01-00:25:39
Diamond: They may have, but they didn't talk about it in front of us. I don't know. I would guess they probably did. Uh-huh. Yeah.

01-00:25:47
Lage: But it wasn't part of your—

01-00:25:49
Diamond: No, it really wasn't part of my—

01-00:25:50
Lage: —conscious—?

01-00:25:51
Diamond: —experience. By that time, I was in Cal or—you know? I think you look at things maybe a little differently. I don't know. I don't know. But you get interested or wrapped up in whatever you're doing, and unless you were

associating with a bunch of people that had similar values or outlooks or whatever, mmm-hmm.

01-00:26:17

Lage: What about politics? Was that talked about at home?

01-00:26:21

Diamond: Yes, somewhat. They were all for Roosevelt. [laughter] But they talked about politics, and from time to time—that I remember. If they did, I may not have been around there then.

01-00:26:33

Lage: Right. But when they talked about it—

01-00:26:35

Diamond: Yes.

01-00:26:36

Lage: —it was pro-Roosevelt?

01-00:26:36

Diamond: Oh, yeah. Yeah. I think that was kind of important, and reading the paper and so on.

01-00:26:42

Lage: Did you see evidence of Depression-era programs, like WPA and PWA?

01-00:26:50

Diamond: Well, I knew about them. I knew about—

01-00:26:51

Lage: But in the community?

01-00:26:53

Diamond: Well, I didn't see anything particularly in the community. I'm sure it was going on.

01-00:26:57

Lage: You were young.

01-00:27:00

Diamond: I was a little young, but I do remember—well, it was later on. I guess I was in high school and, I'd come to this later, I suppose, but a bunch of us—what, six, eight, maybe—guys would go up to Tahoe for two or three weeks during the summer, and I'd see the CCC guys working up there. So I sort of knew what was going on.

01-00:27:28

Lage: But I wonder if they were building anything in Oakland. Was Mosswood Park improved any? The buildings there kind of have that look about them.

01-00:27:38
Diamond: They may have. I don't know. They may have.

01-00:27:45
Lage: Now, what about elementary education? We'll get to high school, but do you remember anything from your—?

01-00:27:51
Diamond: Well, yes. [laughter] Now, what do I remember? I remember the traffic patrol. I was a captain!

01-00:28:05
Lage: And what street did you help them cross?

01-00:28:07
Diamond: Oh, god. It was probably Grove, I would guess.

01-00:28:12
Lage: What school were you going to?

01-00:28:13
Diamond: Well, I went to Durant. That was the elementary school. And that wasn't too far from our house. And then there was the junior high school. That was Hoover, and that was, oh, about on Thirty-Third or Thirty-Fourth Street, and down a block or two. I can't remember. But that was elementary school, the patrol. And again, I really don't remember too much, except if there were sports, I was probably playing them.

01-00:28:48
Lage: [laughter] You just keep coming back to sports.

01-00:28:49
Diamond: Yeah. That's what you did. And I'd read when I was in the house at home. But no stamp collections or things like that. Although—

01-00:29:01
Lage: How about movies?

01-00:29:01
Diamond: —I did collect stuff, but—.

01-00:29:03
Lage: Movies and radio? Any of that?

01-00:29:04
Diamond: Oh, radio was going all the time, yeah.

01-00:29:07
Lage: What kinds of programs?

01-00:29:09
Diamond: Well, whatever. But I was thinking this morning that one of the things I do remember so clearly, and that is listening to the Cal football and basketball games.

01-00:29:18
Lage: Oh, really?

01-00:29:19
Diamond: Oh, yeah. And I remember the living room, I think we had sort of a gas furnace in there for heat, and I remember sitting in that living room listening to those games, and eating oranges. [laughter]

01-00:29:38
Lage: Funny what comes back to you.

01-00:29:39
Diamond: Yeah, it does. But they were fun, those things, to listen to, and the basketball games. I can still think of the names of some of those players, and—.

01-00:29:48
Lage: So this would have been way back in the twenties?

01-00:29:49
Diamond: Yes.

01-00:29:50
Lage: Or thirties?

01-00:29:52
Diamond: Early thirties, yeah.

01-00:29:54
Lage: Did your dad listen?

01-00:29:55
Diamond: No. My brothers did. Uh-huh. Maybe, if they were around. But that was big stuff in those days.

01-00:30:04
Lage: Does that kind of shape your interest in going to Cal later, do you think?

01-00:30:10
Diamond: No, I think that was just expected: if you'd go to college, you'd go to Cal.

01-00:30:15
Lage: Did your parents promote education? Was it important to them that you do well at school?

01-00:30:21
Diamond: Well, it was just expected. I don't think there had to be any rules or suggestions or whatever. And as long as you didn't cause any trouble—. [laughter]

01-00:30:31
Lage: But did they encourage you to go on to college? We're going to get to high school first, but I just—.

01-00:30:35
Diamond: Well, I think it was—

01-00:30:38
Lage: But not all your brothers did.

01-00:30:38
Diamond: —just expected. It was all just expected. That's what you did.

01-00:30:52
Lage: Yeah. Well, let's get into high school before we go on to college.

01-00:30:56
Diamond: Yeah—wait till we get there?

01-00:30:56
Lage: Yeah.

01-00:30:57
Diamond: Okay. You remind me. [laughter]

01-00:31:00
Lage: What about girls in the neighborhood? And how did the boys and girls—?

01-00:31:06
Diamond: I don't remember any girls.

01-00:31:08
Lage: You didn't play with the girls?

01-00:31:09
Diamond: No, I don't remember [laughter] them at all. I'm not kidding! I can't tell you if there were any who lived on the street or not.

01-00:31:14
Lage: [laughter] It was a male—?

01-00:31:18
Diamond: Yeah. That's what boys did, and—. And there weren't—that I knew of—social events where they'd mix up, or—. Neighbors wouldn't really mix up. They'd know and be kind, and talk and so on, but—.

01-00:31:32
Lage: And you said there weren't any African-Americans—

01-00:31:36
Diamond:

No. Huh-uh.

01-00:31:36
Lage:

—in the neighborhood? Were there—

01-00:31:37
Diamond:

[laughter] I'll tell you one I remember. There was one on another street, and they went to Uni—University High. And one was a Judge Wilson, from Oakland. He, I'm sure, retired a long time ago; probably not alive now. And then one went—I can't think of his name, but he went to University High. He was a year or two ahead of me, and he was a pretty good athlete. But there—

01-00:32:05
Lage:

Do you know who?

01-00:32:06
Diamond:

—really weren't many in high school at all, too.

01-00:32:10
Lage:

Well, let's get to high school, because—.

01-00:32:11
Diamond:

Okay. This was a good time.

01-00:32:14
Lage:

Why did you go to University High? Was that your designated high school?

01-00:32:17
Diamond:

No. My brothers went to Tech High, and I was trying to think of this the other day: why did I go to Uni? And I have no way of knowing, but I got a guess. [laughter] And that is that probably someone from the junior high school suggested that I go to Uni. And why he would do that, I'd only guess that I was probably a pretty good student, and I don't know whether—. [pauses for water] I would be embarrassed to say I was a leader, but I was a pretty good student, and a good kid, and responsible, and so on, and—.

01-00:32:54
Lage:

And was Uni High kind of an elite—? Tell me what Uni High was. It had some relationship with Cal. Tell me about what you know about Uni.

01-00:33:11
Diamond:

It was my understanding—and I think there's plenty of evidence of this—that Uni had a very close relationship with Cal, and Cal, I think, used to try some of their experimental programs or classes at Uni. What would seem to be oddball stuff, well, they'd try a class in it and—. So we had quite a few student teachers, and people who maybe weren't straight arrows that had something they wanted to teach, or a method or whatever. And if Cal gave them approval, they could integrate it, I guess.

01-00:33:50

Lage: So was it kind of their demonstration school, in a way?

01-00:33:52

Diamond: Well, in a mild way. But we had a lot of students—I don't know what percentage—from Berkeley. And a lot of them were children of professional people, maybe working at Cal or other professions. And so it really raised the whole level of education for—.

01-00:34:14

Lage: So you had kind of an elite student body?

01-00:34:17

Diamond: Yes, so we mixed up with all of these other kids that were interested in a lot of different things, and many of them really became very close friends. And I'd like to say they still are, but they're all dead. [laughter] But Uni had not only these programs, but really nice kids, and—.

01-00:34:38

Lage: Did you make lasting friends there that you—?

01-00:34:43

Diamond: Oh, yeah. Yeah. I really did, and several of them. And some of them were killed in the war. And one of my closest friends was a good basketball player. He was, for those days, a big guy. He was six-five. And we were both considered to be good basketball players. He had much better—what?—notoriety or interest, because he was a big guy. And Stanford was really after him, and I sort of tagged along. And he got a full scholarship down to Stanford. I could've gotten a half a scholarship, but I'd have to work, and it was out of the question. It was just too much money. And so—

01-00:35:26

Lage: Well, was Stanford considered a more desirable school at that time?

01-00:35:30

Diamond: Well, it was an elite school, the way I think it's sort of considered now. Yeah, I think is, because of cost if nothing else. And they recruited Ed really seriously, and I had a half a chance, but I think I was just dragging along because they really wanted Ed. [laughter] Who, he was good. He played on their national championship team, so he was a good ball player and a good friend. He was an only child, and I was in his parents home a lot of times. And I think his parents were pleased that one of Ed's friends was a nice guy, and so on.

01-00:36:11

Lage: And what was Ed's last name?

01-00:36:12

Diamond: Voss. V-O-double S. And I went with them, oh, a couple of summers up to Tahoe on summer vacation, and she was very nice, and he was, too, his father.

His father worked on the railroads doing something, and they were just an average family. Just the one kid, so there was, I'm sure, not only a lot of pressure, but you only had one kid to support. [laughter] That makes a difference.

And my other friends, Bob Farquhar—his father ran the university press.

01-00:36:50

Lage: Sam Farquhar?

01-00:36:51

Diamond: Pardon?

01-00:36:52

Lage: Sam Farquhar?

01-00:36:53

Diamond: Well, I can't remember what his first name was. But there were a couple in that family that were well-known. One of them was a naturalist and did a lot of writing. I don't know if he worked at Cal or not. And another friend from Uni, Marshall Robinson's father taught at Cal. And let's see—who else? Bob Biles and Stan Soule. Those guys—. Well, at least those are five who went to Uni and Cal—not alive now. And then there's still one from University High that went to Cal, and we were in the same fraternity who is still alive, and every so often, I see him. And Ralph Fisher, too, who was the president of the student body at Cal. And I thought he'd end up in politics. He was an outstanding student, and had all of the stuff that—a good-looking guy, and knew how to meet people. Father was a banker, all of that. He went on to teach and get his doctorate from—where? It was Yale or Harvard. But he taught at Illinois until he retired a number of years ago, and—

01-00:38:10

Lage: And he was a historian.

01-00:38:12

Diamond: Pardon?

01-00:38:12

Lage: He was in history, wasn't he?

01-00:38:14

Diamond: Yes, right. Well, he would be a good one for this program: an outstanding person. But we were good friends, and I remember when he was running for student body president, I went with him to introduce him as we traveled to fraternities and sororities, and so he could give his talk. [laughter] My touch of politics!

01-00:38:43

Lage: This was in college?

01-00:38:44
Diamond: Yes, this was at Cal.

01-00:38:45
Lage: Yeah, Okay. We'll get to that, too.

01-00:38:50
Diamond: Yeah, we're talking about kids that I knew in high school that went on—.

01-00:38:52
Lage: But they went on to Cal.

01-00:38:53
Diamond: Yeah. Well, Ian Wishart was another who's alive, and [laughter] living out in Lafayette. Well, Ian's about the only one I would meet up with, and then he would tell me about some of the others. He'd keep in closer contact.

01-00:39:12
Lage: Do you remember teachers from—? You've mentioned that you had teachers that were influential.

01-00:39:07
Diamond: Well, I knew the men in coaching. Yeah. Woody Allison and Rudy Hansen, There must have been some others, but those are the two that I remember right now.

01-00:39:31
Lage: Did you focus on basketball in your sports?

01-00:39:34
Diamond: Yes. Because I would usually be working or something after school. But we're talking about high school now, aren't we?

01-00:39:42
Lage: Right. Right, right, right. High school.

01-00:39:44
Diamond: But this was an important thing. From high school, they had counselors then, or maybe one or two of them, but not very many. [laughter] And I went in to see one counselor, about planning, and he asked, "Well, what are you going to do next?" And I said I was going to Cal, and "Well, what are you going to do there?" I said, "Well, I want to be a high school principal." At least, that's what I thought at that time. He said, "Okay." And I said, "Well, what should I major in?" "Major in PE. Many of the principals were athletes and PE Majors" I don't know. This is straight stuff! I mean, really. Because I like athletics. [laughter] So that was the aim, and that's what I did.

01-00:40:24
Lage: And you did major in PE.

- 01-00:40:25
Diamond: And I did, and then I minored—I had enough units for two or three minors—speech and biology.
- 01-00:40:30
Lage: Tell me some more about high school. Then we'll get to Cal.
- 01-00:40:33
Diamond: Yeah. But that's what I came from.
- 01-00:40:36
Lage: It's interesting that the counselor suggested PE.
- 01-00:40:40
Diamond: Well, that's what was happening, I guess.
- 01-00:40:41
Lage: That principals did come out of sports?
- 01-00:40:43
Diamond: They did, yeah. They were men who were used to combat. [laughter] They were men, and—I don't know.
- 01-00:40:51
Lage: What made you want to be a high school principal?
- 01-00:40:54
Diamond: Well, it was a steady job, and it paid some. [laughter] And I was successful in school. And in those days—and maybe now, too—but security was such a big thing. So you wanted to go into some job or occupation or profession that would provide that. So I'm sure that was one of the reasons. And—
- 01-00:41:20
Lage: But you didn't think about high school teacher?
- 01-00:41:23
Diamond: No. Uh-uh. No, that came straight out, and without recognizing or thinking about it, that well, you've got to go through teaching first. [laughter]
- 01-00:41:34
Lage: Was there a principal there that you particularly admired, do you think?
- 01-00:41:33
Diamond: No, but—his son was a good friend. His name was Rice, at Uni, and Dave Rice was one of his sons. And he had a brother, an older brother, who was the president at community college up in Sacramento—American River. Yeah. It was in that family, and I can't remember if Dave was in teaching or not. You lose track.
- 01-00:42:02
Lage: You keep emphasizing the sports, and I want to ask you more about that. But you also say you were a good student. Do you remember—

- 01-00:42:09
Diamond: Yes, I was a good student.
- 01-00:40:10
Lage: —what subjects you liked, or what teachers?
- 01-00:42:13
Diamond: —I think I liked the science area. I really had a minor in Biology. You take enough units at Cal, and that's what you have. There's no formal recognition of a minor—whatever. But I pretty much liked what I was taking, some a lot more than others. And I think there was sort of a discipline that came out of being scheduled. You think to yourself, I'm going to play sports, you're going to do X amount of time, and you're going to do this work, so on down the line. And I didn't think about that scheduling or planning, but I think that just worked out that way. It's not that it was rigid for me, but it just sort of fit.
- 01-00:42:59
Lage: It made you use your time effectively, and—?
- 01-00:43:02
Diamond: Yeah. You had so much time to try to do all these things, and I—
- 01-00:43:07
Lage: And work, also.
- 01-00:43:08
Diamond: Yeah, and I think it was probably a family characteristic somewhere along the line—at least, Joanie has it—[laughter] of being over committed. Yeah. And to some degree, I probably was trying to do a lot of things, and—.
- 01-00:43:24
Lage: Now, tell me about the sports world in high school.
- 01-00:43:27
Diamond: Well, primarily for me, it was basketball, and that was the time that I felt I had—and I think I probably—I might have enjoyed baseball, but baseball is kind of slow, and I'd like to be more active. And I thought about football, but that goes into basketball. [laughter]
- 01-00:43:47
Lage: Yeah. So basketball was your first love?
- 01-00:43:51
Diamond: Yeah, that was it. And it only takes a little space and a few guys, and you can practice by yourself, and do all those things, and—. It's competitive, individual a lot—.
- 01-00:44:06
Lage: And you must have been good at it.

01-00:44:08
Diamond: I was in those days, at that age level. [laughter] I could have, oh, handled about another five inches or so. [laughter]

01-00:44:16
Lage: How tall were you?

01-00:44:18
Diamond: I was about five-ten, almost. That's what I was at Cal.

01-00:44:20
Lage: But height wasn't quite as important, was it, in those days in basketball?

01-00:44:24
Diamond: If you had it, it was really important. [laughter] If you didn't have it, then you had to make up for it in other ways. But I was looking at some pictures the other day, and there weren't a lot of tall people. If they were, they were standouts—not like now, or within the last probably forty years [laughter] or so.

01-00:44:44
Lage: Well, your friend was unusually tall for that time, wasn't he?

01-00:44:47
Diamond: Pardon?

01-00:44:48
Lage: Your friend—was it Ed Voss?

01-00:44:50
Diamond: Oh, Ed? Oh, yeah. Yeah. He really stood out. He was tall. He was fairly agile—not the way it is now. He might not make the team now—none of us would. [laughter]

01-00:45:03
Lage: Okay. Now I'm going to ask you were there any girls at Uni High, University High?

01-00:45:07
Diamond: At Uni? Well, I guess when I was about maybe a senior, they had all these dances, and, Why aren't you going?

01-00:45:18
Lage: Who would ask that?

01-00:45:19
Diamond: Oh, I don't know. My friends. It isn't that I didn't want to go. I was pretty shy. But anyhow, I did get a date. [laughter] And I had a friend, girlfriend in high school, a senior to go to the dances with. But just not hanging out and all that.

01-00:45:41
Lage: It wasn't a big romance?

- 01-00:45:43
Diamond: No. Well, I'm sure not from her view, or my view, either. [laughter] A very nice person. And I dated her at Cal, too. But, and at least my experience, we had these guys, and we would do things together, whether we would go to a movie or go play, or to go for a hike, or whatever was going on that you could do with a group. And I think the parents of these kids were to some degree glad, because they were going with pretty nice kids, and fairly responsible. We didn't do a lot of wild things at all. I would say it was probably sort of a normal burning off some energy. [laughter]
- 01-00:46:35
Lage: Did kids smoke and drink in those days?
- 01-00:46:38
Diamond: Well, frankly, I wasn't aware of it. The guys I went with didn't smoke or drink. In those days, those who were interested in athletics didn't smoke. There was always publicity on that.
- 01-00:46:52
Lage: There was awareness it wasn't good for—
- 01-00:46:55
Diamond: Yeah, for—
- 01-00:46:57
Lage: —your stamina?
- 01-00:45:57
Diamond: —sports. Oh, yeah. And I don't know how long ago that went out of style, but that's the way it was. And the books that I read when younger, those boys books, they were always training and healthy, and probably a good influence, too. [laughter] But it's—
- 01-00:47:19
Lage: Because let's see—you graduated from high school '38?
- 01-00:47:22
Diamond: Thirty-eight, yeah.
- 01-00:47:23
Lage: Was there awareness of the Depression in high school? Were any of the kids—
- 01-00:47:33
Diamond: I don't think so. No, I don't think so. I think their thoughts were, Well, what do we do now? Right now? Today? Or Saturday, or something. Pretty self-absorbed.
- 01-00:47:50
Lage: What about going up to Tahoe? Was that high school?

01-00:47:52
Diamond:

Well, that was high school.

01-00:47:55
Lage:

And where did you go, and how did you go?

01-00:47:56
Diamond:

Yeah, I don't know how that started, but we did this for several years. There were about five or six of us, and we'd go camping up there—Camp Richardson, which I think is a development or something, stores or houses there. But it was pretty close to the highway, and—

01-00:48:20
Lage:

And did you drive up?

01-00:48:22
Diamond:

One of the guys was able to get a car, and—. So we camped, and fixed our food, and did a lot of swimming, or just being boys, hanging around. And then a couple of them knew families up there. I guess they were probably girls, these families had homes up there, and they would visit them and hang out, [laughter] too. And then we'd hike a lot. And just a bunch of guys being together for an extended period.

We had one real tragedy up there: one of the guys became sick, and we got him to a doctor up there. And he sent us down to Placerville, to the hospital, and the guy had a bursted appendix. And he died down there. And here we were, a bunch of sixteen-year old, fifteen-year old kids. Seventeen. And all the same age, and—. We were all sort of out of touch with everything. Here was this guy, and—.

01-00:49:25
Lage:

Oh, that must have been really—.

01-00:49:26
Diamond:

Yeah. Well, it was. What a hard thing for that family. God.

01-00:49:35
Lage:

And you had to break it to his family?

01-00:49:36
Diamond:

Well, I think from the hospital, they probably did that. It could've been any one of us, or any other thing—falling off a mountain, or—. But that doesn't make it any better. And let's see—this is high school.

01-00:49:58
Lage:

Yeah. Anymore to say about high school? Teachers that were influential?

01-00:50:03
Diamond:

Well, I remember one good-looking teacher. [laughter] So I was alive.

01-00:50:09

Lage: [laughter] Well, that's good.

01-00:50:10

Diamond: They took us on a number of field trips. I do remember that. And it was part of the experience.

01-00:50:15

Lage: What kind of field trips were they?

01-00:50:15

Diamond: Well, you'd visit a factory. The one I really remember is Ghirardelli's. [laughter] And I'm sure there were others, but anything to expand the program, or keep students interested, or another experience, and—. And of course, that's the way it is with new teachers: they're pushing the boundaries, and trying things.

And actually, it's a sidelight, that's one of the main reasons that our son who is our oldest went to UC Santa Cruz. I said, "Well, here's a new school. The faculty members are going to go all out to really make it right, and you'll have a chance to take advantage of that." And then his sisters followed him [laughter] down there. And it was a good place for Bob. The first year that the university opened. They lived in trailers, and I think he had a good time. And they still have their reunions and things, but—. And it was small, a small school. He was a good musician. He played in a group down there. And they didn't have athletic teams, sports and—.

01-00:51:27

Lage: The Slugs. The Santa Cruz Slugs. [laughter]

01-00:51:30

Diamond: The Slugs, that's right. Yeah. Well, anyhow—.

01-00:51:35

Lage: So the teachers, you saw them as being kind of—or just looking back on it at least, being innovative?

01-00:51:40

Diamond: Yeah. And in high school, the fact that—I think what appeared to be this strong tie with Cal.

01-00:51:50

Lage: And you were aware of that at the time?

01-00:51:52

Diamond: Yeah. Well, and really aware of the population at the high school, with all these kids from Berkeley.

01-00:52:02

Lage: Kids whose fathers were professors, or—?

01-00:52:04

Diamond: Yeah, and affiliated with the university somehow, or through friends over at the university—it was just, it was more of that kind of a climate, I suppose. In fact, [laughter] at times, we would go up there, some guys, and try to play basketball on the indoor court at Cal. Sneak in. [laughter] We did that once, at—what is Clark Kerr campus now. And that was the deaf school. And so we used to sneak in that gym and play, because no one could hear us. [laughter] That's awful, isn't it?

01-00:52:43

Lage: Yeah! [laughter] You thought that through. Well, it didn't hurt anything.

01-00:52:46

Diamond: No, it didn't hurt anything. Just kids playing. And we just shouldn't have been there, that's all.

01-00:52:50

Lage: You should see that gym now. It's a building that you don't know why they don't tear it down.

01-00:52:56

Diamond: Oh, really?

01-00:52:56

Lage: It's in such bad shape. An abandoned building. Okay. Unless there's more to tell me about University High and your life then, we could move into how you happened to go to Cal, and what it took to get into Cal then.

01-00:53:18

Diamond: Well, all—

01-00:53:19

Lage: Does that sound like—?

01-00:53:20

Diamond: Yeah. Well, all it took was a high school principal's recommendation. They had a close relationship, and Cal was the school to go to. You didn't compare it to others. I just thought of Stanford because of my friend and basketball, and all that. But I don't think there's any reason why I would not have gone to Cal. I mean, really. And you didn't really think about it. It was where you go. There's high school, then there's college. College is Cal. Just like that.

01-00:53:55

Lage: And did you live at home, or on campus?

01-00:53:57

Diamond: Well, I lived at home, yeah, most all the time,—I joined a fraternity when I was a sophomore, I guess, and I think I just lived out there one semester. But I spent all the time out there [laughter] on the campus. I studied out there, and came home. That was about it.

01-00:54:18

Lage: How did you get back and forth?

01-00:54:20

Diamond: Well, you take the streetcar from campus, you go all the way out and go up on Telegraph and transfer to a bus on Fortieth Street and then get off near the lake, Lake Merritt—just close to Oakland High, in fact, which is another story. And then once I started Cal, I had a couple of pretty good friends who had cars who lived in that area who commuted out to Cal, and I went with them when the schedules worked out. And I didn't have a car at Cal, anything like that. That was too expensive. I may have taken the family car once or twice.

01-00:55:11

Lage: And what was the other story, about Oakland High?

01-00:55:14

Diamond: Oh, well, [laughter] we only lived three, four blocks from Oakland High when we moved over to Montclair. And then I mentioned my wife went to Oakland High, and she lived half a mile from Oakland High, up the hill. And we probably lived about a mile apart.

01-00:55:36

Lage: Even though you didn't meet till so much later.

01-00:55:38

Diamond: Oh, yeah. Uh-huh. And it's just sort of interesting. [laughter] I don't know what else you make of it, but we lived fairly close growing up, and then we met where people meet when they go to work or school. Which is another story.

01-00:55:57

Lage: We'll get to that.

01-00:55:57

Diamond: Yeah.

01-00:55:57

Lage: I'm going to stop for a second, take a little break, and change—

01-00:56:02

Diamond: Can I get you anything?

01-00:56:03

Lage: —the tape.

[End Audio File 1]

Begin Audio File 2 diamond_Irwin_2_10-15-08.mp3

02-00:00:04
Lage: Okay. I want to just put on the ID here. It's tape number two, interview with Irv Diamond, and it is still October 15th, 2008. Are you tired?

02-00:00:22
Diamond: No.

02-00:00:24
Lage: Okay, good. [laughter]

02-00:00:25
Diamond: No, no, no. This is pretty easy. [laughter] I just sit here and talk! I've got to lie more, though—

02-00:00:32
Lage: No, no. Please.

02-00:00:33
Diamond: —make it more glamorous.

02-00:00:34
Lage: Don't make it more glamorous. I want to hear now about Berkeley. We talked some about how that was just a natural place to go, and all you needed was your high school principal's approval.

02-00:00:47
Diamond: Yeah.

02-00:00:48
Lage: But I'm sure you had the grades, too, from the way you talk.

02-00:00:50
Diamond: Oh, yeah. I had the grades. I can't remember what they required, but I don't think that was a big deal, to be eligible.

02-00:10:00
Lage: Did you go there, given the advice of your counselor, with the idea that you'd major in PE?

02-00:01:06
Diamond: To go to Cal?

02-00:01:07
Lage: Well, did you have the idea of majoring—

02-00:01:10
Diamond: Oh, yeah.

02-00:01:10
Lage: —in PE from the beginning?

02-00:01:12
Diamond: Yeah. That's what this guy said. [laughter] Can you believe him?

02-00:01:16

Lage: [laughter] Yeah, sure.

02-00:01:18

Diamond: I mean, really, it—. And I think that's probably maybe not as true now; kids may be a little more skeptical or not as trusting, or, This guy doesn't know what he's talking about, or—you know? But I think in those days, you go to the expert; that's why I'm here visiting with you. You'd think about it, yeah.

02-00:01:47

Lage: Well, do you have any regrets about that, as you look back?

02-00:01:49

Diamond: Well, I don't know if they're regrets. I think maybe with some other majors, I might have had a broader exposure. As I remember, Physical Education, there weren't that many courses. And then you took all this other stuff, whether it's history or psychology, or biology, or—. In my case, I enjoyed speech and poetry, and so I took enough for a minor in that. And I had to take a lot of biology, and that was interesting to me.

02-00:02:28

Lage: Was biology part of the PE major?

02-00:02:30

Diamond: Yes. But then you could stop at different levels, and—. And I took a lot of psychology. And what other courses? Well, not as much history as I think I would've enjoyed.

02-00:02:51

Lage: Do you remember any outstanding teachers—

02-00:02:53

Diamond: At Cal?

02-00:02:55

Lage: —in any of those?

02-00:02:56

Diamond: Yeah. Outstanding? I don't know if he was "outstanding," but [laughter] he was interesting: a guy by the name of Doc- Franklin Henry? Was that his name? I don't know. I really don't know what his specialty was, but it was more a combination of physiology and psychology. And I found that interesting. And then when I did my master's, I did a thesis—maybe it's irrelevant, and maybe not, but I did it on the study of—I guess it was a football team, on the psychological aspects, of measuring them, this special interest group, compared to regular students. And not that they're—

02-00:03:46

Lage: So you compared the football team—

- 02-00:03:50
Diamond: To regular students to see if there were any real differences to a series of questions about physiology and psychology. It was sort of an interesting view.
- 02-00:04:00
Lage: Yeah. Did you find differences?
- 02-00:04:03
Diamond: Not really. Not really. I can't even remember now, but maybe in some special areas. But I don't think it was significant. But with some better questions, there might have been. I don't know. But the professor may have been one of my advisors; I can't remember. But my point was that there was more to athletics than moving your body and muscles. There is more to being an athlete than just the physical side. In fact, I think for so many students just being on the campus, with the different experiences and exposures, is an important part of the educational experience.
- 02-00:04:47
Lage: Tell me what you remember about the campus in those years. Here was—
- 02-00:04:50
Diamond: Well—
- 02-00:04:51
Lage: —kind of significant years, 1938 to 1942.
- 02-00:00:00
Diamond: Oh, yeah. You bet. Well, there was so much going on, just so much going on, and you could sort of pick it, and—. Then—
- 02-00:05:04
Lage: Now, when you say "so much," what do you remember?
- 02-00:05:07
Diamond: Well, we had all these posters of speakers and activities, and if you were looking for something, you could find it. And even if you weren't looking for it, [laughter] you'd find something going on that could really be interesting, different events—. And then with the war going on, then the men especially, I guess, and the women, too, they were interested in the war and how it affected them, and what about the service, and what about other things that might be a contribution. I think students were pretty serious about all that, at least as I remember.
- 02-00:05:44
Lage: Well, there was also some antiwar—
- 02-00:05:46
Diamond: Oh, yeah.
- 02-00:05:47
Lage: —protests in those—before Pearl Harbor, I'm thinking.

- 02-00:05:50
Diamond: Yeah. Well, I wasn't aware of that, frankly. And maybe in that war there, at that time, you wouldn't run into that stuff, because we were in the middle of it, and we were attacked, and we—
- 02-00:06:03
Lage: Well, I'm thinking about before Pearl Harbor, though, with the war in Europe, but—
- 02-00:06:07
Diamond: Yeah. There may have been stuff going on that I was not aware of, and there probably was..
- 02-00:06:14
Lage: Do you remember hearing about Pearl Harbor?
- 02-00:06:16
Diamond: Oh, sure. [laughter] I can give you a good story on that one! One of the jobs I had was a Sunday job up on top of the Campanile. And all I was doing up there was seeing that people didn't get up on the railings, and maybe answer questions, because there were a lot of people from outside Berkeley.
- 02-00:06:40
Lage: Tourists?
- 02-00:06:42
Diamond: Right. And it paid pretty well. I got it through the Athletic Department—no surprise. [laughter] And it was a good job. Every Sunday. And of course, with Pearl Harbor, when the word of the attack got out, then I was looking out to the Bay for Japanese ships.
- 02-00:07:02
Lage: Did they ask you to?
- 02-00:07:03
Diamond: No. But that was—because it happened that day, and—
- 02-00:07:06
Lage: Were you there that day?
- 02-00:00:00
Diamond: I was up on the Campanile. Pearl Harbor was on a Sunday, and so I was up on the Campanile, looking out. I was thinking that's what I should be doing. If they bombed Pearl Harbor, we're next. [laughter] You know, we have a good bay, and--
- 02-00:07:26
Lage: So you had a good lookout up there?

02-00:07:27

Diamond: Yeah. I felt pretty important, I guess, or scared, or whatever—I don't know. But—

02-00:07:34

Lage: Did it come as a shock, do you remember? How did the campus react?

02-00:07:38

Diamond: Well, I don't remember any demonstrations or anything, and at that time of the year, I can't remember if finals were on. They were probably were—early December. I don't know. Then it took a little while to sink in: we have all those Japanese students—500 of them or something.

02-00:08:02

Lage: Was that much talked about, the Japanese students?

02-00:08:03

Diamond: Well, depends on who you were with, really. I don't know if it was universally—and as far as the campus goes, talked about, I really don't know. With some groups, I'm sure—the Japanese student club, probably. [laughter] Things like that. And I had Japanese friends, and Ralph Fisher, he did, too.

02-00:08:29

Lage: Did he get involved in—?

02-00:08:31

Diamond: I don't know. He was student body president at that time, and he may have. But we all had our own—"interests" is not the right word, but concerns, I guess, and—.

02-00:08:42

Lage: Were you concerned about the loyalty of the Japanese? Or were you concerned about them being sent off?

02-00:08:51

Diamond: I wasn't concerned about them at all, I think. No. I think if anything, like a lot of guys, you focused on yourself: what's going to happen to me, or—.

02-00:09:02

Lage: You're thinking about maybe being drafted, or—?

02-00:00:00

Diamond: Maybe this is another part of the story; I don't know. But when it started, I was in the class of '42, and the war started December '41, and of course, you think, Well, am I going to be drafted? Should I try to go in now? And whatever.

So I went down to the ROTC and talked to the colonel in the ROTC. And this is the kind of a kid I think I was, and a pretty patriotic person, I think. I told him, I'm a senior; I have another semester to go. And I said, "I've been thinking: should I go into the service now? Or what do you advise?" And he

was very direct. Maybe I liked his answer; I don't know. [laughter] But he said, "Stay in school. You'll be of greater value to your country if you do that." And so I [laughter] stayed in school, and graduated.

And then about the time I graduated, I still had this thought that I really ought to be in the service. And it's the way I think a lot of kids were, men were. And so I did apply [laughter] to become an officer in the three branches of the service: the Army; the Navy—

02-00:10:31

Lage: All three?

02-00:10:32

Diamond: The Marines. We didn't have an Air Force then. And I have a bad left eye. I really do. But I did pass my driver's test. And I just couldn't pass the test for the military. So my only option was to stick it out at Cal, and if I was going into teaching, which I thought I was going to do, then I would need a year of graduate work. And Cal at that time just offered courses straight on through. There were no real breaks.

02-00:11:03

Lage: You mean like summer—?

02-00:11:05

Diamond: Yes, like summer, except it would start as soon as the spring semester was over. And maybe go for eight weeks or six weeks. And they did that through August and September, until they started the regular semester, which I think ended, oh, in—rather than December, probably November, or something like that. So I figured, Well, I'm just going to load up on courses until I'm called in.

But it worked out that in some ways, it was a real break for me, because I was taking these courses, and I was assisting in freshman basketball coaching. And the coach was a guy by the name of Bob Herwig, who was an outstanding football player at Cal. And in fact, as a freshman, I played for him. But I was his assistant, and doing this graduate work. [laughter] And then he was called into the service [laughter] in early December, just after practice started. So I took over for him.

02-00:12:16

Lage: So you became the freshman basketball coach?

02-00:12:17

Diamond: I was the freshman coach.

02-00:12:19

Lage: And this is in '42?

- 02-00:12:21
Diamond: Yes, and then it went into '43, the early part. And so that's what I did, and I think I probably learned a lot, and all that. And then I was called in.
- 02-00:12:40
Lage: In the spring?
- 02-00:12:41
Diamond: In the service, through the draft. But I was able to finish that additional—or that graduate year in the short period of time, which meant that when I got out of the service, I'd be eligible for a teaching job.
- 02-00:12:55
Lage: Did that give you a master's? Or was that later you got your master's degree?
- 02-00:12:57
Diamond: No, that was later. This gave me the credential.
- 02-00:13:00
Lage: The teaching credential?
- 02-00:13:02
Diamond: Yeah. Mmm-hmm. I didn't appreciate it as much then—
- 02-00:13:08
Lage: As you did when you got out of the service?
- 02-00:13:11
.
- 02-00:13:19
Diamond:
- 02-00:13:25
Lage: I want to hear more about the campus. You mentioned you joined a fraternity.
- 02-00:13:36
Diamond: Yes: Alpha Delta Phi. And I had some friends there, and there were a couple of other fraternities that I was interested in. I had a number of opportunities, visiting different places, because I knew a lot of people, and I think they were hungry for—[laughter] what? New people? Recruits or something? And anyhow, it was between this one and another one where I had good friends. But I think I liked this one better, or the potential, because there were some from high school, but there were a lot of Berkeley kids in there, too. And it just seemed to be a good thing.
- 02-00:14:19
Lage: And then you didn't live at the house?
- 02-00:14:20
Diamond: No, I didn't live there, but I really had a lot of friends there. And you go up there for lunch, and you'd see them on campus, and—.

02-00:14:31

Lage: It kind of ties you in a little more?

02-00:14:32

Diamond: Yes, it did. And I don't know anybody who was in sports at that time. I'm making this up, but it's the way I sort of felt, or feel: they would pay a little more attention to you. And that was a good thing for the fraternity, to have someone in sports, whatever. It doesn't mean a thing, but—

02-00:14:55

Lage: Did it make you a "big man on campus?"

02-00:14:56

Diamond: I wouldn't say a "big man," but I knew people. And kind of a reliable person that wouldn't hurt a group. [laughter]

02-00:15:04

Lage: Did you go to their parties, and—?

02-00:15:08

Diamond: Oh, yeah. Uh-huh. I don't think they were a drinking group; at least, there were some of us who were good friends who were not, and—. Or we were just, I think, pretty good kids, and doing our work, and not making any ripples at all. [laughter]

02-00:15:26

Lage: [laughter] This is becoming a theme.

02-00:15:29

Diamond: Well, I think it's pretty true. Just good behavior and responsible. How it is now, you look at kids, are they responsible? And there are a few measures like that. And in those days, that was important. It always is.

02-00:15:53

Lage: Well, what we haven't really talked about—although you keep touching on it—is your sports at Cal, your life in sports.

02-00:16:03

Diamond: Well, that was just a neat thing to do.

02-00:16:05

Lage: You got on the basketball team. Now, how did that happen?

02-00:16:09

Diamond: Well, I was a good basketball player in high school. I was an All-City player, and so there was some recognition. And—

02-00:16:18

Lage: Did they approach you, or did you—

02-00:16:19

Diamond: Cal?

02-00:16:20
Lage: Yeah.

02-00:16:21
Diamond: Well, it was just assumed, because we'd be out there sneaking into the gym and playing, we'd go to the games, and they knew—well, they knew me because Ed Voss was my friend. [laughter]

02-00:16:35
Lage: Had they tried to recruit Ed Voss also?

02-00:16:37
Diamond: [laughter] Oh, I'm sure they did! And anyhow—.

02-00:16:43
Lage: So did they approach you and say, "Come play on the team?"

02-00:16:48
Diamond: Well—

02-00:16:49
Lage: Do you remember?

02-00:16:50
Diamond: They just wanted to find out what my plans were. And so once they knew I was going to go to Cal, they didn't bother me, and or need to pay attention to me. And I—

02-00:17:01
Lage: Did they have scholarships in those days?

02-00:17:04
Diamond: Did they have what?

02-00:17:04
Lage: Sports scholarships? Athletic scholarships?

02-00:17:06
Diamond: Well, they probably did, but I'm not sure they had much of anything. I don't think they really did. They'd help you get a job for the summer, but I don't think they provided tuition, and even study groups, or things like that. "You want to play here? Well, that's nice. Come on, join the team." You know?

02-00:17:25
Lage: And you started on the freshman team? You didn't go right on to the varsity team in those days?

02-00:17:29
Diamond: Well, no. You had to play freshman, and then you'd be—after the first year, then you could play on the varsity team if you were selected. And I was captain of the freshman team, so—you know?

02-00:17:42
Lage: So you were a good player even at the college level?

02-00:17:45
Diamond: Yeah, I was a good player. I was not the best, but I think if I'd been about three or four inches taller, I might have been better. [laughter] But I played, and I earned my big "C" and all that stuff, so—.

02-00:17:58
Lage: You have this tendency, I think, to keep downplaying yourself. Now, I—

02-00:18:05
Diamond: Well, with good reason. [laughter]

02-00:18:05
Lage: —see here that you were captain of the Cal basketball team.

02-00:18:08
Diamond: Well, the freshmen.

02-00:18:10
Lage: Now, what about the varsity?

02-00:18:11
Diamond: Varsity? No. I was on the varsity team.

02-00:18:12
Lage: Oh, Okay. Then I wrote it down wrong.

02-00:18:15
Diamond: Yeah. And that was fun. And as a sophomore, they had this—what they called—what'd they call it? They called it, I think, a "barnstorming trip." And the team is a traveling team, and we went back East during the Christmas break, and I don't know—probably played about eight or ten games. You went by train, of course. And where you started with Nebraska and Ohio State, and all the big schools, back to New York, and—

02-00:18:48
Lage: This must have been fun.

02-00:18:49
Diamond: Oh, we had a good time. Just a bunch of guys, and we—.

02-00:18:53
Lage: Had you ever been back East?

02-00:18:55
Diamond: I hadn't been back East, no. Huh-uh. No. In fact, my only travel until that time was probably around California, up to Tahoe. There was no—well, there may have been an incentive, but not enough to try to do something about it. It costs money to travel, you know. [laughter]

02-00:19:18
Lage: Yeah. People didn't do it in those days.

02-00:19:20
Diamond: They didn't do it.

02-00:19:22
Lage: Did you play on the East Coast as well?

02-00:19:24
Diamond: Yes. [laughter] We played Dartmouth. And so we were in New York a few days, and they took us on a—[laughter] I always remember this; it's a funny way to remember it—on a bus tour of New York. And here is this team sitting on this bus, and we were going up this hill, [laughter] and the bus driver said, "Will everyone please lean forward?" So a bunch of guys were leaning forward. And we got up over the top of the hill and started down: "Thanks very much." [laughter] You know? The things you remember. [laughter]

No, Dartmouth was as far, and then it was just pretty much a straight shot from—what?—Nebraska and Ohio, and Pennsylvania. We played some—probably University of Pennsylvania there. Then we—I can't remember the name of the college, but it was to the south a little bit. And then up to Dartmouth. And then on the way back—I don't know—we played some teams on the way back, but then went to LA to start the league against USC. And so then it was time to get back to school, too, I guess.

02-00:20:41
Lage: Was USC a big rival in those days?

02-00:20:44
Diamond: Oh, yes. USC always was. And UCLA, and—.

02-00:20:48
Lage: But UCLA, was it—

02-00:20:50
Diamond: They weren't as good as they have been.

02-00:20:53
Lage: They were a smaller school at that time.

02-00:20:54
Diamond: Yes, right. But let's see—was Jackie Robinson at UCLA? Was he playing? I can't remember. Yes, he must have been playing then.

02-00:21:09
Lage: Oh, really?

02-00:21:11
Diamond: This is when I was on the team at Cal; I've never forgotten this. We were playing them in Berkeley, and we beat them. Cal beat them, which was pretty

good, and Robinson was on UCLA's team. And he was so angry after that game, we were going out to go down to the locker room, or—I can't remember—or adjacent, wherever it was—and he was so angry he hit—they had swinging doors going in. [laughter] He hit those doors, and kind of knocked it off its hinge! You don't forget things like that.

02-00:21:50

Lage: Did he have a reputation then as a great athlete, or—?

02-00:21:53

Diamond: Oh, he was a great athlete. You name it.

02-00:21:55

Lage: He played in several different sports?

02-00:21:57

Diamond: Yes. But he, I think, was the first—was he the first pro black baseball player

02-00:22:04

Lage: Yeah, yeah.

02-00:22:05

Diamond: I think he was, yes.

02-00:22:08

Lage: Yeah, that's interesting. Now, tell me about Nibs Price, your coach.

02-00:22:13

Diamond: Nibs? He was a little guy. [laughter]

02-00:22:14

Lage: Was he?

02-00:22:15

Diamond: Oh, yes. He was probably five-six or so. But he coached football for a year or two, and I think he was a good coach. He knew what he was trying to do, and had some pretty good players, and a lot of fundamentals,. He was a nice guy. He was in charge, and I think everybody was afraid of him.

02-00:22:41

Lage: Oh, really? When you say he was "in charge," what do you mean?

02-00:22:45

Diamond: Well, some coaches are sort of casual, and sort of easy. And not that he was mean or anything, but he had sort of a raspy voice, and so when he talked, you felt that he meant it. [laughter] And I'm sure he did! [laughter]

02-00:23:01

Lage: Did you learn anything about basketball from him?

02-00:23:03

Diamond:

Oh, yeah. Sure. You're bound to, just being with these other guys. And he was strong on defense, which is always a good thing to protect against a bad day. And, I think I learned quite a bit,. Well, you always learn something. And—

02-00:23:21

Lage:

What position did you play?

02-00:23:23

Diamond:

In those days, I was a guard. They've changed the way they organize teams now, and—

02-00:23:29

Lage:

And what was it like? I have understood that they changed things.

02-00:23:34

Diamond:

In our day, we were on offense on the outside, and would start the plays, and not get inside too much. You got some offense out of the guards, but not as much as they do nowadays. And nowadays, the guards—well, in the pros, the guards are six-seven or whatever, and very agile and so on. So it's usually the smaller players that ended up as guards, and would be able to pass well and get the ball into someone who might make a hoop, or [laughter] things like that.

But I think he was a nice guy, and I think he appreciated his players. I think he got along well with them. But he had a history at Cal, and I don't know how it started, but he was coaching football too for a while, as probably an assistant coach first, but he was head coach for a couple of years or so, and then moved into full-time basketball, .

02-00:24:44

Lage:

And he was there for years and years—

02-00:24:45

Diamond:

Yes.

02-00:24:47

Lage:

—as the basketball—.

02-00:24:47

Diamond:

Yes.

02-00:24:50

Lage:

Did the team like him? Were they—

02-00:24:53

Diamond:

I think so.

02-00:24:53

Lage:

—supportive of him?

02-00:24:54
Diamond: Well—

02-00:24:06
Lage: You seem a little—

02-00:24:57
Diamond: —I think they'd probably look at it, He's the coach.

02-00:24:59
Lage: You didn't question—?

02-00:25:01
Diamond: I don't think they questioned. No, not the way it might be nowadays,. And we usually did reasonably well with hardly any outstanding players. I think they won the league, maybe just after I graduated. So they won their league, and maybe the next level up; I can't remember. I guess what I'm trying to say: yes, he had pretty good teams, and we were always up in there. Maybe not first, but probably in the top three somewhere. And Cal would attract good players, too. Mmm-hmm.

02-00:25:47
Lage: Well, would Cal recruit in that era? Would they go out and recruit?

02-00:25:50
Diamond: Well, I'm sure they did—not the way they do it now, of course. But I'm sure they did. And then there weren't that many schools around that would put the emphasis on basketball the way they would do it in football

02-00:26:10
Lage: Did your teammates mainly come from northern California? Or did you have any from out of the area?

02-00:26:16
Diamond: Well, I think they were all Californians. By chance, there might be someone from out of the area, but usually, I would guess, I don't know this, but they would probably have a tie to Cal: a brother or a sister, an uncle or somebody.

02-00:26:32
Lage: It wasn't like they went back to the East Coast—

02-00:26:33
Diamond: No, no—

02-00:26:34
Lage: —to recruit them?

02-00:26:35
Diamond: —to recruit them. Not that I know of, and not on the teams that I played on there.

- 02-00:26:39
Lage: Was it an all-white team?
- 02-00:26:42
Diamond: A what?
- 02-00:26:42
Lage: You didn't have any minority players? Or did you?
- 02-00:26:45
Diamond: Yes, we did. [laughter] Well, I know when I was listening to the radio back when I was a kid, there was a Japanese player: Ted Ohashi. How's that? And he was a good player. And then when I was playing, [laughter] we had a guy who was part black, and he was a good player. He didn't play first string, but he was a good player. But he was more white than black, [laughter] you know?. [laughter]
- 02-00:27:29
Lage: Well, since you did end up being a coach and getting in PE, were there influences, things you took from either your freshman coach or Nibs Price that shaped how you approached it?
- 02-00:27:44
Diamond: Well, if anything that changed how I operated as a coach, it was probably the military. Because I was in the infantry, and a lieutenant, officer, platoon leader. I was in charge. In the infantry, you were in charge. It doesn't mean you have to be mean or anything, and go to a movie to find out how you're supposed to act. But I was in charge, and I think that, whether consciously or unconsciously, my first year at Marin, that was what that team needed: someone to be in charge. But that's a whole other story.
- 02-00:28:35
Lage: We'll get to that.
- 02-00:28:35
Diamond: Yes. But you asked whether I was affected by the coaching. I don't think, really, except Nibs emphasized defense. But that was sort of the old days, and things change.
- 02-00:28:51
Lage: Things changed after the war?
- 02-00:28:52
Diamond: Yes.
- 02-00:28:54
Lage: When you were playing, was it still the era when every play started with a jump ball?
- 02-00:29:01
Diamond: Yeah.

02-00:29:03
Lage: That made a very different game.

02-00:29:06
Diamond: Well, I guess so. [laughter] You started the game that way, and you started the second half that way, but—

02-00:29:13
Lage: Oh, but you didn't start it after every point?

02-00:29:15
Diamond: Oh, no. No, no.

02-00:29:17
Lage: Because there was a time, I understand, that—

02-00:29:18
Diamond: Well, it may be—

02-00:29:19
Lage: —after every point, they would have a jump.

02-00:29:21
Diamond: Well, it may have been, but not while I was there. No.

02-00:29:26
Lage: Well, I might be wrong about that.

02-00:29:28
Diamond: Well, I could be wrong, too. [laughter]

02-00:29:32
Lage: Well, any other thoughts about your Berkeley experience? I think we might—

02-00:29:35
Diamond: About—?

02-00:29:36
Lage: Your experience at Berkeley, what influences it might have had. I mean, here you went into education—

02-00:29:42
Diamond: Well, I think one of the things—and maybe I didn't think too much about it then, and I should've—was the diversity. And even in those days, there was diversity. And it—

02-00:29:56
Lage: And what kind of diversity?

02-00:29:58
Diamond: Well, different kinds of students. And so you knew about that, and you'd see them in class, and hear them talk, or you would meet with them and—. Not

that much. I mean, there really wasn't that much interaction. But it was different. It was different from high school.

02-00:30:14

Lage: Well, are you talking about like, racial diversity?

02-00:30:18

Diamond: Yes. And I was sort of aware of that. And of course, the size is always another thing that makes a difference.

02-00:30:29

Lage: There was also diversity in income levels, it seems.

02-00:30:33

Diamond: Oh, Yes

02-00:30:34

Lage: And rural and urban.

02-00:30:34

Diamond: Oh, yes.

02-00:30:36

Lage: Was that something that you—?

02-00:30:38

Diamond: Well—kind of a "yes" and a "no." You knew that some kids were really having a hard time, and working all the time, supporting themselves. And then you'd go to a fraternity, and it'd be quite different because they were pretty much funded by their parents,. I took care of myself. I was able to work,. This was something that I chose, and so I was able to handle myself.

02-00:31:07

Lage: But did you see a contrast, then, between how you were sort of self-supporting, and some of your fraternity brothers weren't?

02-00:31:13

Diamond: Well, I just sort of knew about it. Some kids were having a harder time than others, and they were all worried about their studies to some degree. Nothing casual about that. Because if it was, they wouldn't last long. They'd be out. And I can think of a few guys that were having a good time, and just didn't do what they were supposed to do, and—.

02-00:31:35

Lage: And got booted out?

02-00:31:37

Diamond: Yeah, didn't make it. And then I'm sure many of them came back, and once they had some outside experience—. [laughter]

02-00:31:45

Lage: Right! Maybe after the war.

02-00:31:47
Diamond: Yes. Well, that's true,

02-00:31:50
Lage: You mentioned helping your friend run for student body president.

02-00:31:55
Diamond: Oh, Ralph?

02-00:31:55
Lage: This is Ralph Fisher?

02-00:31:56
Diamond: Yeah. Mmm-hmm.

02-00:31:57
Lage: Was he a fraternity brother?

02-00:31:59
Diamond: Yes, and he went to University High.

02-00:32:03
Lage: So what did you do?

02-00:32:04
Diamond: Well, I went around with him and gave kind of an introductory talk, and talked about all his talents, and this and that—things that he couldn't say. And then to present him, this really nice-looking guy that would exude confidence [laughter] and represent you, and all that stuff. I don't know why they asked me to do it; I guess because of—what?—name recognition? No, I don't know. Kind of a harmless guy, and—.

02-00:32:34
Lage: Well, but you did mention that being an athlete had a certain amount of stature.

02-00:32:39
Diamond: I think it did, yeah. I think it did. And I could be wrong on that, but—.

02-00:32:45
Lage: Did you get involved in the ASUC activities?

02-00:32:48
Diamond: No, I really didn't. Mmm-hmm.

02-00:32:49
Lage: Did Ralph get elected—

02-00:32:51
Diamond: Oh, yes. And he was a good representative at the university. I think he was a Phi Bete [Phi Beta Kappa] to boot. So he had it all going, and I really thought he'd end up in government.

02-00:33:05

Lage: Did you?

02-00:33:06

Diamond: Oh, yes. Because he had, it would seem to me, to have all the ingredients, and a good speaker, and a handsome guy, and academic degrees, and all the good stuff that you would want. And I think his politics were okay, but I'm not sure anymore. [laughter] I think so, because he was a very fair person, and I would think so. Well, as I guess as I look back, I was sort of scared doing it, but you do it once or twice,

02-00:33:43

Lage: It's not so hard?

02-00:33:44

Diamond: —Okay, you can do it. But I guess that's why Ralph or somebody suggested that—or they couldn't find anyone else. [laughter] That's probably it. [laughter] Be careful who you say yes to.

02-00:33:57

Lage: I'm thinking because you did get into counseling at College of Marin, did you use university counseling services?

02-00:34:10

Diamond: No, I never did. No. No, I knew what I was going to do. [laughter]

02-00:34:13

Lage: [laughter] Right! You'd been told in high school.

02-00:34:15

Diamond: That's right! That's what he told me! [laughter]

02-00:34:18

Lage: That's crazy. Well, anything else that we should talk about? Any other professors that you remember, in speech or—?

02-00:34:28

Diamond: Well, I do, yes. I can't think of his initials, but Rowell—R-O-W-E-double L,. But I had him in a first year semester, and of course, that was a university versus a high school, so that could have been a difference, too. But I remember pretty clearly that I thought, I'm going to have to work pretty hard here! [laughter] But I remember him, and I remember—I can't think of the subject; it may have been French—a professor by the name of Rowbotham?

And I didn't hang around much in the classroom, and there are a lot of—people, men—women too, I'm sure—who really make friends with teachers and faculty members, and for a lot of reasons. There's something they want, whether it's information or—I don't know. They probably have a plan, or maybe they're just that kind of a person, friendly and—. But I wasn't much that way. I—

02-00:35:47
Lage: And at a big school like Cal, if you don't do that—

02-00:35:51
Diamond: Yes. Nothing's going to happen.

02-00:35:52
Lage: —you end up not knowing—.

02-00:35:53
Diamond: And I think basically, I was a pretty shy person, too. That would be a hard thing for me to do. And I don't think I'd even like to do it now. [laughter] I don't think—. But some things you have to do. [laughter]

02-00:36:07
Lage: Well, anything else we should mention about Cal, or maybe we'll just find this as a good stopping place, and—?

02-00:36:16
Diamond: Well, thoughts will come to me, but—.

02-00:36:18
Lage: We can begin next time with any thoughts you've had between now and then.

02-00:36:25
Diamond: All right. Well, I'll just think about Cal, if there's anything more to add on, or in the earlier years. I don't know, but now with the stuff that you sent over, and the stuff that—I don't know where it came from; it came from the college somehow. Maybe—

02-00:36:48
Lage: The résumés?

02-00:36:49
Diamond: Yeah, but it's a résumé that I couldn't put together.

02-00:36:54
Lage: I bet you did at one time.

02-00:36:55
Diamond: I think it's legitimate, but I [laughter] can't remember all those different groups and whatever. And it's pretty interesting.

02-00:37:02
Lage: Well, good. It's like looking at someone else's life.

[End of Interview 1]

Interview #2: October 24, 2008
 Begin Audio File 3 10-24-1008.mp3

Lage: [comments about recording] Okay, now we're back on. Today's October 24, 1008, and this is the second session with Irwin Diamond. Tape three. We had a false start; now we're starting over again. Before we turned on, you told me that there's something you thought about that might be significant to add about your brothers. So let's do that, to begin with.

03-00:00:53

Diamond: I forgot to mention this when I was telling you about the family. Not that it's important, but it came up. One of my brothers, the second one, along with the other things he was doing, he was very interested in semantics, and he worked closely with [Samuel Ichiye] Hayakawa.

Lage: Oh, he did?

03-00:01:10

Diamond: Yes. In fact, I think he had an office there. Hayakawa was a senator then. He was at San Francisco State as the president,— But he traveled with him some and he wrote some, and it was his thing.

Lage: Was it the semantics part or the English?

03-00:01:31

Diamond: Semantics.

Lage: It was semantics.

03-00:01:33

Diamond: Well, maybe he got involved in the political part, too, but I kind of doubt it. But I think it's probably hard to separate those two.

Lage: Now, which brother was this?

03-00:01:44

Diamond: This is my second brother.

Lage: Whose name was?

03-00:01:46

Diamond: Stanley.

Lage: Stanley Diamond.

03-00:01:48

Diamond: Yeah. And he went to Cal. Anyhow—

Lage: And what was his field?

- 03-00:01:53
Diamond: He worked for the state in, oh, something to do with regulations. [chuckles]
- Lage: So this semantics was sort of a side interest?
- 03-00:02:01
Diamond: That was an interest, a major interest. And the other thing that just occurred to me. Another brother was a part owner of a meat packing company. And it was about that time that these two other children joined us, and they were big meat eaters. Anyhow, my brother used to send up a half a steer. We got this giant [laughs] freezer, and we ate a lot of meat in those days. It was just one of those things.
- Lage: Did he send it up all chopped into pieces, or did you have—
- 03-00:02:38
Diamond: Oh, yes. Oh, no, it was all roasts here and chops here and hamburger.
- Lage: Well, that was nice, when you have a big family.
- 03-00:02:45
Diamond: [over Lage] Well, we had a big family, too. Not all were home at that time, but at times. And the other two kids were big meat eaters. [they laugh] A family story.
- Lage: Well, that's a nice family story. I had a follow up about your experience at Cal. I noticed on the little bio you gave me that you were a member of the Order of the Golden Bear. Tell me about that. What was the Order of the Golden Bear, and what kind of activities did you do?
- 03-00:03:18
Diamond: I think they did good things for the university. But it was kind of a— Oh, I don't know how they invited their members. It's people who are, I guess, sort of active on campus. It was a men's organization.
- Lage: It is quite an honor to be invited.
- 03-00:03:34
Diamond: It's still going on. I still get mail from them. [laughs] And I can't remember an awful lot that we did— You did things in groups with people. And I can't really tie it down to any specific thing, but it was all for the university, whatever it was. And I had a number of friends—
- Lage: Did you meet in Senior Men's Hall? They still meet in Senior Men's Hall. The log cabin.
- 03-00:03:59
Diamond: Golly, I don't know.
- Lage: That doesn't strike a bell?

03-00:04:01

Diamond: Yeah, I don't know now, I've been so out of touch.

Lage:

But it was quite an honor. I wanted to bring up that you seem to be a very modest person. Because that is an indication of quite a bit of respect on campus, to be invited to join—

03-00:04:17

Diamond: Well, I don't know. But anyhow, there were a lot of good guys in there. And I'm sure we did good things, and they could call on people if they needed help. It was all for the university.

Lage:

Were there people that you made any lasting connections with?

03-00:04:38

Diamond: Well, yes, there're a couple, but that gets so mixed up. The war years came, and there's that split of four years, maybe. Some, of course, didn't return. And so that was a jump on other lives that we all lead, wherever they took us.

Lage:

So the war was kind of like an interruption, in a way.

03-00:05:02

Diamond: That was an interruption. And no continuity there from Cal to going into the service, and different services and all over the world and all that. And so there was that break. And I'm sure there were lots of people who kept their contacts during the war; but it was so absorbing you're not likely to unless it's some very close, close friends or a relative [laughs] or someone like that. At least for me.

Lage:

Well, tell me—this is kind of a broad question, maybe hard to answer—but when you look back at that experience at Cal, your undergraduate education, and then the fact that you went into education and led a college, did the experiences you had at Cal have any influence on what you thought about the role of athletics in education or student activities?

03-00:05:54

Diamond: Well, I'm sure it did, unconsciously. Because you meet with a lot of different people and you're doing things together. And I would guess it's kind of these personal or human relationships. And you take people who have occupations where they're more or less independent. And in teaching or education, and a lot of others, the relationships that you have with the people you work with is essential. That's a good part of it. And you've got to be at least moderately successful to make it really work. And so Cal, thinking back on it, in these different organizations and doing whatever I was doing, you're always mixed up with people. And it's not that that's a crying need on my part, but it's just the way it worked.

Lage:

So the interpersonal relationships—

03-00:06:53

Diamond:

I think that was helpful. This is a sidelight, but after working in education for so long and then retiring, and then it was just by chance that I went into property management, and people say, but you're not trained. And I said, "Well, in some aspects, I'm not trained, but I'm meeting and working with people." So it's a general thing, I suppose. And it doesn't work all the time, because there're technical things that you need to know.

Lage:

Well, do you think, as I've heard many people say, that participating in athletics is important for that?

03-00:07:30

Diamond:

Well, yes, I think so. And it's different degrees for different people. Team sports, obviously, is one where that can be very helpful because you rely on others, [chuckles] and they depend on you. And there's the camaraderie that works in there somehow. And it's fun. Yeah, I think all of those things, whether it's in an organization, a club— Depending on their goals, of course, and their function. It doesn't have to be varsity stuff; it can be intramural or anything, I think, where you're using your body and putting a lot of energy into it. Something happens. Something happens. I think it's good.

Lage:

Yeah, yeah. Okay, well, we'll be talking more about that, since you were a coach, later on. But let's go to the World War service. We don't have to go into huge detail, but I'd like to know something about your wartime service.

03-00:08:34

Diamond:

[over Lage] Yes, this can be pretty short. I may have mentioned this, but my graduating class was in '42, my senior year. And I remember all this very clearly, and I think I wrote it out someplace here. But during that senior year, with the war starting in December of '41, I know I went in to see the man who was head of ROTC at Cal. All of us going to this public institution had to have two years of ROTC. And a number of them continued on for the other two years, and were commissioned when they left. And I just had my two years. And then I saw this colonel—it was in the spring semester of '42—and I was asking his advice on whether I should try to go in now. A war was on and we were all the right age and [had] a certain amount of special interest in going on. That was the duty, of a man anyhow, at that age. So anyhow, I asked him what he thought, whether I should go in now. And he said, "No, stay in school, finish school, you'll be of greater value to the military." Okay, so I continued on. And then Cal just continued to offer sessions, whether they were six weeks or eight weeks, up to the start of the fall semester, which started late. And so I just took as many courses as I could, because after graduating, I would need a year of graduate work to get a teaching credential. And so that's what I did, and was able to finish a year's work before—

Lage:

Before you got called up.

- 03-00:10:22
Diamond: Yes right.
- Lage: Yeah, I think that we recorded that last time.
- 03-00:10:29
Diamond: Then the other thing that I did till I was called up—and I may have mentioned this—but I assisted in coaching freshman basketball.
- Lage: You did mention that. And then you became the actual head coach.
- 03-00:10:43
Diamond: Yeah, the man who was the coach, Bob Herwig, was called into the service in early December, so I really—
- Lage: Right at the beginning of the season.
- 03-00:10:55
Diamond: Yeah. [laughs] So I really had the whole season. And it was a great experience. And we had a good team. There were a couple of outstanding players who were great on the varsity and helped the varsity. It was really after the war, when they came back. And that was very helpful, I think, and it was probably a factor in getting selected for the job in Marin. One of the factors, anyhow.
- Lage: When Bob Herwig got called up, did the head coach, Nibs Price, coach you on how to be a coach?
- 03-00:11:30
Diamond: No, he had enough to do. No, if I had questions, I could go to him, but—
- Lage: You were a pretty young guy, not that much older than your—
- 03-00:11:43
Diamond: Well, that's right, yeah. Because I graduated from Cal— I think I was twenty when I graduated.
- Lage: Oh, you were?
- 03-00:11:51
Diamond: Yeah, I started when I was sixteen. Because I had graduated from high school a semester early, to graduate in June. My regular class—they have two graduations, one in—what?—December, and one there in June. And I was able to take enough classes to graduate in June graduation.
- Lage: So you were young.
- 03-00:12:17
Diamond: Yes. So I was pretty young.

Lage: So just a few years older than your freshman team.

03-00:12:21

Diamond: Yeah. And that was okay. I looked older. [laughs]

Lage: Well, that's good. I'm sure you look back to that experience when you were coaching in your first years after the war.

03-00:12:34

Diamond: Oh, yeah. Well, after the war, as I mentioned, I think it was helpful in getting the job at Marin.

Lage: Yeah. Tell me if there's more about the war, then. You went to officer training?

03-00:12:48

Diamond: Yeah, when I went in— I was drafted.

Lage: In the army?

03-00:12:54

Diamond: In the army. And went for basic training down at Camp Roberts, in California. And then I went to officer training, OCS—officer candidate school, I guess they called it. And this was at Fort Benning, Georgia. And I can't remember what programs. Thirteen weeks, something like that. And then was shipped back to California, to Fort Ord. And I think we were only there a couple weeks before they shipped us out. [laughs] And we went to the Philippines, and there I was assigned to an infantry outfit.

Lage: Now, was this when we were taking the Philippines back or before we lost the Philippines? Am I right with my history there?

03-00:13:40

Diamond: [over Lage] Oh, when we were taking it back. Yeah, we were fighting the Japanese from Lingayen Gulf on Luzon down to Manila, and then up to the end of Luzon. I can't remember the name of the town; I think it's Apari. But it was really from one end of Luzon, really, to the other end.

Lage: And what was your division?

03-00:14:02

Diamond: I was in the 37th division in Ohio Reserve Organization and I was a replacement officer. I was a platoon leader. And we saw a certain amount of action and had the—I can't say usual experiences, but infantry type experiences. And most survived. It was a war. I was awarded a Bronze Star.

Lage: And what was that for?

03-00:14:26

Diamond: [deepens voice] Bravery! [laughs]

Lage: Was there a particular incident?

03-00:14:33

Diamond: Oh, yeah, yeah.

Lage: Tell me about it.

03-00:14:35

Diamond: Well, infantry people are out in front. They're on the ground. They're using their feet. [chuckles] And we were trying to dislodge a Japanese group. And it was sort of a wooded area. And so I had to lead my troops into this area that you couldn't see much, and to chase them out or somehow remove them, which we did. And I keep thinking of this every so often, and I don't know if it's— Well, it was obviously important to me, but [laughs] I never— I was out in front; that's where you're supposed to be. That's why there's a great turnover in [chuckles] infantry lieutenants; they're out in front. And I said, "God, I hope nothing happens to me. My mother's not going to be able to stand it." And that was one of my main thoughts.

Lage: And nothing did.

03-00:15:32

Diamond: No, I was okay. I wasn't shot. I had all kinds of other stuff, because of the kind of skin I have, infections and malaria and things like that, that I had to put a little time in the hospital. And then I had some more malaria when I got home. It took a couple years to sort of wear itself out.

Lage: Okay, so you did have some aftereffects. Were there any psychological aftereffects? We hear about that so much now.

03-00:16:02

Diamond: Well, no, not for me. I'm sure others who spent more time and— No, I was okay. And I had my mind on really other things. What am I going to do when I get out of here? And so on, on to the next, sort of. But I was in the Army Reserve after I got out.

Lage: I think you mentioned last time that being a platoon leader was an important learning—

03-00:16:32

Diamond: Oh, yeah.

Lage: Tell me about that.

03-00:16:33

Diamond: Well, you're responsible for, I don't know, maybe we had thirty-eight or forty, something like that, in the platoon. Most all of them riflemen. Some had automatic rifles, [chuckles] things like that.

Lage: You wanted to be nice so they didn't turn on you, being out in front there.

03-00:16:49

Diamond: Well, yeah, I was okay with them. There were a number of replacements in the platoon, too.

Lage: You mean replacing people who'd been injured or—

03-00:16:59

Diamond: Yeah, people who'd been wounded or shot somehow. And that's a big thing in the infantry; you need all those replacements.

Lage: Is it hard to fit replacements into the group?

03-00:17:11

Diamond: Oh, I didn't think it was particularly hard. It's hard, yeah, because of the nature of what you're doing. And I should think in a number of battles where they're out in front for a period of time, it would be very difficult. We got by okay.

Lage: What was the makeup of your group, your platoon?

03-00:17:42

Diamond: They were young. From all over the country. It seems to me there were a number from, oh, Texas, Oklahoma. And young guys. Really young.

Lage: Were they not college educated?

03-00:17:57

Diamond: No, no.

Lage: Was it difficult to sort of bridge the gap of place and—

03-00:18:04

Diamond: No, I didn't think so, because we had a specific function and direction. And so there wasn't a lot of question about, here's what you're supposed to do and here's what you're going to do, and I'll be here. [chuckles] Something like that. And then coordinating the group, and with other groups, if that was necessary. And it usually was, because you would have a sector and a certain mission that you were supposed to accomplish or help accomplish, and carrying out those orders.

Lage: How did you communicate with your commander?

03-00:18:39

Diamond: How?

Lage: Yeah.

03-00:18:41
Diamond: I think it was one way. [laughs] Told you what your mission was and—

Lage: And then you just did it.

03-00:18:47
Diamond: You did it. And if you needed help or assistance— And then on the other hand, they were in touch, too, to see what was going on.

Lage: But what did they use? A walkie-talkie or—

03-00:18:56
Diamond: Well, they did have, yeah, a telephone. They carried them on their back. They were packs about a foot and a half. And that would be the main means of communication.

Lage: Well, anything else to say about that war experience and what effect it might have had? Influence?

03-00:19:22
Diamond: Well, yeah. Remind me of it; I want to back up on one of the incidents, which is really, I think, a unique one. When we were going north on Luzon, [chuckles] going up to the other end, we came across— Well, it was like a bunker, maybe about the size of this room. And there were boxes and boxes of money [laughs] the Japanese had brought in when they took over Luzon. And there was all this money in boxes around.

Lage: But Japanese money.

03-00:20:02
Diamond: Well, it was Philippine money that they manufactured. And these kids, oh, they were having the best time in there. They were smoking cigars and lighting them with [laughs] money.

Lage: With the money?

03-00:20:14
Diamond: Yeah. Things you don't forget. Oh, God.

Lage: These were the kids in your—

03-00:20:21
Diamond: In the platoon. [Lage laughs] And let's see, you asked me one other thing.

Lage: About any effect that the war had on your—

03-00:20:30
Diamond: Had on me? Yeah, and I said yes. And it did in a number of ways that would come up every so often. You get into what you think is—or somebody thinks [chuckles] is a ticklish or heated situation, let's say working at the college, a

disagreement. And then you say to yourself, hell, this isn't fighting out in the fields someplace, and you put it in perspective.

Lage: I see, yeah.

03-00:20:57

Diamond: That was important to me. And I would say this to some of my friends on the faculty. So what? We disagree; let's try to work it out. It's not the same as-- This goes onto a related subject, but putting things in perspective is kind of important, whether it's family life or whatever. It doesn't mean you can pass off everything; but at the same time, there's a sort of relationship of what bothers you or should bother you or shouldn't bother you, and you move on.

Lage: That sounds like maybe that was one of your sort of leadership principles, without saying it officially like that.

03-00:21:44

Diamond: Yes. Well, I think so, down deep in me; not too deep, but yeah, that was in there. And it can be an excuse not to do anything. And at the same time, it gives you some balance if necessary, depending on the situation. And I can remember some situations where it really helped, helped out a lot.

Lage: Were you able to get others to put things in perspective, as well as yourself?

03-00:22:13

Diamond: I don't know. I don't know. Although I did hear one guy talk about it later on, so it got through to some. Not that that was my point. And you do get into some hot situations. Later on at the college, with— oh, whether it was the Vietnam War or other things, race things. We didn't have much at the college, but we had some.

Lage: We're going to get to that.

03-00:22:39

Diamond: And we'll talk about it.

Lage: Yeah, I want that to be a real topic, so let's—

03-00:22:42

Diamond: Yeah, okay. But it did come up.

Lage: I'm stuck on this chronological thing. [laughs] But definitely, we're going to come back to the hard times at the college. But let's talk about getting back to civilian life and getting your first job there.

03-00:22:00

Diamond: Yeah. Well, when I got home— My parents lived in Oakland; that's where I went. And I went up to Cal to the teacher placement office, and a job just happened to open up. The man who was there was a Cal guy, and played

football, and he was able to get another job down south in a community college, and so it opened up. And so I went out for the interview and was selected. It was Liberty Union High in Brentwood.

Lage: And Brentwood must've been a small town at this time.

03-00:23:33

Diamond: Still. Oh, they had about 3,000 in a farming community.

Lage: How big was the school?

03-00:23:43

Diamond: Well, I can't remember the numbers. I've got the yearbook. I can't remember the numbers, but it was small. And they had a lot of activities. And kind of a mixed population, a lot of farm people, children of farm people. And anyhow, the job opened up and I got it.

Lage: And what was the job?

03-00:24:06

Diamond: Well, the usual. Teaching and coaching. And a new person, a young person, they give you a lot of responsibilities. [laughs] And we were young and had a lot of energy, and were interested in what we were doing.

Lage: And what classes did you teach?

03-00:24:21

Diamond: I taught biology. I had two or three classes in biology. And then I coached. I had a couple of teams in basketball, which is a lot; and I assisted in football; and then I had track in the spring.

Lage: Oh, that's quite a work load.

03-00:24:36

Diamond: Yeah. Oh, it was a full load.

Lage: Had you had experience coaching track?

03-00:24:43

Diamond: No. But I ran.

Lage: You knew how to run. [they laugh]

03-00:24:25

Diamond: It was okay. And it was not a big track team at all. I don't know how many events there are in track; I think there're probably about ten or fifteen, the different runs and jumping and whatever. And it was not that big a thing.

Lage: And how about basketball? You said two teams.

03-00:25:13

Diamond: Well, I had two teams. I had an A team and a B team. And we did reasonably well. Nothing to really brag about, but we were a little better than in the middle, and there were a couple of pretty good ball players. But I had good relationships with those kids. About three or four of them followed me over to Marin.

Lage: Oh, really?

03-00:25:34

Diamond: Yeah. That's not unusual. They probably didn't know what to do, and this was a pretty good place, and a couple of them were in athletics.

Lage: And how did the teaching go?

03-00:25:46

Diamond: Well, [laughs] as far as I'm concerned, it went pretty well. The reason I'm laughing, I had one of those malaria attacks when I was teaching, and so I missed several days of school. And this is a sidelight. But anyhow, my wife-to-be, Eva, was teaching there also. And she took my classes while I was gone. I was teaching biology. She had experience with the Oakland recreation department during the summers, where she worked. Nature study and things like that. So anyhow, someone put a snake—this is just fun—a snake in a desk drawer for her. When she opened up the drawer, there was a snake. Well, she had this experience in Oakland in nature study. And so she picked up the snake—and she knew how to do all this stuff—and sort of walked around the room, putting it in the faces of students— [they laugh] She always remembered that and talked about it.

Lage: And that was while you were on sick leave.

03-00:26:54

Diamond: Yeah. One of the highlights.

Lage: Now, you haven't put on the tape that this is where you met your wife—

03-00:27:14

Diamond: Not yet.

Lage: —so let's talk about that.

03-00:27:16

Diamond: Okay. Well, this was the first year. After we were selected, we were to meet with the principal. And the new teachers were lined up to meet, and I saw this very pretty woman. And she looked so stylish, and I couldn't figure out what she was doing in this, let's say, small-town farming community. And as I said, she could've gotten a job in the city, something glamorous, if she'd wanted to do that. And so I couldn't figure that out. Not that that was very important, but—

Lage: But she caught your eye.

03-00:28:03

Diamond: I guess.

Lage: Yeah. How did she end up over there in Brentwood?

03-00:28:08

Diamond: How?

Lage: Yeah. Why did she take the job in Brentwood?

03-00:28:12

Diamond: She was sort of at loose ends then. She'd been through a few boyfriends. [laughs] And she worked during the war at different jobs. She worked for the Red Cross for a while. She was an air traffic controller, and worked down in— well, in Oakland and San Diego. And I think that was an interesting, exciting thing, and [she] found out about discrimination of women. She was at the top of her class. She was very, very bright. And a sidelight, in fact, I used to tell her in the last years here, I said, "I knew you were attractive and pretty, but I didn't know you were so damn smart." [they laugh] Which is all true! She had a good background in a lot of things, and she learned and was not afraid to try things. Her father influenced her a lot. He was sort of like that and had read a lot. He spent time in Alaska as a gold miner.

Lage: Oh, really?

03-00:29:08

Diamond: And did a lot of reading, and had that kind of a mind. And her mother, too.

Lage: And what was her maiden name?

03-00:29:14

Diamond: Schifferle. S-C-H-I-F-F-E-R-L-E.

Lage: And she grew up in Oakland.

03-00:29:21

Diamond: Oh, yeah. She was born in Berkeley but grew up in Oakland. They were living in Berkeley at the time, I guess.

Lage: And did she go to UC Berkeley, did you tell me?

03-00:29:28

Diamond: Yeah. She was the same class, '42.

Lage: Had you seen her on campus, or known her?

03-00:29:33

Diamond: Well, we both said— She said, “I knew who you were; you were on the basketball courts.” And then, “I knew who you were; you were this good looking woman.” And that was true.

Lage: But you didn’t meet each other.

03-00:29:43

Diamond: We didn’t meet each other.

Lage: Yeah. So tell me how your courtship progressed.

03-00:29:48

Diamond: Well, we were working in the same place. We’d see each other, [chuckles] and we— There was a kind of an arrangement where we ate at a boarding house, new teachers. Maybe half a dozen of us.

Lage: For dinner? Or for—

03-00:30:06

Diamond: Well, I can’t remember if it was all three meals, but it was breakfast and dinner, I know. Maybe lunch; I can’t remember that. But we’d meet. So we met at least a couple of times a day around the table, and then I’d see her at the school doing whatever we were doing. And then we chaperoned a couple of dances together. That’s what you did. And then her parents had just finished building a house in Walnut Creek, which isn’t too far from Brentwood. And she would go home on the weekends. And I did on the weekend, went home, as well. And so, often, I’d drive her home. So we had a chance to meet and get acquainted. And let’s see, [chuckles] what was I going to say? It’ll come back. Oh, yeah. [laughs] It’s one of those things. When we were eating around the table, and she was passing the dessert—why do I remember these things? And anyhow, she was passing the dessert, which was a plate of cookies. And she offered me some and said, “Cookie?” And I said, “I didn’t know you cared.” And it broke her up. I don’t think she was around people who liked to joke or have fun. I got her attention. Whatever.

Lage: With your smart remark.

03-00:31:40

Diamond: I don’t know. Whatever. And we were all still pretty young. In the mid-twenties then, I guess, around there, and—

Lage: So did you— Well, go ahead. Tell me the—

03-00:31:53

Diamond: Well, but at the school and— Well, we got acquainted, at least around the table. And we’d play [chuckles] badminton once a week. Someone there—one of the teachers, I guess—had been there a long time. And there was kind of this informal agreement that she would teach badminton once a week, and get

paid for it, of course. So all the new teachers had to sign up for it. That's the way it was in those days; may still be, I don't know. So we'd do that, as well. And the group would go out and have coke or a soft drink or something like that afterwards. So there was a certain amount of sociability or socialness that— And we were all young.

Lage: It sounds like a lot of camaraderie around these new teachers.

03-00:32:44

Diamond: Yes

Lage: Were you all from elsewhere?

03-00:32:47

Diamond: Well, yes, mostly around Northern California. And all single.

Lage: And where did you live? Did you have an apartment or—

03-00:32:57

Diamond: Well, [laughs] I thought you'd never ask where I lived. Well, the other people were living in boarding houses, sort of. There'd be two or maybe three. I lived in the gym.

Lage: Oh, no.

03-00:33:09

Diamond: They had a big room upstairs for something. And I didn't have a place to live, and so that's where I parked. And that was okay.

Lage: And this was okay with the school?

03-00:33:20

Diamond: Oh, yeah. It was their idea. "You can stay here if you want to." Gave them some security, I guess, if they thought they needed it. It was fine. I was never late to work. [they laugh]

Lage: Was housing kind of a problem at that time?

03-00:33:33

Diamond: Housing was tight, yeah. In the summer, well, with the people coming in working in the canneries or other farm-related work, it would take up any housing. And of course, we didn't start till probably late August and a lot of people were still there and around. So that was a problem. But there were married teachers, et cetera, who were more or less established. But there are the group of the new people that would have to find places. And it worked out okay. You think about it, you wouldn't want to do that on any long term basis. And the fact we were young; you adjust to all kinds of things.

Lage: Yeah, yeah. So you married at the end of that year. Am I right?

03-00:34:22
Diamond:

Yeah.

Lage:

So this progressed— It wasn't too long before you—

03-00:34:26
Diamond:

Yeah. Got kind of serious.

Lage:

Right. [they laugh]

03-00:34:29
Diamond:

Yeah, we got married in August. I went to summer school, and as soon as I finished summer school, we were married. And during that time, I was looking for another job.

Lage:

You didn't see the Brentwood job as a long term—

03-00:34:44
Diamond:

No. She didn't want to live in Brentwood, and I didn't much want to live there, either. And I saw it as sort of a— It was good experience, because I did all these different things, but not a place, in our view at that time, to raise a family and all that goes with it. So I started to look during that summer, while I was going to Cal, summer school. Which is another good story.

Lage:

Okay. Tell me that story.

03-00:35:16
Diamond:

You ready for it?

Lage:

Sure.

03-00:35:17
Diamond:

Well, we were married in August, August 3. An so I started to look late June, I guess, and in July. And Nibs Price, the coach at Cal, recommended me for a job at Cal Poly. And I was—what?—twenty-six then or around there. And so I got my appointment and drove down, and had a good interview. I thought it was a good interview; they were friendly, and it was pretty easy.

Lage:

And that was for a coaching position?

03-00:35:54
Diamond:

Yes, a basketball coach at this four-year state college. Pretty good. And I asked them to please let me know when they made a decision. They said, "Yes, we will." So it was really about two days later, no longer than that, they called and said that they'd made their decision. Although we really enjoyed our interview with you, and all that. [chuckles] And they said, "We hired this Ed Jorgensen, who's the coach at Marin." You can see what's coming. And so after I got that message, I called Marin and made an appointment to see Ward Austin, who was the president then. And that was the next day.

Lage: Oh, my. And now, did you know Ward Austin?

03-00:36:36

Diamond: No, no.

Lage: You just went to the top.

03-00:36:38

Diamond: Pardon?

Lage: You just went to the top, the president.

03-00:36:41

Diamond: Well, that's the way it was in those days. Anyhow, I went over to see Ward. [chuckles] This is all sort of funny, in a way. He was an engineer. He went to Cal. And he did things. He's an engineer; he knew how to do things. And he was getting ready to go on vacation, so he was over in the shop—it was summer and nothing was going on—fixing an umbrella or something like that. Or painting a curb, if it needed it. Something that needed it, he—

Lage: The college, he just took care of it.

03-00:37:14

Diamond: Yeah, he just might do it. And anyhow, it seems to me the interview was out on the curb, [laughs] where he was. And we talked for a while, and then he said, "I want you to meet two other people." One was Paul Clymer, Dutch Clymer. Dutch was the vice-president, so he had responsibility, really, for everything that went on there. And Ward was in charge. He was the boss; that's the way it was. And the other person was Arleigh Williams—and I mentioned that before—who was—

Lage: But you didn't mention it on tape, so—

03-00:37:50

Diamond: Oh. Who was an outstanding athlete at Cal, and graduated about '35. Dutch was about '30 or '31. And so I met Arleigh, who was director of athletics and taught a class or two and coached football. And baseball. He was outstanding in those sports at Cal. And so I met those two. And then the next day, Ward called and said, "The job's yours."

Lage: Wow!

03-00:38:16

Diamond: Like that.

Lage: Yeah. Do you recall the conversations or the kind of questions they asked?

03-00:38:21

Diamond: Oh, Ward, yeah, he had my application. I think I got it filled out before I saw him.

Lage: And you probably had a letter from Nibs Price?

03-00:38:32

Diamond: Well, Nibs was the one who referred me to Cal Poly. I really don't know. Probably made out an application, so he had one and he could go down it and ask me whatever. But he knew that I did this freshman coaching at Cal and that I went to Cal. And thinking back on it later on, that was essential because so many of the faculty at Marin were Cal graduates. And I didn't realize it at that time, but that was important. And the fact that I had this freshman experience coaching too

Lage: Which was pretty unusual, really.

03-00:39:14

Diamond: Well, and here you're not getting a guy who's coming in cold; he's had college experience. [chuckles]

Lage: Right, right.

03-00:39:21

Diamond: So I had a lot of things going that I didn't appreciate at that time. And so he made the decision and that was it. I also think that he was getting ready to go on vacation and wanted to wrap this position up. [they laugh] But I'd prefer not to think that; but I really think that, too.

Lage: The timing helps, right?

03-00:39:44

Diamond: You bet.

Lage: But then again, Arleigh Williams and Dutch Clymer probably liked you, thought you could do it.

03-00:39:50

Diamond: Yes, I was okay. I was easy. My record was okay. And they were really nice guys. Really nice guys. Dutch came from an old Berkeley family, and he was a Phi Bate, and a good athlete at Cal. And Arleigh was this exceptional athlete.

Lage: All American.

03-00:40:12

Diamond: yes. Everybody knew his name. And I think he taught at Richmond High, maybe, for a year or so after he got out of the navy. And Dutch, during the war, was at MIT doing--. He was a math and astronomy major.

Lage: So he was a good, solid academic.

- 03-00:40:31
Diamond: Yes, they were really good people. People respected them. They were true-blue type people.
- Lage: How do you spell Clymer?
- 03-00:40:39
Diamond: C-L-Y-M-E-R. And Dutch met his wife at Cal, and Arleigh met his wife at Cal.
- Lage: So a real Cal group. That's interesting.
- 03-00:40:50
Diamond: Yeah. Blue blood.
- Lage: Yeah. [chuckles] Blue blood to the core. Okay, well, tell me more about that first year.
- 03-00:40:59
Diamond: At Marin?
- Lage: Right. It was a good year, was it not?
- 03-00:41:09
Diamond: Well, I had some PE classes—not very many—and then I had I think what they called health ed, and several of those. I think— yeah, it was all men.
- Lage: And what would you be teaching in health ed?
- 03-00:41:31
Diamond: Well, what men should know. [they laugh] Health ed, okay. Eat right and stuff like that.
- Lage: It wasn't sex education.
- 03-00:41:44
Diamond: Well, there was some in there, I guess, but I wouldn't be hitting on that very hard. It'd be too embarrassing, I think. Anyhow. I'm sure it was all good stuff. It was required for graduation, and so the classes were always full. And these were guys, and it was all okay. And then I assisted in football. Arleigh was the head coach and did everything, and I assisted. And I didn't know a lot about football, but some things I did know, and I could be helpful and another pair of eyes. While Arleigh was coaching football, we did pretty well. And we had some good players there, all ex-GIs, and they wanted to play. They were having a good time.
- Lage: And bigger and stronger than they had been a few years before.

03-00:42:35

Diamond: Well, they had a lot of spirit. And as a team, they fit together very well. They got along. And whoever's left, they still meet every two years. You can imagine. Well, one of them, Rich Nave, they had a family business in the county, a bowling alley and restaurant, whatever. So he's the one who pulled it together, along with several others. They were very close. Ex-GIs. They had some money, GI Bill. And they had a good time, and they appreciated Marin. They really liked Arleigh. He was a great model for them. And a lot of trust. And I think they felt they could really talk with him. He was older, a little older. And it was a good situation that way.

Lage: And they didn't win a championship or anything. The team did well, but not—

03-00:43:38

Diamond: Playing?

Lage: Yeah.

03-00:43:39

Diamond: Yeah, we weren't champions, but we did reasonably well. And played against some very good ball players, like from City College, who went pro. Things like that. And it was all Northern California except, I guess, one trip to Southern California. And it was a good time. These guys were free, they had some money, they were in school, doing what they wanted to do and—

Lage: Back from the war.

03-00:44:11

Diamond: Back from the war, yeah. And it was a good thing. And I don't know how helpful I was in football, but I was another body. And I enjoyed it. We were all the same age.

Lage: Did you learn anything from Arleigh's coaching style?

03-00:44:27

Diamond: Nothing too special. It was, I would guess, kind of a traditional style. [laughs] The style is helpful, but you've got to have the players, and you've got to have some spirit, and you've got to be aggressive. And there are a few principles there that, without it— Even the pros, they've got to be aggressive and so on. The ingredients of a good player. And at that time, Marin was— this was a very white county, and privileged.

Lage: Even then, you saw it as a privileged—

03-00:45:07

Diamond: Yeah. That's what it was. But we did reasonably well. And I did that for just a couple of years; then we hired another person, Harry Pieper, who also played at Cal, football. And a good football player at Cal. And then he took my place.

Lage: As the assistant coach?

03-00:45:31

Diamond: Yeah. Because I liked to start basketball in, oh, November, while football was still on. That was sort of a squeeze, to try to get that in. And anyhow—
[laughs]

Lage: Well, tell me about your basketball coaching experience. You were twenty-six.

03-00:45:56

Diamond: Yeah. And when I started, called a practice, there were some good ball players in Marin at that time, but I don't know what went on the year before, but a number of them played on town teams. They didn't want to play for the college, for some reason. Probably because there were, they felt, some restrictions or whatever.

Lage: But they were students?

03-00:46:21

Diamond: Students, yeah.

Lage: But they played on—

03-00:46:23

Diamond: Yes, they'd play on town teams. There was a league. And so when I took over I had this army experience, where you're in charge. [chuckles] Didn't have to be mean about it, you just spell it out, this is what we're going to do, and I hope you join us. And they did.

Lage: You mean you went to meet with them individually?

03-00:46:44

Diamond: Well, wherever they were, when they came around to play in the gym, I said, "No, this is restricted for practice." "You mean we can't play and shoot down at this end?" "No, you can't."

Lage: Oh, I see. Okay.

03-00:46:57

Diamond: Stuff like that. And it was sort of a minor challenge, nothing mean. Just sort of spelling out what I was going to—

Lage: If you want to play, then come play for the school.

03-00:47:05

Diamond: Yeah. Well, then you do it my way. So that all worked. [laughs]

Lage: They went along with it.

03-00:47:14

Diamond:

Oh, absolutely. If they didn't, they wouldn't be there. Yeah. But I had some very good players. And thinking back on it, it was sort of interesting when I made my selection of who's going to play what and when. That didn't change an awful lot. The outstanding players were still the outstanding players, after everybody had a crack at playing whatever position they were playing. And we had about ten or eleven good players, and that's what I worked with during that year. And we started out— we were sort of up and down, winning most games. And they were improving. And I think we were first in our league— first or second, I can't remember. But we had a couple of people on the team who were really good team leaders out on the floor. And that was important. Anyhow, we were eligible, at the end of the season, to go to what was called the Northwest Tournament. This was in Sacramento. And this included teams from, oh, as far east as Idaho and Washington and Northern California. And there were eight teams there, selected, invited. And we were invited.

Lage:

Because you'd won your league here.

03-00:48:51

Diamond:

Yes. And so we won our four games in Sacramento. And a couple of them were— well, one of them was really close, the last game. And that entitled us to go to the national championship in Springfield, Missouri. But after winning [laughs] the Northwest Tournament— And Earl Warren was governor then, and he presented the awards to the team. We have a picture of that. It was- big stuff. Except they didn't have big turnouts at the Northwest Tournament, because— They just didn't. And we were all depending on the money from that to pay for the team going back East. [laughs] So if we wanted to go, we had to raise some funds. Only about—

Lage:

The school couldn't.

03-00:49:43

Diamond:

No. It was only about \$2,000 that we needed. In those days, that was a lot of money. And so that's what most of these [news] papers are about, the fundraising. [refers to scrapbook and clippings] The county really got into it. You have to look back—

Lage:

Did you have to organize it and get it going?

03-00:49:58

Diamond:

No. Actually, the students did. And I'm sure they had help from some of the faculty, and people in the community. Just people in the community. And I'll show you this when I go through this. It's sort of interesting to look at. So we had a goal to raise a couple thousand dollars. We had about 1700, something like that. And I guess we eventually needed somewhere a little over 3,000 to take eleven or twelve of us, by train to Springfield, Missouri, for a week. [laughs]

Lage: Wow!

03-00:50:35

Diamond: Which was okay, in those days. So we had a lot of stuff in the newspaper and the local radio, and the students went around doing their thing. At that time, they had milk bottles [laughs], and they had bottles in bars and restaurants for contributions. And they hit up all the service clubs. And then people, just people in the community— And I'll show you a long list, because the newspaper printed all the people who made contributions.

Lage: You got good publicity.

03-00:51:11

Diamond: Oh, it was a big thing. But it must be very embarrassing for some of these people who felt they should contribute a dollar or two dollars and they get their name in the paper [laughs] that they contributed a dollar, two dollars. Must've been embarrassing for them. But people would stop me on the street and give me five bucks or something like that. It really was a community thing. And the Independent Journal, the local newspaper, was the conduit, if anyone wanted to find out what was going on. But anyhow, the money was raised. In fact, they raised about \$1700 more than they needed, and that went for, I think, insurance or something like that. And so that all had to take place within, oh, a week's time, maybe even less.

Lage: In a week's time!

03-00:52:02

Diamond: Yeah. Because you sign up to go [laughs] and you needed this money. And I don't know if anybody backed us on this or not. I really don't know, because I didn't get involved in the fundraising very much, except if called on. And I knew a lot of people in the county by then, or they knew me. And it was a small county. And they had this big car parade over to the train station in the city, Third and Townsend, and I have some pictures there, with all these people following us, having a good time.

Lage: [chuckles] Wow. This was quite a beginning to your coaching career.

03-00:52:46

Diamond: Yeah, that's what I say; all down hill. [they laugh] Anyhow, we made our way back there and we did very well.

Lage: How many games did you play?

03-00:53:01

Diamond: We just played four games. And these were teams really— We didn't have any from the far— New York or that area. But they were mostly from, oh, the Midwest and maybe as far as Wisconsin or Illinois. Yeah, Illinois.

Lage: And they were all community colleges, junior colleges.

03-00:53:27

Diamond: All community colleges. And so the first team that we played not only had a good record, but I think they were favored to win. [chuckles] And there's a good story on that one. In playing them, we did beat them by eight or nine points, something like that. We did well all the way through. And that was sort of a shock to these teams—

Lage: I would think so. Now, the Midwest is pretty big on basketball.

03-00:53:57

Diamond: Oh, you bet!

Lage: And then you come out of this little county—

03-00:54:00

Diamond: Yes. [laughs]

Lage: —Marin, California. You were not favored.

03-00:54:04

Diamond: No. Marin? Where's that? But one of the funny things about this, the newspaper, as I mentioned, was the conduit. And if people wanted to find out what was going on, they'd call the newspaper. And so the telephone operators were always busy, and complaining, in a way, but they got into the spirit. Well, the way it was reported out here was that the other team won the first game. [laughs]

Lage: Oh, no! They didn't send a reporter back.

03-00:54:33

Diamond: They reported it from Springfield— I don't know how it got mixed up, but that's the way they received it out here, that the other team won. And I received telegrams from my friends, like Arleigh Williams, saying, tough luck. You honored us. All that stuff.

Lage: Was there not a telephone?

03-00:54:52

Diamond: Well, that's how they got it, by telephone, from Springfield, Missouri, to where— The IJ, probably. And so that was the first thing. And then it was corrected, oh, several hours later. And there was all this groaning and, we went through this big fundraising thing and this whole season, and you come to [laughs] this first game and you lose! And the fact that it turned around, just put another wrinkle in the whole matter.

Lage: Oh, I'll say.

03-00:55:21

Diamond: Yeah, it was a kick. And then we went on and won our other games.

Lage: And won the national championship.

03-00:55:28

Diamond: Yes And the last game was—

Lage: You're so casual about it.

03-00:55:32

Diamond: Well, you know.

Lage: Weren't you pretty excited at the time?

03-00:55:35

Diamond: Well, I'm pretty calm.

Lage: You weren't a coach like Pete Newell, chewing on the towel.

03-00:55:40

Diamond: No, no, no. I was pretty calm. But I guess that's because we were winning.
[laughs]

Lage: Yeah. You can be calm.

03-00:55:48

Diamond: I don't know.

Lage: Well, what do you attribute the victories to?

03-00:55:54

Diamond: Well, we had some good players. And they were expertly coached. [they laugh] Of course!

Lage: But did you have a different style of playing from the Midwest?

03-00:56:03

Diamond: Well, I don't know. We played kind of a total game. We'd run sometimes, if I thought it was the right time to fast break, or slow it down, or try something that— one man was getting open, and so on. But we had some players that really fit together very well. We had a center, Ray Snyder, who's still alive. [chuckles] Lives down the peninsula. And he was about six-four and muscular, but slender. And strong. And he was a very good player around the bucket and shooting in there. He was very good. Then we had another, Walt Marino, who was from Alameda. And Walt was phenomenal. He was left handed. And he might miss a lay up, a short shot, but you put him out thirty feet, and he'd make it. And so we had this guy shooting [laughs] from way out there, and they weren't running out to guard him. Okay, let him go. Well, soon, they were out there after him, which would create openings inside. And a couple of others. One, Herbie Jotter, who was a very good floor player, a guard, but he could dribble well and get by the first people and pass off to someone else who would be open. And a couple of others. There was good

balance. And our substitutes were okay; there wasn't any real drop-off at all. But I think we really had good balance.

Lage: How about your defense? Did you emphasize that?

03-00:57:45

Diamond: We were very good defensively. I emphasized that a lot. And if there's one thing I got from Nibs, it would be that. He was strong on defense. And I don't know if he said it, somebody said it. But you always sort of protect yourself, if you have a good defense, if you're not making buckets shooting well; and if you can keep them down, you know you're still in the ball game. And we worked a lot on it. And they were good. We were good. They were very aggressive. And Ray Snyder and the others, the one other one, Kenny Gardner, they were good rebounders. And teams didn't score a lot of points off us. And we weren't particularly a high scoring team, but we had control and won games, so that was fine. [chuckles]

Lage: Well, that's fabulous. Wow, what a story.

03-00:58:36

Diamond: Well, and one of the other funny parts of it, there were maybe two cars of students from Marin that drove back. And there are some pictures in there of that rooting section of these guys. Most of them were sort of student body officers, or just guys on the GI Bill who were having a good time.

Lage: It's helpful to have someone there supporting the team.

03-00:58:55

Diamond: Oh, yeah. You bet. But one of the interesting things that I found out later—and maybe I knew, but maybe I didn't—they slept in the same hotel we were in, but on the floor. [laughs] It was cozy.

Lage: Yeah. On the floor of the team?

03-00:59:13

Diamond: Yeah. In their rooms. They were all good friends.

[One other eye opening aspect of the tournament—given that I was born in Oakland and raised in the Bay Area was the issue of race. One of the teams in the tournament was from Compton in southern California and one of their players was black and so the team was not allowed to stay in the hotel in town. So they stayed in the sleeper car of the train. I was unaware until after the tournament was over—they participated in the tournament but this certainly highlighted the race issue. Afterwards I wondered if I should have been aware and done something but I don't know what I could have done.—ID, added during review of the transcript.]

Lage: I'm going to stop this because I have to change the tape.

[End Audio File 3]

Begin Audio File 4 10-24-1008.mp3

Lage: Okay, we're back on here. Tape four, still October 24, with Irwin Diamond. And we're just kind of wrapping up with some thoughts about that first year's team, their victory. You mentioned a student came from Alameda. Was that unusual, that—

04-00:00:28

Diamond: Oh, no, we had students from the East Bay and San Francisco. But of course, they moved over here and lived here. We didn't have dorms or anything like that, but a few of them would get together and rent an apartment. And I think they had a good time

Lage: Did they come to play ball here, do you think?

04-00:00:44

Diamond: No, I think—

Lage: Or did they come for other reasons?

04-00:00:45

Diamond: Well, some of them probably did. Or they came, and football or basketball was offered. But I don't know that they came especially to play. Well, Marino did, because he was very good. He and Ray Snyder, were in the army together, and that's how Ray—who was from Illinois, I think—ended up out here. But there was no recruiting. At least on my part. [laughs]

Lage: did you have any players who were not returning veterans, who were the younger—

04-00:01:29

Diamond: Not on that first ten. I think they were all vets. I'm pretty sure. If you counted the first twelve or thirteen, there was probably one—I can think of only one who was out of high school. But he wasn't on the traveling team. So they were all ex-GIs.

Lage: And a bit older.

04-00:01:54

Diamond: A little older, yes. And most of them really planning to transfer on, unless they had a good job lined up someplace.

Lage: Was that last game the close game?

04-00:02:08

Diamond: No. The close game was when we were in the northwest tournament in Sacramento.

Lage: Oh, in Sacramento.

04-00:02:17

Diamond: Yes. But the games back in Missouri, we won by, oh, I don't know, fair margins. Six, eight, ten points. Maybe more. Except for the last game, the championship game, I think we won by eighteen or twenty points.

Lage: Really? You were so much better than these other teams.

04-00:02:41

Diamond: Yes. I guess they were a pretty good team, but we played well.

Lage: And what kind of a crowd came to those?

04-00:02:50

Diamond: Not much.

Lage: So there wasn't all that much interest in the—

04-00:02:54

Diamond: That's right, locally. And that's what they were hoping, we'd have a crowd and build on it and make some money.

Lage: What was the name of the tournament?

04-00:03:05

Diamond: What was the name of the—?

Lage: Tournament. Did it have a name?

04-00:03:08

Diamond: Yeah, national championship.

Lage: For?

04-00:03:10

Diamond: Community college.

Lage: So there must've been some triumphant return.

04-00:03:19

Diamond: Oh, yes. After we won our last game, we got all these congratulatory messages, telegrams and so on. I sent one to Ward Austin. "Order giant size trophy case." Something like that. Pretty corny, but that was true; it was a great big trophy.

Lage: [chuckles] It's probably still there.

04-00:03:46

Diamond: Yes it's down at the college. And then we had our train trip. We had a lot of people at the station; there are pictures there. A car parade home to Marin County.

Lage: And what kind of people came to that parade? Were they the students or the community.

04-00:04:04

Diamond: Students. Students. Maybe some community, but really students. And it was a big thing.

Lage: It got big coverage in the paper, I'll bet.

04-00:04:14

Diamond: Yes. Oh, yeah. And then there were all these celebrations in the county. There was a big one at the college, community invited. They filled the gymnasium—that was the place to assemble, with chairs and whatever. And the college choir sang, and the college band. And the players were presented. It was an event more like a rally. And then the team was recognized by a number of community groups. Service clubs, etc. Oh, they're got watches back East, as part of the winning. But oh, leather traveling bags and blankets with national champions on it; membership in the Meadow Club for a year, which is an exclusive country club here for golf and swimming. And dinners at these different service clubs.

Lage: And did you get some of those benefits yourself?

04-00:05:20

Diamond: Oh, yeah. I got a leather case. I had a blanket my son took to college. And I don't know, I think it's worn out. What else?

Lage: Well, did you get the membership in the golf—

04-00:05:31

Diamond: Oh, yes. Yeah. We even went there once.

Lage: Well, that's great.

04-00:05:37

Diamond: Yeah, at our age, and this was a big thing in those days, a small county, small college.

Lage: And it probably had an impact on the college as a whole, I would guess.

04-00:05:48

Diamond: Well, in those years.

Lage: And its place in the community.

04-00:05:51

Diamond: At that time. Yeah, you were proud to be a member and associated with the college. It was a big thing.

Lage: How did your fellow coaches receive you?

04-00:06:04

Diamond: Oh, lots of letters from them. Because we were all pretty good friends. The rivalry, that's when you're trying to win a game when you play them, but we were good friends. And good guys. The closest ones were guys who played at Cal before I did. And we were good friends. I had a lot of letters from guys that I was with at Cal or others that I knew. It was a big thing. I was going over them, kind of in preparation for this a little while back, and came across all that stuff. That was fun.

Lage: Yeah, it's a nice thing to look back on.

04-00:06:52

Diamond: Well, yeah. You know, after all.

Lage: Right. Now, what about the team members? Were they back with you the next year? Or did any of them go on to four-year colleges?

04-00:07:01

Diamond: Well, I think they were all graduating or had had their two years. There were a few, about four or five, going on to four-year schools, that played.

Lage: Did any of them go over to Cal?

04-00:07:21

Diamond: None of them went to Cal. One played up at Oregon State, St. Mary's, USF. I'm trying to think of others. Not a lot, but at least that's not bad, three or four. I did get a couple of job offers, though.

Lage: Oh, you did?

04-00:07:40

Diamond: Oh, yes. That's likely to happen.

Lage: Sure. Well, who all?

04-00:07:46

Diamond: Well, [laughs] one was up at Humboldt State College. I can't remember the other one.

Lage: Nobody from the Midwest who'd seen your team play?

04-00:07:58

Diamond: No. And that's just as well because we weren't about to move. Let's see, in April of '48? Well, I think we'd just moved in and it was an unfinished house

and all that. And we had just had our first child at the end of April. And being in Marin County, Eva's mother, when she found out I got this job at Marin, way back in July, I guess, she said, "Oh, you're going to Marin County? He'll lack ambition." He won't want to move. [laughs] Looking out for her daughter. So okay, that's the way it is.

Lage: Sure. How can you find a nicer place?

04-00:08:46
Diamond:

Well, really, yes. And we were lucky. It's kind of another subject, but it's all part of looking ahead. Oh, I didn't tell you this. When we first came to the county, we had to find a place to live, of course. And it was too expensive to buy anything at that time, for us, \$12,000 or so.

Lage: [laughs] 12,000 for a house.

04-00:09:17
Diamond:

yes And right there—

Lage: In Marin.

04-00:09:20
Diamond:

—in Greenbrae. [laughs] And so we were lucky in finding a place to rent, really. And we were driving around. I stopped at a real estate place in Fairfax and told them we were looking for a place to rent. And he said he didn't have anything, but he heard of a place for rent down in Kentfield. So of course, we took off, went down there fast. And I went up and rang the bell and I said, "I understand you have a rental." And the woman was kind of noncommittal. And I said, "I'd be interested in it, like to see it." And she showed me in. And it was a house. She lived down in the basement, and it was fine. It had a living room and a dining room, couple of bedrooms and so on. And so we agreed. I think it was \$70 a month, something like that. And it was right there at the college, really right across the street. Couldn't be any better. And enough room and all that. And then [chuckles] she asked me, "Well," she said, "How did you find out about my house here?" And I said, "Well, we went to this real estate place and he said there was a rental out here, and he gave me the address." I told her and she says, "Well, you know, you went to the wrong house." Can you imagine?"

Lage: No. You just—

04-00:10:47
Diamond:

It was across the street.

Lage: But was she renting it?

04-00:10:52
Diamond:

yes. [they laugh]

Lage: Another lucky— So did you take that house?

04-00:11:01

Diamond: Oh, yes! Took that house. She offered it, seventy bucks a month. And we were anxious, couldn't find anything better. If we were to go pick out what we wanted, we'd probably pick out something like this. We had something going for us. And I guess I was talking to my son about luck. He's a psychiatrist. And he said, well, he didn't know about luck. [laughs] You make your own breaks, sort of stuff. Anyhow, that's how we landed there. And then we bought our lot, just a couple of months after that, I think, in November.

Lage: And this area was just being developed at the time?

04-00:11:44

Diamond: Well, sort of. Nothing was paved, there were no houses beyond us there. There were a couple on our street. And we didn't know how this neighborhood would go, whether they'd put houses up against each other or what. No idea. But this seemed to be the best bet for us. So for \$2900, we got almost an acre.

Lage: Oh, wow.

04-00:12:12

Diamond: Can you imagine? And then Eva and her dad drew up the plans. It's a whole other story, but— And then with Eva's dad, we put in the foundation, and we got a contractor to do the framing and a lot of other building. There was an awful lot to do, which I ended up doing.

Lage: So you did a lot of it yourself.

04-00:12:35

Diamond: Oh, yes. And Eva did. Putting up some walls, with all the painting and— Just a lot of work. And then we remodeled it two or three times since then. As the family grew, we needed more space.

Lage: You kept adding on.

04-00:12:52

Diamond: Kept adding on, finally putting in a garden. Sort of, in stages. And so not this year much, because I haven't watered very well—I've been kind of conscious of use of water—but we really had a very pretty garden. And a lot of flowers. I had a big vegetable garden out in back, really a big one. We grew a lot of fruits and vegetables. We like to do that.

Lage: Yeah. And do you still have the full acre?

04-00:13:21

Diamond: yes. It's almost an acre, not quite. Oh, yeah.

Lage: And you have a pool.

04-00:13:26

Diamond: yes, we put in a pool and a hot tub.

Lage: When did you put in the pool and the hot tub?

04-00:13:32

Diamond: Well, the pool came— Actually, Andrea was about three or four, so about 1954, '55 maybe. And well, the hot tub, that was about ten, twelve, years ago or so. And so it was a pretty good living situation. Our kids really liked the house, they liked the outdoors, they liked the garden.

Lage: Good place to raise a family.

04-00:14:03

Diamond: yes. So anyhow. But a lot of additions. [laughs]

Lage: Right. Okay. Let me just ask you one more thing about the team. How had that team done the previous year? Actually, you had a lot of new people coming in.

04-00:14:21

Diamond: I had new people. I'm trying to think if there were any from that previous team. I don't know, I don't think so. I think a couple of them that played for me were playing on the town teams, so we didn't have really anything from that previous year. And I'm trying to think of the players.

Lage: So we can't compare and contrast your—

04-00:14:48

Diamond: No.

Lage: —skill as a coach with the previous year's.

04-00:14:52

Diamond: Ed Jorgensen's a nice guy and probably a good coach. Getting down to Cal Poly, he had something going for him. I think he had these guys who were pretty independent. And I don't know if they were around, but they didn't play on the team. And those are the ones that I had.

Lage: So some of the success is due to the way you handled getting players to play for the college.

04-00:15:23

Diamond: [over Lage] yes. I think a lot of it was, as I said, not in a mean way. But I'm the boss, and this is my team, this is what we were going to do, and I'll make changes as I see if we need them. And this could work.

Lage: And that maybe came from being a platoon leader.

04-00:15:45

Diamond: I've said that, too. That kind of responsibility in the military, I think that helped, being in charge, because if you have a responsibility, you've got to figure ahead. And if you want some control, which you do, you've got to be in charge somehow. And there are many ways to do it.

Lage: And when you're only twenty-six— Not that many twenty-six-year-olds—

04-00:16:10

Diamond: Well, I don't know.

Lage: —today, for instance, have a chance to learn that.

04-00:16:11

Diamond: Well, I was a fast learner. In defense.

Lage: So how was your team in the later years? You continued to be the coach, right?

04-00:16:23

Diamond: yes, I did. And we always did pretty well. I think we won maybe one or two championships.

Lage: National championships again?

04-00:16:32

Diamond: Pardon? No, no. No, we didn't go to nationals after that. In fact, I think they stopped the nationals a few years after that, because it wasn't paying for itself at all. And it would take probably a different system, I don't know. But this would be local or Bay Area competitions. . But in our league, I think we did reasonably well. I think we won a couple championships, two or three. And then we were always in the top three or four. So pretty respectable.

Lage: The top three or four in your league?

04-00:17:15

Diamond: In our league, yeah. But a good part of all that is something I didn't really want to do. If you really want good teams, you have to go out and recruit. And I didn't like that. I didn't like that part of coaching.

Lage: Did you not believe in it? Or you just didn't like doing it?

04-00:17:32

Diamond: Well, I know it's necessary if you want to have a good team. Or be lucky and they just come in. But now recruiting is— I don't know what percentages of success it is, but it's really high. And you read about it in the papers. Look at Cal. They've got kids from all over, kids that transfer from one college to another college. It's not just Cal, it's everybody. Cal's probably not as active as some, but it's the way it is now. It's really important, if you want to win.

And I didn't like that. And I wanted to say one other thing, too. I was ready to switch goals. [chuckles] Because initially, I thought I wanted to be a high school principal. And I wanted to do something other than coach and be director of athletics, because there are a lot of things that you have to do that you don't have a lot of control over. And I didn't like that. And so I was really seriously thinking of— Well, asking myself, what'll I do? And I thought if there were opportunities at the college, well, I'd like that. And if not, then my oldest brother, whom I mentioned earlier, was a very successful insurance person, and I could go to work for him or with him. And I even took some of the tests that these big insurance companies require, and I was moving in that direction.

Lage: In the direction of insurance.

04-00:19:12

Diamond: Yes, of leaving the college and what I was doing.

Lage: How quickly did you start thinking about that?

04-00:19:18

Diamond: Well, probably after [laughs] about five or six years. Pretty early. I saw what it was all about.

Lage: Well, tell me what made you kind of dissatisfied.

04-00:19:34

Diamond: Well, I didn't like the kind of responsibilities that I couldn't control. I think that's a part of my personality, probably.

Lage: Well, what were they?

04-00:19:45

Diamond: Well, if you're responsible for everything—the athletic program, for example—whether it's the scheduling or the actual administration of the games and the details that go into that, and then you— Well, you want to win, and it's something you have a hard time controlling. And wanting to do a good job, it just seemed to have so many of the cards stacked against you. And there were hours, too, that you would have to put in. And I don't mind the work, but we had a growing family and I was doing too many other things. I was doing Army Reserve and so on. So I was seriously thinking of something else. UC Berkeley has a program for education, people who wanted to in administration, night courses, usually one night a week. I enrolled in that program and was in it for a couple of years. If a person was interested in administration in community college, it was an advantage to complete UCs higher education program. I completed the course work and just had a dissertation to do, and at that time, the opportunity opened at the college.

Lage: And which opportunity was that?

04-00:20:44

Diamond: Well, I think I have Arleigh Williams to thank for it, and Cal, because he got a job over at Cal.

Lage: I see. What—

04-00:20:54

Diamond: I think it was the dean of students, in the administration over there. And he would be an ideal person, with the outstanding background, attending Cal and what he did over there.

Lage: And what had he been at College of Marin?

04-00:21:12

Diamond: Well, he was the dean of men. And athletic director and everything else. And so whatever went with the dean of men's job, which could be anything and everything. And so this was a great opportunity for him to go to Cal.

Lage: And when did he leave? How soon after—

04-00:21:31

Diamond: Well, he left about— Let me think. I think around the late fifties, possibly 1960. I must have it down here someplace. Well, whenever I started as dean of men, I guess that would be about it.

Lage: Okay. I see that as '57. '57 to '60. Dean of men and director of guidance.

04-00:22:02

Diamond: Yeah, so it'd be '57, I guess. Maybe a little—

Lage: Okay, so when he left, it opened up a position that you were interested in.

04-00:22:07

Diamond: yes. Well, a position that was available then, and I was selected for that. It was an easy transition for the college and me.

Lage: And you'd been athletic director.

04-00:22:18

Diamond: yes. And then a couple years later, Ward Austin retired and a man by the name of Steve Epler was selected as president of the college. And he changed the organization. He eliminated the dean of men and dean of women positions and established a dean of students position, with responsibility for all student services. And in the papers there, there's a long list of the programs now, but there wasn't anything when I took it over. And that was a good part of the fun of that job; it was wide open.

Lage: Yeah. And there were needs that you saw.

04-00:22:59
Diamond:

Oh, yes.

Lage:

Go ahead. I just don't want to move too fast, I want to—

04-00:23:07
Diamond:

Yeah, okay. Well, anyhow, on this, because this really gets into, really, my career, I think. There was dean of students, there was dean of instruction—that was Dutch Clymer—and then the president/ superintendent. There was just the one college then; IVC [Indian Valley Campus] hadn't been established yet. And so there was very little in student services, and I saw that as my real opportunity, because there was a need. Well, it was really wide open. And the first thing we really needed were some professional counselors. We had a system of faculty advisors and they would all come in a day or two before classes started. And students would assemble in the gymnasium, and the students would meet with faculty advisors and they'd sign up for classes. These weren't professional counselors. They were filling up their classes okay, but—

Lage:

It was really the same system they had at Cal in those days.

04-00:24:07
Diamond:

That's right, that's right.

Lage:

Just some faculty.

04-00:24:09
Diamond:

Probably where Marin got the idea. And anyhow, it seems to me the first year, I just hired— It's a budget matter. I was able to hire, oh, maybe a couple.

Lage:

Professional counselors.

04-00:24:26
Diamond:

Yes. And then from then on, as the enrollment grew, I think altogether, we probably had ten or twelve professional counselors.

Lage:

Now, when you say counselors, these were educational counselors?

04-00:24:40
Diamond:

That's right. Well, yes, except a couple of them had skills beyond that and had additional training, or had their doctorates in psychology or certain kinds of experience. One of the counselors I hired, was a former minister and he was very good. But he had not only the experience but the coursework, and had college experience, too, over at San Francisco State. You need someone like that. Not to teach them religion or anything, but some people have deep problems; they need to talk to someone who understands the way they feel about certain matters and so on.

Lage: Now, it looks like, from this résumé that you have, that when you were athletic director, for a time you were also director of guidance.

04-00:25:29

Diamond: Yes. Well, this was a testing program for students, to place them in English. And we also had vocational-type tests. Nothing big, but there was a place to send a student to get this kind of information. And so that was the guidance part. And if a faculty member didn't know what to do with a student or had some problems, he had a place to send them.

Lage: So you had a small program along those lines.

04-00:25:58

Diamond: Yes. Whatever was needed. But when we went into this other organization, then it opened up, you know, just about everything. But along with the professional counselors, there was a great need for financial aid. And part of that was paid for from government programs. I'm trying to think of the top ones. Well, let me look, refresh my memory. Well, after financial aid, then we had a testing program. And this was for counselors, they were the vocational tests. That was an important thing that they did. And it also made points with the faculty, because this was a place where faculty could send students to take make-up tests. And that was a great convenience for them and for the students. A student activity/student government program was a major emphasis, and this gave a number of students leadership opportunities. Another need was programs for disabled or handicapped students, and we were able to employ a specialist in that field and serve an increasing number of students.

Lage: So these are all things that you established in those years as dean of students.

04-00:27:08

Diamond: Yeah, really a great opportunity. All I had to do was to fight for the money.

Lage: But you had to have the ideas, too.

04-00:27:16

Diamond: Well, yes. I was aggressive enough and I knew enough people and worked well with them, well enough to get these things going. And we hired a nurse, a health program. She was really busy, it was a full time position. And a doctor to serve students, he was on campus once a week.

Lage: And just one nurse?

04-00:27:34

Diamond: Yes. And a program for the disabled and a special person to handle them.

Lage: And what was the nature of that program?

04-00:27:43

Diamond:

Well, classes that they could take. And a certain amount of it was in physical education. So there were a number of classes that those students could take there. And then to gear the instruction for some of these disabled students so they could do the work in a regular class period. And it's a pretty well-established program. There wasn't really anything in the county like it at that time. Now there are a number of volunteer groups. But it's still a growing program. I don't know how many students are in it.

Lage:

Can you recall what prompted you to start this program.

04-00:28:32

Diamond:

Well, these are based on student needs. And people would come to me, whether it's our staff or others, and, express the need for certain programs. Then I think I was reasonably successful in getting them established.

Lage:

Did you have programs to increase accessibility of the classrooms?

04-00:28:51

Diamond:

That's right, yes, all that. As well as to remind people, when we were doing any construction, that we need to think of services for disabled and handicapped, too.

Lage:

I'm back onto the disabled programs. [chuckles] Who did you get to head that up? Was it a person with a disability?

04-00:29:11

Diamond:

No, it was a person that was skilled in that area. I think she just retired a while ago. And she was very good. And she had a lot of contacts with the community. And that was part of the strength of that program, because so many of these programs—not the academic programs, but other kinds of programs—it's important to have some strong relationships with like services that are offered in the community, or are related somehow. And it could be with businesses where people could work, or work part-time, or be tied somehow.

I didn't have anything to do with this, really, but it's a good illustration—the nursery school program. That's to train teachers. But at the same time, the people they work with are kids, usually, of students. And so it ties together in a lot of ways, as well as in the community.

Lage:

So you had a nursery school on the campus—

04-00:30:12

Diamond:

On the campus, yeah.

Lage:

—where students would work?

04-00:30:14
Diamond:

That's right, yeah. It was good.

Lage:

Did you start that?

04-00:30:18
Diamond:

No, I didn't set that up, but that's a pretty good illustration of the tie to the community. Let's see, I did quite a bit on the reading program. At the time I started, they really just offered a university-parallel English. Well, a lot of our students needed something more than that, and they would come into the counseling center, anyhow. We started, classes at levels below university English. And that was important. And then they could move into university English, English 1-A, what it was when I was there. And the result of all this, this lower-level English, was the establishment of a communications department. So they broadened it from this sub-university parallel English to speech— Although we had speech classes, but they were then put in that department. And the film program eventually went into that. They had a home. And let's see, it became really a large department. And they had active people.

Lage:

And what would you attribute the success of that department to?

04-00:31:43
Diamond:

Well, they took people, students that really had special needs; they had to learn to read and write. And then speech fit in. It was communication. It was a place where you could offer some programs that might not fit any other places. But the emphasis would be on, quote, "communications." And so all of those, whether it was film or speech, or probably some other things, too—

Lage:

But special reading and writing. Was that part of it?

04-00:32:18
Diamond:

Special writing? That was a big part of it, yes.

Lage:

Now, was this an indication that the nature of the student body was changing, or something else?

04-00:32:29
Diamond:

No, this was— As an easy way to put it, these were students who had, quote, "special needs." They didn't know how to read or write very well. Not at a university level. And that was their goal, to be able to transfer on.

Lage:

But what had happened to those students in the past, do you think?

04-00:32:51
Diamond:

Oh, they would eventually get into an English class but have an awful time, if they were able to pass it.

Lage:

So it might be the end of the road for them.

04-00:33:01

Diamond: Yeah, it might be. They could take other classes, but they'd always have this gap. And they could transfer on to a university without the English, but they'd have to take it someplace along the line. So it didn't stop them, but it's something that they will need and should need, as they start their four-year or two-year program.

Lage:

Let's just take that one as an example; it sounds so important. Can you recall any details about recognizing the need and then setting up the program?

04-00:33:35

Diamond: Well, you recognize the need, for us, not in a statistical, scientific way. You just knew, talking to faculty. "What am I going to do with this student?" And it went around the faculty, and they would complain because they couldn't get their students to a certain level, where they could teach and progress at the level that they needed. I guess one way to put it, it was informal but accurate enough. Okay. And you don't need, in some cases, all the scientific statistical data. Because you can have a lot of people that pass and are in, but aren't really ready to go into an English 1-A program. So your question is one that I thought of in talking to the people at the college, which I've sort of been doing, of how do you get your measurements, so you know what to offer? And some of it, it's like some of the things that are just so obvious. If you have poor people that aren't eating, you don't need a study. And I think this is—

Lage:

You know your students and your faculty.

04-00:35:01

Diamond: Yes. You know their experience, too, in certain classes. And the faculty would be very happy to refer them on to someplace where they can get some help. And so it does fit together. And especially now. It's very different now. I can see it and look at the data. And it's with a great number of students who really are foreign born, don't have language skills. And they have so many classes at the college and other places, to learn English. And it's sometimes hard. Like the students that come to work here. Some of them understand pretty well; the others really don't. And he'll be doing this the rest of his life. They need English to get a job.

Lage:

You're talking about landscapers and—

04-00:35:57

Diamond: Yes.

Lage:

—people who help around the house.

04-00:35:58

Diamond: Just working. They work on an hourly basis.

Lage: But do those kind of people now get drawn into College of Marin, do you think?

04-00:36:07

Diamond: Well, yes. We have these special language programs. ESL, English as a second language. Oh, dozens and dozens of classes. And that's true of all community colleges. You go down to LA, where there's a high number of students from Latin America, the whole student body, almost.

Lage: So this is an important role of the junior college now.

04-00:36:30

Diamond: Oh, yeah. Well, yeah, it's turned into a major function.

Lage: Now, in terms of back in those days—you recognized the need. How did you get the program going? Was it difficult to make a new—

04-00:36:45

Diamond: No. No, it really wasn't, because the need was so clear. Again, there was no statistical data, except those students who somehow got into English 1-A and couldn't make it. Or just couldn't get in at all.

Lage: So did you have to hire new teachers?

04-00:37:03

Diamond: Oh, yes, we started a department, essentially. And that justified new teachers, the student need. I get back to student need. The big question, and you've been raising it, is how do you measure that? How do you know you need that program? Well, a lot of it is— Well, it's more than guesswork. And you talk to people, you see it, and you don't need all the numbers. And when you offer the program, it fills up. Okay. It must be working.

Lage: Right. Very practical.

04-00:37:35

Diamond: Yes, the investment isn't that great. It's a teacher, to start with. And you get the right teacher and they promote it. It's self-interest on their part, but there's a need. I don't care if it's self-interest or whatever. Offer a good program. [they laugh] And you can tell I'm pretty practical minded.

Lage: Yeah, right. So this came under your job as dean of students.

04-00:37:59

Diamond: Well, we determined the need, or saw a need, and then helped get the program started. We worked closely with faculty to get it started, in terms of offering those courses and establishing a department. And then the department has its own steam and vitality and to make it work. And I think people in— Well, take English. I don't know how frightened they were to have this other

department start, with the thought that, they'll wipe us out. There's a lot of political stuff that goes on, in running an institution.

Lage: Do you just suspect that, or was there evidence of that? Sort of a competition for resources.

04-00:38:43
Diamond:

Well, you suspect it. But if the enrollment goes down in certain areas, okay, then you know you're having an effect on enrollment. And then you have to ask yourself, well, what's the best bet? And again, it's based on student need. But that one worked out very well. Most of them have. You don't move in and hire new people unless you can pretty well justify it. And it's always good to have numbers. But sometimes you can't have them. You just have to have experience and be aware and alert and find out what's going on in other places and a lot of that. And that's a good part of the fun of establishing programs

Lage: Yeah, and I can tell you get kind of excited thinking about that again.

04-00:39:35
Diamond:

Well, you do. And you do another thing. You've worked up what has been a good relationship to an even better relationship with the people in those departments. At least in this case, communications. So as far as the spirit or cooperation from the faculty, you've got a real tie there. And not planned, but that's how it works. It's all interesting.

Lage: Very interesting. Okay, you mentioned the financial aid program. What did you do there?

04-00:40:09
Diamond:

There was always a need for financial aid because so many of the students are older, so many of them are working, so many of them have families or have been out of high school for a while, and maybe at loose ends, and they suddenly need a chunk of money for books or transportation. Or if they have a family, that shows up pretty fast. And the financial aid, there were some governmental programs and now there are a lot of government programs. And there is data on that, that the legislature and the community college chancellor's office have been able to establish funding for certain kinds of students that are funded through financial aid, as these needs come up. And that's been helpful. And of course, there's never enough. And it'll vary from area to area, school to school. Some are going to need a pile of money for ESL, English as a second language, because that's what they need. And then in training programs where English gets to be an important part to train a person for some special vocation. It all fits together. So in financial aid, so much of it is government money. There are different federal grants, Pell Grants, so on.

Lage: But back when you started this, you were kind of getting out of the era of the GI Bill. But were there these other government programs at the time?

04-00:41:56

Diamond: Oh, there were some. Not much, but some. And of course, they've increased greatly.

Lage: So what was the nature of the office when you got it going?

04-00:42:06

Diamond: Well, we didn't have any financial aid. Some of it—but it really wasn't financial aid—jobs were run through the dean of men. At least jobs for men, that were separated. And then by the time we changed the organization, we had a financial aid person. And that included applying for funds, which was a big deal. Government funds. Pretty tricky stuff.

Lage: So you would assist the students in making their applications and—

04-00:42:38

Diamond: yes, all that, just applying for money. And knowing what's going on so you can apply. I think the government programs were pretty good, as far as support for community colleges students. And there's always a need. And there were dozens of programs that provided funds for certain kinds of students or certain majors. And you would do that in the community, as well. And especially scholarships. It was important. We started a foundation.

Lage: And when did you start that?

04-00:43:20

Diamond: Well, I have it down here someplace.

Lage: Was it in this era when you were dean of students?

04-00:43:26

Diamond: No. I started this in the late sixties. And I don't know if there were other colleges around here, but— Sonoma State started a foundation, and I knew the guy up there and we talked. I thought that would be a great thing in this county, where there's a lot of wealth, that given the right people, we would be able to raise a lot of money. Well, it had a hard time getting started. [chuckles] It was so interesting, in a way. "Foundation" sort of sounds prestigious. And some of the board members wanted to be on it. Well, that's fine if you put their name on it, but we needed people to raise money. [laughs]

Lage: Right. They need to be on there for a reason.

04-00:44:11

Diamond: Yes and they did not have the time to make it work well. To really make it work, you had to hire someone to do it. And they were reluctant to hire anyone. And so it just sort of puttered along for a few years, till we were able to hire someone part-time.

Lage: So you got the foundation going and got a board appointed. Would the president have appointed the board?

04-00:44:32

Diamond: Yes. There was a foundation board And that was selected, I think, by our board of trustees, to start with. And then when we really got a foundation board going and had employed a person—one, and maybe clerical help, as well—then they appointed their own, set their own rules, increased the size of the board and had good representation from different segments of the county, or clubs or whatever. It's never as successful as you'd like it to be, but it's done pretty well. It's been doing pretty well. And that was sort of hard to get it going, to reach an expectation. And they have a full-time person and a clerk, and they have a number of events where they award scholarships. And people are leaving money to the foundation, many of them special scholarships for art or you name it, vocational or the best student or you name it.

Lage: Now, how actively involved were you in it—

04-00:45:48

Diamond: A hundred percent, to start with. Till we hired someone. But I was still active, just about till the time I left. See that plate?

Lage: Yeah.

04-00:46:09

Diamond: Okay. That was given to me last year for service, one of those things. Grateful service. Except that they misspelled grateful. [they laugh] So they had to get another one.

Lage: It's etched on there.

04-00:46:29

Diamond: Yeah.

Lage: Oh, my. Did you have to point it out to them?

04-00:46:33

Diamond: I think someone else did.

Lage: Funny. Oh, that's very funny.

04-00:46:39

Diamond: Yeah, I thought it was, too. But yes, that was one of the good things. And actually, through this good friend of ours who used to live around the corner, who inherited a pile of money—her father was the publisher of the Independent Journal, and when he passed away, his son took it over. And then after a number of years, they sold it to Gannett. And so they got all their money, and she got her inheritance, which was a lot of money. So with a suggestion, she gave a million dollars to—

Lage: A suggestion from you?

04-00:47:19

Diamond: Not from me, but she wanted to do something, so I thought that would be [laughs] a good thing to do. She was a good friend. There are other stories, too. But anyhow, she gave a million dollars to the foundation for the journalism department, in honor of her father. And that was his business, and she wanted to make sure—

Lage: It's appropriate.

04-00:47:43

Diamond: Oh, yeah. And so the journalism department at times had trouble with enrollments and so on, but it has this funding that'll go on and on, because they can work off the interest, and also the college has a responsibility to put money into it. But this was a help. So that was financial aid. So many more programs provide financial aid from the government. And one other program that's related to it is EOPS, Educational Opportunity Programs. And we were able to start that again with federal money. I can't remember if its federal or state; I think it's federal. And this is to assist students who have financial needs, as well as academic needs, which many of them have. And you can picture that. They're from low income and not many great educational opportunities that they took advantage of. And so we had quite a large EOPS program—funding the students, scheduling them in to study, getting tutors if they needed tutors. It was really a good program, trying to guarantee some success. And a good community college is going to do things like that.

Lage: And did this occur while you were dean of students?

04-00:49:06

Diamond: Oh, yes.

Lage: And so all this was in this era. Let's look at the dates.

04-00:49:10

Diamond: The EOPS was one of the programs. The way it worked— In many cases, I would know of it and we would sense the need in our student body. And so we would figure out that there's a need, and there are programs available, and so I'd get it going. And you get it going, then you hire someone to really run it. And you get good people, they're going to promote it, too. And you go back through all of this stuff, whether it's financial aid or EOPS or women's programs. That was a good one, too.

Lage: What did you do for women?

04-00:49:47

Diamond: Well, for the most part, older women returning to school. And there are a lot of them. And many of them have AB degrees and would want to work to get a job. And they took special needs, special time. And they would have a lot of

things they'd have to balance—family and work and taking care of children, etc.

Lage: They weren't going for a degree, because they had their—

04-00:50:14

Diamond: They may. There are a number of them that do have degrees, and there are a number of them that don't. And so you have the full range. And we had a couple of counselors who were women, many middle-aged or less, and could relate to these people well. And there were great needs on the part of them. Some of them knew just what they wanted to do and had the experience or wherewithal to do it. And then there are others who knew little about higher education or what the college offered, and that's another big area and you have to go out and do some recruiting. And of course—

Lage: Recruiting of the students?

04-00:50:58

Diamond: Students. Oh, yes they wouldn't know anything about the women's programs. You go to women's groups or hear of them. That's a whole other subject, but an important one, and that is getting the information out. It fits into recruiting. But it's getting the information out. And the women's program is a good illustration. And another one—and the counselors have a responsibility for this, and that varies in terms of success and degrees; it changes the subject just slightly—but this relies on relations with schools, high schools. And the counselors really ought to, in my view—and others, too,—ought to be deeply involved in high schools and in presenting what the community college can offer. And we've had a number of students who were currently attending high school take classes. Usually the bright ones, of course. And some of them are able to get in a year of college, maybe even more, before they start college. And that's this whole relation with schools business. Or relations with the community, that would include the women or certain specified groups.

Lage: Okay. Since we've been going almost two hours, I want to maybe save that so we can talk about it more next time. It's an important topic.

04-00:52:24

Diamond: It is.

Lage: Relation with high schools, relations with four-year schools—

04-00:52:27

Diamond: And the community.

Lage: —and community. So shall we sort of start up with that next time?

04-00:5

Diamond: Sure. I'll write it down. And you'll remind me.

Lage: I'm going to shut this off. I'll remind you.

[End of Interview #2]

Interview #3: October 29, 2008
 Begin Audio File 5 10-29-1008.mp3

Lage: Okay, we're back on. This is our session number three with Irwin Diamond, and I'm Ann Lage with the Oral History Office. This is tape five. Irv— People call you Irv now? Is this right?

05-00:00:22
 Diamond: Yeah, that or Red.

Lage: Red. I wanted to ask you about Red.

05-00:00:26
 Diamond: Used to be a lot of red in there. [they laugh]

Lage: Were you called Red as a kid?

05-00:00:31
 Diamond: Yes.

Lage: And did that continue?

05-00:00:33
 Diamond: Followed me, yes, right on through, well, through Cal and—It's usually older friends. But that's the way it was. [laughs] And they really have to reach to do it now.

Lage: But your hair was pretty noticeably red.

05-00:00:56
 Diamond: It was very bright red, yeah.

Lage: Were other people in your family redheads?

05-00:01:03
 Diamond: Not my immediate family, no. But, Andrea, the second girl—her husband's sort of a redhead—but she has a boy, our youngest [grandson]. It's sort of funny. He's fifteen now. This last year, he grew eight inches. His hair is so bright red. And it sticks up very curly.

Lage: Was it like yours?

05-00:01:27
 Diamond: Well, his is redder. And the fact that it sticks up, it's really a stand out. And I'm trying to think of other—

Lage: Did any of your brothers have red hair?

05-00:01:41
 Diamond:

05-00:02:01

Diamond: In my mother's family, there were some. She wasn't.

Lage:

Recessive gene, probably.

05-00:02:06

Diamond: Probably.

Lage:

Anyway, that's neither here nor there. But I like the name. Okay, let's go on with our real interview here.

05-00:02:16

Diamond: All right, yeah.

Lage:

I realize last time, we sort of skipped over the period when you were athletic director at the college. And that was '47 to '55. And I just wondered if you could talk a little bit about your role and what kind of program was offered.

05-00:02:35

Diamond: Well, a lot of it depends on the enrollment. And if you have a lot of students, you're probably going to have a better team—unless you go out and you're able to recruit good athletes. And there wasn't any real effort to recruit. And if there was, it would be in the county, and we'd be competing with the four-year schools. But they'd have to be pretty outstanding kids for the four-year schools to be interested. And the four-year schools weren't doing as much recruiting as they do nowadays. So they were sort of home grown teams, really.

Lage:

And what teams did you support?

05-00:03:21

Diamond: Well, the college supported the usual football, basketball, baseball, track, tennis, golf. Well, we even had a sailing team on the bay. Anything else? I think that was about it.

Lage:

And was it primarily for men in those years?

05-00:03:41

Diamond: yes I don't think we had any women's teams in those years. I'm pretty sure we didn't.

Lage:

And do you remember any pressure? Did any women indicate they would like to have teams?

05-00:03:56

Diamond: No. They were more interested in if they could develop sorority-type activities. And in those early years, that's what we had on campus.

Lage:

Oh, you did?

05-00:04:08

Diamond: At least by name. Maybe a half dozen or so women's, quote, "sororities." And the same thing with men, fraternities.

Lage: Now, were they related to national sorority organizations?

05-00:04:19

Diamond: No. No, it was local. But Marin County being what it is, a lot of students went to four-year colleges. And if they went to Cal or Stanford, which were the prominent ones, they'd have fraternities and sororities. And their parents probably were affiliated somewhere, somehow. And so that was one level. And here's where they were going to school, and that's what was developed. And I think the administrators or faculty who had responsibility, who were the advisors, had sort of the same background.

Lage: So it was seen as a positive thing, not a clique-ish problem or—

05-00:05:02

Diamond: Yes, that's part of college. And we are a college, a two-year college. But that was it. And I would guess in the smaller, isolated—Modesto, down the valley—probably even more important because here, there are other opportunities for social activities.

Lage: So it wasn't unusual in the community college world.

05-00:05:24

Diamond: No. Well, it would be unusual, I think, for the more isolated colleges and those, of course, not as directly affiliated with four-year colleges as the parents of so many of our students would be. And then they would bring the others along.

But anyhow, in athletics, with those half a dozen or so teams that played in the league that we were in— And those leagues changed as more schools were developed.

Lage: Were they pretty much in the perimeter around the bay?

05-00:05:58

Diamond: Pretty much in the north bay area, and as far north as there were community colleges. And it was good competition. And Marin, we were good competitors. We weren't always at the top or always at the bottom, but we competed well.

Lage: How did you fund the athletic program?

05-00:06:18

Diamond: Well, it was funded by the college, and I think from student body fees, student body cards, which were not mandatory. So there were no fees in those days, so it was funded by the college and really, at a minimum level. Not a lot was

put into it. The only money you'd really need would be for uniforms, and of course, the faculty or the staff, and then the actual leagues games—travel, so on. Not a lot of money went into it. Of course, to think about it nowadays, nothing. [laughs] I mean, really.

Lage: When you say nothing, you mean it's not funded by the college?

05-00:06:59

Diamond: Well, funded by the college, but a very small amount was needed. For example—

Lage: Oh, I see. In contrast to today.

05-00:07:06

Diamond: Yes, yes, yes.

Lage: I see. What about coaches. Where did you hire your coaches?

05-00:07:13

Diamond: Well, they were faculty members.

Lage: They were all faculty?

05-00:07:15

Diamond: All faculty members. And nowadays, they're probably still faculty, but there are many, many more part-time. And it's less expensive when you have a part-timer, and then you'd also be able to get some of them with specialties and who were good. And you look at the high schools now, I don't have any factual information, but I would bet in a school, probably at least half are part-timers. Maybe more.

Lage: Rather than having them teach?

05-00:07:46

Diamond: As regular members of the faculty, yeah.

Lage: But in those days, were your coaches also good teachers? Or was that sort of compromising the academic program?

05-00:08:03

Diamond: I don't know how they fit that way. Probably, maybe as well as [laughs] other teachers. Some of them were— Well, you take what I guess we would consider a minor sport—tennis might be a minor sport—well, you'd have a faculty member who was teaching a full faculty load of chemistry or something, and then would be coaching on the side, because he enjoyed it.

Lage: He wouldn't be hired because of his tennis?

05-00:08:30

Diamond: No, no, that's right.

Lage: He'd be hired as a chemistry teacher.

05-00:08:33

Diamond: As a chemistry teacher or whatever, yeah. And they did it because they enjoyed it. And I think that was pretty much the practice in community colleges in those days. And now, I'm sure they have a number of part-timers and people with specialties. The competition is much better. And the opportunity for students to go on to four-year schools and to compete in four-year schools is— Much more competition now.

Lage: I can imagine.

05-00:09:02

Diamond: But an opportunity for students who didn't have the grades, for example, or for other reasons, they would go to a community college with the expectation that they'll go on to a four-year school someplace, and they do. And some of them go on to the varsity and they compete on the varsity for starting positions or backup positions. So it's a pretty good level of competition and skills that these kids have. And in our day, it wasn't expected, but it did happen.

Lage: That they would go on to four-year colleges?

05-00:09:30

Diamond: Go on and play, yes. Be good enough to play.

Lage: Were you involved in the league, in setting up rules—

05-00:09:51

Diamond: Oh, yes.

Lage: What kind of things would be dealt with by the league?

05-00:09:53

Diamond: Well, there would be meetings at least a couple of times a year. And then they would discuss schedules and any possible changes, or maybe a sport that hadn't been offered before, and operational kinds of questions and coordinating kinds of questions. And then also eligibility. We were all held to some eligibility rules that the league expected colleges to follow.

Lage: Such as?

05-00:10:35

Diamond: Well, it would be the number of classes a person would have to take to play varsity. And I don't know that they got into any grade requirements, but the student had to be in good standing. I don't think anything too special. And then if there were questions—they felt that a school was offering opportunities to students who maybe were marginal students, or maybe not students at all, or something like that, the league would discuss those questions. And I'm sure they would discuss budgets from time to time.

Lage: Do you remember any glaring problems?

05-00:11:19

Diamond: No, I really don't. Because see, we were all— We weren't farsighted, [laughs] I guess. We were all pretty well behaved. It was directed more toward the students and the teams that you had then— Although there would always be aspirations to win your league and go to the next level, if that was part of it. And it varied from school to school. Some were always good competitors, had good teams. And you get a track record like that, you're going to attract students who want to compete because they're good competitors and they do well, and [it] can help them if they go on to try to play some other place.

But a lot of the athletic director stuff is really related to the scheduling and the operation, when you have games, and eligibility business, if that was an issue. And then the regular operation of the game and the equipment and the scheduling and the publicity—one end to the other. And that was all dumped on the athletic director and the coaches. [laughs] And they all aspired to be first and there was a lot of effort and energy and study that went into it. A lot of them did summer work, really serious about it. It's hard not to be serious in any competitive venture, wherever it is.

Lage: Maybe the coaches were also aspiring to move on up.

05-00:13:00

Diamond: Oh, absolutely, yes. And you find that especially now because there are so many part-timers, and they want to be full-time someplace. Or they want to go to a four-year college. And a number of them down here at Marin have worked in four-year colleges. As much as anything, it was a job. There are just a lot of them out there that want to do things like that.

Lage: Right, they want to be coaches. Okay. Oh, one thing came to mind. Were there spirit groups College of Marin? Band, pompom girls, all that kind of thing?

05-00:13:37

Diamond: Yes, to a degree. And I guess that would depend on the size of the institution, but there was spirit, there were yell leaders and there were—

Lage: Did the college have a band?

05-00:13:50

Diamond: We had a band. Not a large one. I don't know if they did any marching. [laughs] They were in the stands, though. And there were a number of faculty who were very supportive and would be out because they enjoyed it. And they didn't see it particularly as a faculty responsibility. And we were a small college and so people knew one another, and in some ways, it was easy to generate interest and enthusiasm.

Lage: And Marin was a smaller county then. I wanted to talk about—maybe this leads into it—what kind of community was Marin back in the last forties and early fifties?

05-00:14:30

Diamond: Well, we were a small college. And the county was interested in us. There was— well, I was going to say no competition, but that's true, too. And so the focus was really on the institution and on the college, and supported by the community. It's not that we had large attendance, but okay, reasonable. And being small— And they were all from the local high schools, so they knew each other coming up. So it was kind of a nice relationship and setup, in the fact that the competition was good and there wasn't a lot of pressure on the teams—although you tried to put pressure on them. [they laugh] They had a good time. But the college was behind it, yes. The college was behind it.

Lage: We talked last time that what we have to record here, as background, is the sense of the college and the community. Finishing with athletics now, tell me what was the Marin community like? What was its ethnic makeup? How much was it growing? All of those things. In those earlier years, the postwar years.

05-00:15:56

Diamond: Yes. Well, two of the factors, we have kind of talked about them, but in World War II, the enrollment went way down. And then right after World War II, it jumped up, with ex-GIs. And the same thing with the Korean War. The draft was still on and the enrollment for men, really dropped off considerably.

Lage: Because so many men were going into the service?

05-00:16:23

Diamond: Going into the service or— Yes, probably the best way to put it.

Lage: You didn't avoid service by going to school in those days.

05-00:16:31

Diamond: Well, I think you did. Yes, I think you did. In the Korean War, anyhow. With the draft on, they were, well, in one way, protected from the draft. But still, a lot of them went in. And a number of them belonged to reserve units, and they were called up. The one I think of, we had a Marine Corps company based on campus. So they recruited a lot of kids into the Marines. And they went over pretty much as a group. And then when the war was over, they started to return. It didn't jump up dramatically, the way it did after World War II; there weren't as many involved. But that was part of it. And we had a good relationship with the community, and the college was highly thought of.

Lage: And what was the community like? I would guess that Marin was growing pretty fast in those years.

05-00:17:29

Diamond: Well, not really.

Lage:

Wasn't it? No?

05-00:17:31

Diamond: Not really, no. The community, there were— God, I wish I had the numbers. But as far as college educated, we were pretty high. because of the nature of the county and the wealth and so on.

Lage:

So, even in those days, Marin was a wealthy community—Kentfield, Ross?

05-00:17:47

Diamond: Yes. And it was. A lot of people worked in the city, and that's the way it was. And they expected their kids to go on to college. And in those days, I don't know what the percentage divide would be, of those going to community college and those going directly to four-year schools. The aspiration, of course, was to go to a four-year school sometime, transfer in. But for the usual reasons, students might start at the community college. Might be financial, it might be because we were smaller and offered good instructional programs, and other, maybe family-type, reasons. But those who could afford it, had the grades and so on, their kids could get in, they would go to four-year schools. And that would be true, in most any place. But the heavy emphasis was to go to a four-year school, or be able to transfer into one.

Lage:

So most of the students who were there were potential transfer students.

05-00:18:55

Diamond: That's right. And there was another reason for that. We didn't have many occupational, vocational-type programs. Other schools in other areas have— You go to [San Francisco] City College or something like that, the need in the city was to train people to do certain kinds of jobs. And we just didn't have a lot. We had some in business, which you would expect. And then the technical fields, well, it wasn't till the sixties, where we had health services, nursing, a vocational nurse program, and dental assisting program, so on.

Lage:

But those were being offered in other community colleges?

05-00:19:38

Diamond: Oh, yes. Especially City College had a lot of them. But then we started them. And also auto tech programs and welding. Not a lot, but much more than we ever had. And they're trying to—

Lage:

Was that because the community was changing? Or was there pressure from the state?

05-00:19:57

Diamond: Both. There were jobs, and that was the main reason. They could train these people for jobs. And they're doing more now. And of course, there's another

wrinkle now. I don't know if it's pertinent to this, but we had the start of the Indian Valley campus. There has been and still is—can't do much about it—[a question about] whether there was really a need. It was expected that the county would grow very fast and there'd be a need for another college in the northern end. And the county didn't meet those expectations, by a long shot. And so it was very difficult to fund programs there, a full program.

Lage: Now, when was that started? We may be jumping a little ahead.

05-00:20:46

Diamond: Yes. I'm trying to think. I think it was around 19— Oh, in the seventies.

Lage: I see. Well, that was quite a ways back.

05-00:20:57

Diamond: Yeah. Although they built this big campus. We had a bond issue passed. And I'll come back—

Lage: Yes, we'll come back when we talk about your presidency.

05-00:21:09

Diamond: Yes. The real point I was going to make, talking about vocational programs, well, it wasn't until, oh, I guess twenty years or so ago, where we started to try to put more vocational programs up at Indian Valley. But the major reason was that students would go to those programs, and we'd get some students up there. [they laugh]

Lage: I see, to attract the students. So they were popular programs.

05-00:21:37

Diamond: Yes.

Lage: Were the students primarily white?

05-00:21:41

Diamond: Yes.

Lage: And European background?

05-00:21:43

Diamond: Yes.

Lage: As was the county.

05-00:21:46

Diamond: Well, we had Marin City, but there weren't a lot of students out of Marin City.

Lage: Do you have a sense of why there weren't? Did anybody wonder about that?

05-00:21:54

Diamond:

Well, they couldn't afford to live in the county. And there weren't a lot of jobs here for them. The lowest rents probably were in Marin City. And it was built during the war, World War II, for housing for people that worked in the shipyards that Marin County had. And it attracted people from all over the south, particularly, and that was a black community at that time.

Lage:

You'd think the college, a community college, would be kind of a natural first step out of high school for the African American students there.

05-00:22:31

Diamond:

That's right. Well, I think it has been recently. Except that that's more of an integrated community now, Marin City. And at the same time, black students or others live throughout the county. There're certain areas that attract foreign students, Latinos. In San Rafael, particularly, but Novato, as well. So they're more spread throughout the county. But in those days, it was Marin City for the black students—we didn't have many Latinos, same as anyone else—because they'd lived here for a number of years. But over the—what?—last twenty years, when there were an increasing number, housing was less expensive in certain parts of San Rafael, and they had housing for them. Not the best, but that's where they lived and got jobs.

Lage:

Well, during your time— We're going to talk about the changing community and programs and everything, but these were— The Civil Rights Movement came along and anti-war and black power movements. Did these touch the college?

05-00:23:55

Diamond:

Yes, they did. But I don't know that it was they, because they might mean Berkeley or San Francisco. People would come over to energize our students. [chuckles] Or even if we didn't have students, they would just come over and get things going. So we had some— Well, it was different than the usual operation, because we did have— well, no riots, but we did have demonstrations and— To take over a board meeting, for example. And rallies out on the lawn there. There was a special place. Some faculty got into it and were divided. [laughs]

Lage:

Can you give me an example? We're kind of mixing everything together. We have the student activism that started over the Free Speech Movement, we have civil rights, we have anti-war, Vietnam War.

05-00:24:47

Diamond:

They were all mixed together, though.

Lage:

They were?

05-00:24:50

Diamond: Yes, they were. They were mixed together. They just didn't come out anti-war, but whatever they could hang onto—anti-war or free speech or civil rights.

Lage: This would've been the years when you were dean of students.

05-00:25:08

Diamond: That's right, yes.

Lage: Well, tell me about one of those occasions.

05-00:25:11

Diamond: Well, I was involved in all of that because that was my responsibility. And so working with the student body officers, we helped to plan them and tried to get a lot of faculty involved, to be there. They didn't speak or anything like that, but they were supportive by just being there.

Lage: To be at the rallies?

05-00:25:30

Diamond: Yes. And sometimes I spoke. And a couple of black guys I'm thinking of, one is on the faculty now, and has been for quite a while. When he was a student there, [laughs] he wondered what I was doing there. "Hey, Red. What are you doing?" [they laugh]

Lage: And what were you doing there?

05-00:25:52

Diamond: Well, I was observing. And then I think I probably said something, too.

Lage: But what would be the tone of your remarks?

05-00:26:00

Diamond: Well, it'd be primarily, there's a way to do this and be supportive, and you don't have to raise hell. It was pretty low key. First of all, it was important to be supportive. At the same time, there are other views, and we want to give you the opportunity, free speech and all that. And at the same time, we don't want any harm to come to the campus or to other students. All the things you can think of that would fit both ways. And I remember one. [laughs] This was at a board meeting. And they figured that this was the place to demonstrate. And at that time, the board meeting was held in an auditorium that seated four hundred. And it was filled. And you could guess [laughs] how it was filled. And the board meeting was called to order, and then the students—these were black students, primarily—they just took over. They started asking questions of the board and they wouldn't stop. It just went on and on, and the board finally got up and walked off. And I was there. [laughs] And I think it was the right role for me, since it worked out okay.

Lage: You answered their questions?

05-00:27:14

Diamond: Well, yes. I got up, took the place of the board to respond to their questions and to try to calm them down. They had a chance to say whatever they wanted to say.

Lage: And what was the nature of their protest?

05-00:27:29

Diamond: Well, I can't remember exactly, but my guess is it was probably civil rights. But that wasn't important. It was the fact they could have a demonstration, get some newspaper publicity and get some attention.

Lage: Well, did they want—I remember at Berkeley, there were a lot of demonstrations for a program in African American studies, for instance.

05-00:27:56

Diamond: Well, that would be one issue. And we did have some courses. And they would talk about whatever they felt their needs were or the country needed, and anything to help whatever they were trying to do, and to do it in a very aggressive way, except not being destructive.

Lage: You didn't have a problem with—

05-00:28:18

Diamond: No, we just had to be on the alert. A lot of foul language. And that was very hard, I think, probably on some students, but especially faculty. [laughs] And I think of this every so often. We had one department, our business department, the guy who was chairman of the department was a retired military. And the only people he hired were retired military. So they had about a half a dozen retired military. They couldn't handle this stuff at all. "Got to get tough".

Lage: Did you have to intercede?

05-00:28:53

Diamond: Oh, yeah. And that was okay; they were friends, and reasonable. And the way they handled it was to raise a fuss with other faculty. They didn't take on students or anything like that. But it was, well, shall I say annoying? No, it was just a factor, that's all.

Lage: I wish we could get at what the issues were. You're implying it's more that they wanted a voice. They wanted to be heard.

05-00:29:21

Diamond: That's right. That's right.

Lage: Rather than specific issues.

05-00:29:24

Diamond: Yes. But they would include all issues.

Lage: Now, were you saying that these people were mainly not students? Or were they students?

05-00:29:33

Diamond: Well, obviously, I actually don't know, but there were a lot of them who were non-students. And they came over from Berkeley or San Francisco. And they could really generate a lot of steam with our students, a few others.

Lage: Did a lot of your white students respond as well?

05-00:29:52

Diamond: No, not a lot of white students. Surely, there were some, but the ones that stick in my mind are these guys that— I think they were from Berkeley.

Lage: Did you ever have Huey Newton and— What's his name?—[Eldridge] Cleaver [Black Panther leaders]?

05-00:30:08

Diamond: Not that I know of; how about that?

Lage: I think you would've known.

05-00:30:11

Diamond: I think so, too, yes. But wherever they can get attention. And the fact we were a relatively small school probably didn't make that much difference. It'd be easier, frankly, in a small school, to get a lot of attention, because they were pretty aggressive. And it might be easier in a small school, and you get the newspaper publicity.

Lage: You were not the president at this time, it seems, you were the dean of students.

05-00:30:39

Diamond: Right.

Lage: But was there pressure on the college to crack down on these type of demonstrations?

05-00:30:43

Diamond: Oh, yes. The newspaper would be pretty tough on us, and I would be criticized for letting them do these things and so on. They got over it.

Lage: Was this a difficult time for you?

05-00:30:55

Diamond: Well, yes, in a way. I was up to it. [chuckles] Yes, it was. I just wished they wouldn't do it, [laughs] that's all. But that was part of the job in that time.

Lage: Didn't keep you awake nights?

05-00:31:12
Diamond:

I don't think so. And I mentioned this last time. It's not a mantra, but if you have some experience during the war, the military, and you compare it, it's relative to hearing a bunch of guys raising hell. As long as they're not hurting each other and being destructive, you know it's going to end pretty soon and you sort of have to wait it out and handle it, and not let them get to you, which is what they want to do. And to cause you to take some drastic action that would just, okay, help them in whatever they're doing. And so I could compare it to other things in my life, where this was important but it wasn't exactly the same as someone shooting at you, for example. [laughs]

Lage: Right. Well, that's a very good perspective. Now, who was president during that time? We haven't really talked about who you reported to.

05-00:32:10
Diamond:

Let's see. Well, at that time, it was—I'm trying to think. Was it Ward Austin? God, it was either Ward or Steve Epler.

Lage: Well, when did Steve Epler come?

05-00:32:29
Diamond:

He came in the seventies, I think, or the sixties. I have it down here someplace. It was probably Ward Austin.

Lage: You were president starting in '74.

05-00:32:43
Diamond:

Pardon?

Lage: You were president starting in '74.

05-00:32:45
Diamond:

'74? Well—

Lage: You were acting president '66 to '67. Is that when Steve Epler came?

05-00:32:51
Diamond:

[over Lage] Well, that was an interim thing. Well, it was probably Steve Epler, yes. He came around 1960.

Lage: Because most of that type of activity was in the late sixties or early seventies.

05-00:33:17
Diamond:

Yeah. I think it was probably Steve.

Lage: How about anti-war activity?

05-00:33:21

Diamond: Well, yes, but not with these students. There was another group that was anti-war. They only did one demonstration, around the flag pole. That was an anti-war group.

Lage: Were there teach-ins?

05-00:33:43

Diamond: There were teach-ins, yes. We had some faculty who were really very helpful on both of these issues, anti-war— Now that I remember. And they were good, and they're good friends.

Lage: And when you say helpful—

05-00:33:59

Diamond: Well, they would use the classroom, and any students who wanted would attend, and they'd discuss the issues. And that was very helpful, because that would sort of skim off those who were really upset or could lead to—what?—demonstrations that might be harmful to students or the buildings or whatever. And so they were very helpful. Students had a voice, someone who would listen to them and maybe advise them. And a lot of it—and I'm sure this was true at Cal—there were faculty who were probably in there pushing the students, and other faculty who were listeners, and you pick it. So all those things are extremely helpful. Not one person can handle it all. And you do have to have a college, quote, “posture.” And yes, this is free speech and yes, you can do these things.

Lage: And would you define that? Or did you define it with Steve Epler, or how?

05-00:35:07

Diamond: No, Steve Epler stayed out of it. [laughs]

Lage: He did?

05-00:35:09

Diamond: Yes. Oh, God. He was really a nice guy, but he was not that kind of a guy to get involved in any of that stuff.

Lage: So all of that was left to you.

05-00:35:18

Diamond: Yes, it really was. It was partly, I think, because that's what I did and I wasn't afraid to step up, and I saw it as my responsibility.

Lage: And you knew the campus. Was he from another place, or did he come from within the college?

05-00:35:46

Diamond: Oh, no, he came from the outside. He came from Reedley. And his strengths were in administration, and organization

Lage: So maybe he didn't {inaudible}.

05-00:35:55

Diamond: No, he wouldn't have been effective in this, I think. Anyhow, it was my responsibility.

Lage: Okay. [they laugh] You did it. Okay.

05-00:36:05

Diamond: Well, as I look back, these were important times, and interesting and a lot was going on in the country, especially in our area around the Bay Area. We're pretty much a center. And there was a lot for the students to learn from something like this. I didn't look at it that way at that time, but that's true.

Lage: Well, I noticed, and I wanted to quote to you from something you wrote. We have a copy of your 1974 application for presidency. And you referred to the evolving concept of the college as an instrument for social change.

05-00:36:51

Diamond: That's all part of it.

Lage: Yeah. Was that something you embraced, or just—

05-00:36:57

Diamond: Well, yes, we did. And it appealed to certain students. And the fact that I was— At that time, I think I was probably more directly involved with the student government group. And that would be the group that— Well, not that we were trying to get them away from sponsoring dances or anything like that, but there were other issues that were important that they ought to be considering or talking about.

Lage: So you encouraged them in that regard.

05-00:37:26

Diamond: Yes, that's part of their education. And as we both know, it all doesn't come out of the classroom; it's a fact. But you have this mix of students together. And you want to mix them up somehow, [laughs] and you want to discuss important issues. Or at least make them aware of these other issues. And it's part of the whole growth business, and an important part. You just can't measure it, that's all. But you know it's good.

Lage: And when you say you have a mix, was it becoming a more mixed student body?

05-00:38:00

Diamond: More mixed, yes. And part of it was because of the ex-GIs. And at that time, there was much more in the newspapers and magazines about the changing country. Especially in the Bay Area here, where there's a lot of leadership, in terms of social change. And obviously, you know, that's what's going on now and has been for a number of years. And you don't really go out to— Well, I'll put it another way. You really want your students to be aware of it. Not necessarily how to handle it, but to be aware of it and to be conscious of it and to have them evaluate it, how they want to see things, in terms of education and community involvement and so on.

Lage: More than classroom.

05-00:38:56

Diamond: Yes, get them interested in something other than what am I going to wear and so on.

Lage: The other thing that you said that piqued my interest, you were convinced that the lifestyle revolution of the sixties triumphed. What did you mean by that?

05-00:39:16

Diamond: Well, in the earlier days, before the sixties, college students were college students. They went to school, they went to classes. They had their dances, they had their sports, they had their activities. And it was all centered on the college, and all these other things were going on around them, which they will be exposed to some time, and play an important part. And to me, it's an important part of education.

Lage: To get into that mix of what's going on in the world?

05-00:39:42

Diamond: Yes, get in and find out not only what's going on, but help determine what's important to them, and a direction. If they're going to be real citizens. It's a lofty goal, but it's a worthwhile goal. [chuckles] And the best that we can do is to try to provide those opportunities and to structure events or offer them the opportunities to be exposed to things they'll do, in the classroom.

Lage: What did you mean by the lifestyle revolution?

05-00:40:15

Diamond: Well, we're out of San Francisco, and other things became important.

Lage: Did the hippie movement— are you thinking of that or feminism or—

05-00:40:25

Diamond: Yes, it was the hippie movement and evaluating what was important to them. And the importance or— How do I put this? Money's important, but there are other values, okay. Like having a good life, family life, so on. And it's in the papers all the time now, people who are happy doing what they're doing or

being able to—oh, being able to evaluate their life, measured not only by the amount of money they're making, but other satisfactions, whether it's nature or helping people who need help—these other values that we read about in the paper that some good people are doing.

Lage: And did it seem like that became more important during this time?

05-00:41:24

Diamond: Well, it became very important, And how successful it is, I don't know, but it's a chance to have, for example, the clubs on campus do some good things in the community. And we read about them all the time. A lot in the newspaper this morning. And to expose them to, there are other things other than increasing your income, although that's important.

Lage: Well, it sounds, in a way, as you talk, that you had to sort of push your students in that direction, whereas it seems to me over in Berkeley, the students were pulling the campus in that direction.

05-00:42:04

Diamond: That's right, yes. I think that's right.

Lage: So you didn't—

05-00:42:08

Diamond: It was different. Our students, all of them living at home, as a start. And the fact that they are living at home, they're not exposed to what's really going on in other places or at the college. And compared to Berkeley, where they're not living at home and they mix up a lot, and you have all these different, very different views.

Lage: So you fostered clubs and activities as much as you could.

05-00:42:40

Diamond: Yes. Well, that's right. And to do some good things and to have exposure in the community. There's so much that needs to be done, so much they can learn.

Lage: And did you do that through student government? Was that the vehicle?

05-00:42:55

Diamond: Well, yes, that was very important, and could really be very important, by sponsoring these activities or clubs, providing the leadership. And then they had some money, not a lot, but they're the ones who could do it. And they had an official place within the campus structure, and usually, they attracted some pretty good students.

Lage: And then would they have faculty advisors?

05-00:43:19
Diamond:

Yes. Well, the person who was responsible for working with student government also had a class with them and for them. And you could do a lot in that class because you had them together, and whatever you wanted to study, you could. Except that there were just maybe twenty of them.

Lage:

Not as many as you would have wished.

05-00:43:43
Diamond:

Yes, that would get spread out. And usually, student government attracts people who either want leadership positions or something like that. And those experiences are really important. You can't get them any other place, I think, in even a high school or college setting, to have that kind of responsibility. And you learn some leadership skills in putting up with others and how to maybe move things along. To me, it's very important. It doesn't have to be done by a student government group; any club group can do it. And that's kind of hard to do, to get the right people. Faculty members would say "My responsibility's teaching. And okay, I'll be an advisor; what do I have to do?" And there are always some faculty who are always out for doing good things.

Lage:

Okay, well, that sounds very interesting. Since we're talking about community and all— Last time, we went over a number of the programs you started, but we didn't talk about the ones that involved the community the most. This is, again, your dean of students years. Do you recall them? I could tell you what I've noted. [laughs]

05-00:44:04
Diamond:

Okay.

Lage:

The concert and lecture series.

05-00:45:06
Diamond:

Yes, let me talk about that.

Lage:

Yeah, talk about that, because that's tied in with the community.

05-00:45:13
Diamond:

That's what it was for, really. And at that time, community colleges had a community service tax that the board could invoke, .

Lage:

A property tax?

05-00:45:30
Diamond:

Yes. Just an additional tax. And I don't know how much that raised, probably, oh, several hundred-thousand dollars, for community services. Adult education, for example, they could get a chunk of it. It had to be measured very carefully to justify it. But one of those activities that we could justify was concert/lecture, at that time. And what we did— First of all, it was put under the adult education, because they had the community service program. And

we had an excellent person doing it—the difference in most everything. And she had contacts and developed contacts all over the country, and would bring these outstanding people, specialists in their field, scientists or politicians or whatever, and offer this lecture series. And they would get paid a reasonable amount and were interested in doing it. And the way it started, [chuckles] a faculty member over at SF State, Lou Wasserman, [his] son was at the college, John, who used to write for the Chronicle and was killed in an automobile accident. He was an outstanding guy and was a lot of fun to be with. Kind of an extrovert, but a good guy, smart guy. Well, his father was Lou Wasserman. And Wasserman would bring people to San Francisco State. And so we were able to hook up with him so that when he brought the people, we'd give them this extra lecture, and they could make a few hundred bucks more. [chuckles] It was a neat thing, a way to start. And Sydney Goldstein was the one who did it on our campus.

Lage: That was your adult ed person?

05-00:47:37

Diamond: Well, she was hired to do this.

Lage: I see. Specifically.

05-00:47:41

Diamond: Yes. But it was through that department. And so she was really good and would bring all of these people from all over the country. We didn't charge anything.

Lage: Oh, it was free.

05-00:47:57

Diamond: It was free, to start with. And so we would just fill up the auditorium. Didn't need tickets or anything; we're offering this lecture. And it was great for all people, but adults came.

Lage: Was it primarily— you mentioned scientists.

05-00:48:12

Diamond: Oh, you name it. Politicians, scientists, writers—a lot of writers—maybe musicians. And whoever was outstanding [chuckles] could bring a crowd. And there was a variety. And then the time came when we had to cut that budget, and it went down and down and she was having trouble— Then we had to charge. And that made it very difficult to carry it on. Anyhow, we finally just had to stop it. And then Sydney, who lived in San Francisco, started the program over there, the City Arts and Lectures series.

Lage: Oh, I thought she had familiar name.

05-00:48:55

Diamond: And again, that's a highly successful program.

Lage: Right. At Herbst Theater.

05-00:48:59

Diamond: Yes, right. And you see the list—you probably get the program—and so you know. Same kind of people. Same kind of people.

Lage: And here it was being offered for free, based on property tax income.

05-00:49:12

Diamond: Yes, we were able to offer it without charge, until later on.

Lage: Probably Proposition 13?

05-00:49:19

Diamond: Well, I can't remember, but there was a real squeeze on community ed money. And I think that five cent tax was wiped out, or nearly, or cut down a lot. I really can't remember. But it wiped that out, and probably some other programs, as well.

Lage: Do you remember the dates of this at all? I know that's hard to recall.

05-00:49:40

Diamond: Oh, god. No, I can't. But I might be able to find it. But it would probably be in the seventies, early seventies, in there, that we had it.

Lage: The other thing you mentioned, that was on your résumé, that sounded interesting, the Emeritus College.

05-00:50:04

Diamond: Oh, yes. This really started through adult ed, again. And we had a lot of flexibility there. And again, this was out of community service. This is through the person who headed that program, who was very good, very aggressive [chuckles] kind of a person, but good.

Lage: Do you want to mention his name?

05-00:50:26

Diamond: Yes, it's {Jerry Sharon?}. And he went down— where'd he go first? I think he went to San Mateo. But the Emeritus College was started.

Lage: And what did it amount to?

05-00:51:02

Diamond: Well, offering non-credit classes for adults. And many of them were non-fee classes. And the idea, of course, was to attract adults to things that they wanted.

Lage: Particularly retired adults, was it? Or did it matter?

05-00:51:18

Diamond: Could be anybody. Heavy attendance of retired adults. And it could be anything. It could be a foreign language, it could be history, it could be a certain period in the country's development, or wherever there was enough interest and we could get enough students. (Did I bring that here? There was a long list of classes.) [sounds like a tipped over teacup. Recording stops & re-starts.] Anyhow, one was Emeritus College Bulletin.

Lage: So you still have it.

05-00:52:02

Diamond: Yes. And I don't think it's as large as it was in the earlier days. But they had their own council, they developed their own programs and publicized them, and they pretty much ran themselves.

Lage: Was it pretty much just an adult education program? Or was it something with a different purpose?

05-00:52:20

Diamond: Pretty much adult ed. And we didn't put everything under Emeritus College; it was geared to older students. And they developed some good programs. But as much as anything, as with a regular school program, they developed a lot of friendships. And it was bringing people together who had a common interest. The usual things. If you want to make something go, [laughs] you've got to have a common interest and willingness to attend some meetings.

Lage: And then again, it was low cost or no cost.

05-00:52:57

Diamond: Yes, low or no cost. And that's a pretty good attraction. And for emeritus people, some of them who presumably don't have a lot of things going for them, activities or whatever, this helped to give some more structure. And some of those programs were offered in the community, at retirement centers. I'm thinking of The Redwoods, down here in Mill Valley, or Villa Marin out here. And they're still doing it. And it's a very valuable program in terms of, quote, "serving the community."

Lage: Yeah, yeah, I'll say. The other thing that was mentioned was College for Kids.

05-00:53:34

Diamond: Yes, that was another one out of the adult ed. But they had the freedom. They didn't have to go through any special curriculum committee. They had a committee in the Emeritus College. And this was geared to kids. It was a whole program for kids, whether it's astronomy or— Something that might appeal to younger students.

Lage: In the summertime or weekends?

05-00:54:01

Diamond: No, it could be the whole year round. Whatever would be attractive and serve the young ones. And it's a community college. It's back to that idea and function. And they had the freedom to develop programs that might be appealing to the community, the whole community age range, whatever, or special vocations or occupations.

Lage: And was that a popular program that continued?

05-00:54:30

Diamond: Yes, it did well. I really don't know how it's doing now, frankly. But if they had to make cutbacks, that would probably be one that would go because it was sort of an extra program. You get them into a science lab or something like that. And that came out of the community service adult education.

Lage: Do you think it came out of a sense that the high schools weren't doing their job? Or was it for younger children?

05-00:54:57

Diamond: It was for younger children. High school students, we still have quite a few. And it should be even a more aggressive program, of taking regular college courses. And a lot of colleges do this, and a student can complete a year of college, maybe more than that, by taking courses while they're still in high school.

Lage: So some of the advanced students.

05-00:55:20

Diamond: Yes. Advanced students, yes, in a certain area; but they could be general, whether it's history or just taking courses that they might need in the four-year college, and complete some of the requirements. And there're a lot of bright high school kids who really thrive on the challenge of something more.

Lage: They could just go in and take a regular college course, not a special course?

05-00:55:44

Diamond: Yes. They would have their high school program. And they might even limit themselves because they complete the graduation requirements, and then take a course or two with us. And that was, and is, a good program. And it's really good for the college, for a couple reasons. You get bright students, and you get the word out that the college does good work. It's all part of a—I won't say public relations, but in a way, it really is. That's part of it. And then offering these students something that they want and need.

Lage: Let's see. Another thing along those lines, the organization of an alumni association.

05-00:56:26

Diamond: Yes. Well, that's been a struggle. And there are a couple reasons for that. One of it—and this is a general one—when students finish with a community college, if they go on to a four-year school, their loyalties are usually to the four-year school. And that's a hard one to defeat or beat. Or join. [they laugh] And you had this turnover every two years. And you have to find students who really appreciated what they had, and have the time. And so many different years, we've tried establishing an alumni association. If we were located down the valley, it would be a lot easier.

Lage: Kids who maybe don't go off.

05-00:57:12

Diamond: Yes, they don't go off, and they're there. Here, there are so many things going on in the county. And television. [laughs] So much going on. And the last few years, they've— Well, we've tried to get it going in the earlier years, with moderate success. That's sort of stretching it a little bit. You might have one or two events, and have a fair turnout. And at times, they've had reunions of certain classes. But the classes are spread out so and they go at different paces, so there's not a unity. So it's very difficult. They have an alumni group that's been going, oh, the last several years. Not great turnouts. You have your loyal ones, a limited number who come, and then you have a few— some new ones who come in. And I think that— Well, the fact that it's difficult doesn't mean you shouldn't try to find a way to really appeal to these students and to get them in. And there have to be some activities that they're interested in, whether it's social or whatever. And then those activities when they were at the college—social, for example—they're pretty much based on who they knew when and classroom stuff. It's not the same as a four-year school, that's all.

Lage: It's a hard nut to crack.

05-00:58:47

Diamond: It is, yes. It's worth trying.

[End Audio File 5]

Begin Audio File 6 10-29-1008.mp3

06-00:00:00

Diamond: Okay?

Lage: Okay, we're back on, continuing our third session. And this is tape six, with Irv Diamond, Red. [laughs] Another thing that you initiated during these years as dean of students was a committee system having to do with governance of the college. Tell me more about that.

06-00:00:32

Diamond: Well, in the early, early days, [chuckles] you had a president and a vice-president. Well, there weren't any committees, I'm quite sure of that. You didn't need them; you had a president.

Lage: It was a one-man operation.

06-00:00:51

Diamond: Yes. And he was the boss.

Lage: Was that Ward Austin?

06-00:00:56

Diamond: That was Ward, yes.

Lage: Was he a dynamic leader?

06-00:00:59

Diamond: Oh, I wouldn't say he was dynamic, but he was in charge and he could be a strong person that way. Well, you didn't take him on. And we had a board that was very supportive. You know the dynamics of a board.

Lage: What was it called? The board of—

06-00:01:16

Diamond: Board of trustees.

Lage: Board of trustees. Elected board?

06-00:01:20

Diamond: Yes, elected. And at that time, there were five members. And as with so many boards, people bring different strengths and whatever. And there was one board member who was a very strong person, and so that board member ran everything. [they laugh] It was just the way it was. And if he liked you or was supportive, that was really good.

Lage: What was that board member's position in the community?

06-00:01:51

Diamond: Oh, [chuckles] she was a business— Actually, she and her husband—they had no children. He was a supervisor, political, in this district.

Lage: But was she wealthy?

06-00:02:09

Diamond: No,

Lage: But just interested.

06-00:02:13

Diamond: Well, she was interested, yes. He was doing his civic—what?—interest, responsibility.

Lage: And what were their names?

06-00:02:23

Diamond: Fusselman. One of the buildings is named after her.

Lage: I see. So she was the active board member, and Ward Austin and she kind of ran the place.

06-00:02:33

Diamond: Yes, they sort of ran the place. And then how long— I'm trying to think of when the committee system started. I think it started with Ward. And there weren't many committees.

Lage: And did you initiate it? Or did it just happen under your—

06-00:02:52

Diamond: Oh, I worked with the faculty. I was a faculty member then. And so we established— Well, I think the first thing was probably a curriculum committee. And really, along with that—these things get kind of confusing, in a way, because about the same time, or in the late forties, even— no, in the early fifties, they started the academic senate. That was approved by the state, it seems to me. And the senate wasn't sure what their responsibilities were. [laughs] No one was. But they got themselves organized. And I think primarily, one was curriculum; but as usual, [a major interest was] working conditions. Not really an academic senate responsibility, unless it develops that way. This whole governance thing is where it fits.

Lage: Well, the Berkeley academic senate has their committee on faculty welfare. And that is working conditions and pay and—

06-00:04:00

Diamond: Yes. Well, see, here we have unions.

Lage: Oh, I see. That's a big difference.

06-00:04:05

Diamond: Yes, so that's the difference. And the union started after that, when the senate could only go so far. And there were some faculty, a few, who really were union people; really interested and felt they could get a lot more if they were unionized.

Lage: And when did that happen, the union?

06-00:04:20

Diamond: Well, again, I'm going to have to guess. I think that probably happened in, I would say, the early seventies, somewhere in there.

Lage: Well, we can look these dates up. Maybe you can—

06-00:04:40

Diamond: Yes, I want to talk to the union guy and I have trouble making contact. Not sure he wants to talk to me. [laughs] Well, just on a side issue, while you're taping it. We had a disagreement. And I lost.

Lage: Back when you were still—

06-00:05:00

Diamond: No.

06-00:06:33

Diamond: But the committee system was the thing that was established first. And its primary goal was to help run the college, with faculty participation. That was the main thing. And so there were a variety of committees from the curriculum committee to one on finances. I'm trying to think of— Oh, God, we had a half a dozen committees. Buildings, grounds.

Lage: Buildings and grounds? Did you have a model as you developed these committees?

06-00:07:38

Diamond: I don't think so, no. No, I'm sure we didn't have a model, although some people may have had experience with them, who came from other institutions. I'll think of the others. Let's see, it's building, finance. Well, one would be on working conditions. And probably the whole arrangement on pay and units, that would be included in the committee system thing, until the union got started. And I think the union got started because they felt they could do better by having a separate organization that would deal primarily with working conditions—the number of units you could teach and how much you'd be paid if you had an overload, additional units; and probably sabbatical arrangements, that would be another committee that we had. Along those lines.

Lage: Now, your résumé indicated that the committees also brought in staff, non-academic staff, and students.

06-00:08:50

Diamond: Classified staff. That's right. That was an important one. And then as far as the students, they sat on the board, had a student rep. And well, we had a committee on students or student activities, too, and students would be involved in that one. Well, I'm trying to think of—

Lage: So this was a change in the governance from—

06-00:09:17
Diamond:

This was a change.

Lage:

—from the one-man-operation model.

06-00:09:18
Diamond:

That's right, where you had a boss. This was a change. And the idea is good, to involve the faculty and get their expertise. And presumably, you'd have a better operation, more satisfied faculty if they had a stake in what was going on and the kinds of decisions that were made.

Lage:

The whole community college kind of existed in between the secondary schools and the universities.

06-00:09:48
Diamond:

Absolutely.

Lage:

Because your faculty were— The tenure system and all that was more like a public school.

06-00:10:01
Diamond:

They weren't really involved in the administration until we got the committee system.

Lage:

But I think in terms of hiring, and then promotion, and tenure. At the university, it's a peer review system and peer evaluation. How did you determine tenure at the community college?

06-00:10:34
Diamond:

You'd have a committee that would review it. And that would really be the department. But basically, everything was automatic, unless there was some real problem. And usually if there was, you'd send the person on his or her way during those first three years, when you had flexibility to do those things.

Lage:

So after the first three years, they would become more or less permanent.

06-00:11:02
Diamond:

That's right. And I can't remember if those regulations have changed. But that's something the union would be involved in, too, how that's measured and so on. So there were a lot of working condition things that the union wanted to do, in establishing itself. On the other hand, the committee system had those responsibilities. [laughs] And you had the boss. And in lots of ways, the committee system worked very well. And they probably always felt they didn't have enough power. I think that's the way it goes. This is maybe a separate measure, but now I think a major area of discussion at this time in the institution is the responsibility and authority of the unions. And as I see it— and I've heard this from others there, too—it's a matter of control. And really control. Can their recommendations be overruled by the administration? And the union would say no, they have the final word. Well, now, who's in

charge? So I'd be going into those arguments. And that's something, in my view, that the administration and board can't give up any of those responsibilities, period.

Lage: But if you have a union contract, you pretty well have to follow it.

06-00:12:30
Diamond:

Well, they could be advisory. That's where, in my view, it should end. And who's paying the bills? It gets down to that. And the bills are paid by the board, of course, but on the basis of the administration recommendation, and not by the union or anyone else. So that's an issue now, and it's probably been going on. And it gets down to the point of the responsibility of the academic senate, and spelling that out very carefully, and the responsibility to the union, and the degrees of authority that each has, and the authority that the administration has in reporting this to the board. Talk about it, it's pretty easy; but at the same time, you get into issues that cut across lines.

Lage: Can you remember an issue back in those days? We're still talking about when you're still dean. Or we can talk about it more when you were president. It might be more pertinent when we get to that.

06-00:13:47
Diamond:

Yes. I don't know. I think what I'm saying now, probably, it didn't apply to those days because the union has been going for a number of years now. And I guess there's always a question, at least in their minds, what their authority is or what they know it to be, [chuckles] and what the administration's responsibility and authority is, and then the academic senate. Those have to be spelled out so clearly. The senate, I think, would have responsibility on the academic programs. And they can only go so far. They can review recommendations for additional courses, for example, or curriculum committee working through the senate. But at the same time, the union would be involved in that, too because it would have to do with load, faculty load. So it gets kind of complicated. And to spell that out is okay and can be done, but you get down to this point that's true in so many of these situations, and that is trust and confidence. If you don't have that, then you're fighting all the time. And that's not a lot of fun.

Lage: Do you remember when the union came in? And was that a big battle?

06-00:15:05
Diamond:

When they came in? No, not really.

Lage: Even if you don't know the date, it must've been a significant—

06-00:15:11
Diamond:

Well, they had a right to organize.

Lage: But there must've been a vote of the faculty.

06-00:15:16
Diamond:

[over Lage] Yes. I'm sure there was, by the faculty.

Lage:

But you don't remember some unhappiness that led the faculty to decided to unionize? I think your mike is coming unconnected.

06-00:15:34
Diamond:

You mean we're not taped, then? I can just say what I want? [laughs]

Lage:

No, no, we're still on.

06-00:15:44
Diamond:

Most of it, the general area would be working conditions and how that was identified and described and so on. And there would be arguments on that, on clarifying it. For example, load. How many units for a course. And then you'd look to what the universities do and things like that.

Lage:

Right. But you don't remember the time when the union actually—

06-00:16:15
Diamond:

I'd have to look that up.

Lage:

—the faculty voted to go with the union.

06-00:16:18
Diamond:

No, I'd have to look. My guess is the early seventies, but I—

Lage:

You'd probably remember it if it was a highly emotional issue.

06-00:16:25
Diamond:

Well, I don't think so, because it just sort of— It was the academic senate, and they just sort of— they didn't purposely sneak up, but it was sort of low key because they weren't creating or causing or reacting to any issues. But the more they got into salaries, then they did the negotiating. And anything that had to do with working conditions. And then this last part that I mentioned— and it's related to working conditions—what's their authority, if they recommend a certain number of units for a course or anything else related to working conditions? What's the responsibility and authority of the administration?

Lage:

It's related to working conditions, but it's also related to curriculum and student credit.

06-00:17:14
Diamond:

Oh, all that. So it's very difficult to divide, and it's very difficult to— well, for people to really understand. If they have a view that the union's right all the time and should be, then okay, that's their view. But I think legally— Well, I don't know about the legal stuff. But you can always take a recommendation. If the administration is considered to be a rubber stamp, however they

describe it, that's an operating procedure. And that's where you'd get into some trouble.

Lage: Yeah, I'll say. Well, that's a tricky issue.

06-00:17:51

Diamond: And it gets highly emotional. And you have different people who— Well, I'll say the obvious, but it needs to be stated. There are certain people in any group, whether it's the academic senate or the union, who are going to be very interested, and perhaps aggressive. And it's an outlet for them, and it's important to them, and they know what's right. And so you have a built-in system that's built for controversy, unless there's good understanding, confidence, trust.

Lage: Were you good at maintaining understanding, confidence, and trust?

06-00:18:30

Diamond: I don't know about that. I think it's only lately, in the last ten years or so— see, I've been out of there so long—that the union's become, in my view, particularly aggressive. And it gets down to working conditions. I can give you another illustration. This was a nurse that we had. And they do some of their work in the hospital. And the hospital got to the point where they just rejected her. Wouldn't let her work there because she didn't do things right.

Lage: Was she teaching nursing?

06-00:19:10

Diamond: She was one of our teachers. And part of their responsibility was to observe their students in the hospital. But she apparently, in the hospital's eye, was just not satisfactory. And so in removing her from the hospital, there was a problem of what to do with her. And finally, we tried to let her go, fire her. And we really couldn't do that, unless we were able to buy her out.

Lage: Because she was a tenured faculty?

06-00:19:45

Diamond: Yes. And that was the only way we could really do it. And the union, of course, supported her. But here they're supporting someone who's not a good faculty member, which is maybe only the real cause, other than dishonesty or stealing or something like that. So you get into some ticklish situations. And the union, I think they were helpful in— They didn't want someone like that representing them out in the community, for example. At the same time, they wanted to be fair. So they were helpful in the negotiations to buy her out. But things like that, say, if you're working together and there's a certain amount of trust. But they had recognized that this was not good for them, too.

Lage: Yeah. That's a good example. Okay, shall we talk a bit about the time when you were acting president? What happened there? Did Ward Austin retire?

06-00:20:45

Diamond: Let me see. Ward left about 1960, And Steve Epler came in, and he was there about six years. And then he took another job

06-00:21:03

Diamond: But Steve left, so there was a gap while they were looking for a new person. And during that time, I served as the interim president. And they hired a new person.

Lage: And were you also in the mix?

06-00:21:51

Diamond: Applying for the job?

Lage: Applying for the job.

06-00:21:52

Diamond: Yes. I applied for it and didn't make it, [laughs] which is probably just as well. But at least there was a message there that I was interested. Anyhow, they hired another person—

Lage: And who did they hire?

06-00:22:07

Diamond: Pardon?

Lage: Who?

06-00:22:08

Diamond: Oh, a man by the name of Bill Ramstead. He was from Seattle. And he had the qualifications. I think he served in a superintendent's office up there, but I'm not sure. No, maybe he was head of a community college up there in Washington.

Lage: So he must've been the one who was in charge during the student unrest, because that would've been '67 that he came, or '68.

06-00:22:30

Diamond: I think he was there '66 through '67.

Lage: You were acting president '66 through '67.

06-00:22:36

Diamond: Yeah.

Lage: So maybe he came '67—

06-00:22:39

Diamond: Yes, that's right; that would be right. And as an old timer there, I tried to advise him [chuckles] on some things. For example, when you state a

position, if you come to an agreement on something with the faculty, you stand by it. And I can't remember just what the agreement was. It may have been on overload for faculty. And then he changed his mind. And I told him, I said, "You have this agreement with the faculty, and it's not going to work if you change your mind." I think I was pretty direct. He didn't like my advice. So he changed what he thought was right. And he probably was right. But if you have an agreement, especially with the faculty, you don't do things— You try to work it another way. At least get them involved somehow, try to make it work. And so I warned him. And then at a board meeting, the faculty raised hell. They were looking for everything, anyhow. It was a pretty good thing for them. [laughs] So he had the faculty just raising a big fuss. And it seems to me they let him go.

Lage: Quickly.

06-00:24:12

Diamond: Yes, before the end of the college year.

Lage: Oh. He was just there one year.

06-00:24:16

Diamond: Yes, it was not even a year. And then they had the man who was in charge of adult ed, finished up the year. And then it seems to me he had another year— while they were looking for another president. But that was the end of Ramstead. He didn't even finish the year.

Lage: Did you try again?

06-00:24:55

Diamond: No. And then they hired— Well, two things happened. The acting president left after the end of that year. And then they hired John Gresham from the LA district. And John was very knowledgeable and kind of quiet, in a way. But I think his major was speech, so he always wasn't quiet, but he was very conservative.

Lage: Politically, or by temperament?

06-00:25:36

Diamond: By temperament. He was very private. A very private person. Didn't mix up very well with faculty. Maybe he was just sort of shy, I don't know. But he was a nice guy. And he knew his business, and he seemed to work pretty well with the board. He was not an aggressive person, but he knew how— In a bureaucracy, he would work very well because people had their jobs and tasks and descriptions of jobs, et cetera.

Lage:

6:2906-00:2

Diamond: Anyhow. And I think he was successful and then he retired.

Lage: And when was that?

06-00:26:51

Diamond: Well, he retired, I think, about two years before I retired. So it would be probably about '82. But I was appointed president of College of Marin in '72— That's when we split and we had the two colleges. We had a president up there at IVC, who worked at Cal for a while and was the president at Alameda College in the Oakland district, Peralta district.

Lage: So John Gresham started as president, but then became just the superintendent, while you were president?

06-00:27:33

Diamond: Well, he was president and superintendent when he was hired, and we just had the one college, College of Marin.

Lage: So did he start the Indian Valley campus?

06-00:27:41

Diamond: Well, yes, he was the— Well, no, it really started— I think I have it straight. I'll have to get the exact date when Indian Valley started. But a fellow by the name of Ernie Berg was hired as the president of IVC, and John Gresham, it seems to me, was the president and superintendent. And Ernie was hired because they were still building IVC and he had to get the faculty, and so he was hired early. And then I think it was just after Ernie was hired that then they established the two colleges. And then I was selected as the president of College of Marin. So Ernie Berg and I were the college presidents, John was the superintendent.

Lage: I see. So John dealt with the board and—

06-00:28:31

Diamond: Yes.

Lage: And you reported to him, more or less.

06-00:28:35

Diamond: Yes, It was district-wide stuff.

Lage: Even though it was a very small district.

06-00:28:42

Diamond: But they had the two colleges, and that was important. Novato had its own college, or Northern Marin, and College of Marin was College of Marin.

Lage: Did it seem at times that there was too much—

06-00:28:57

Diamond: Oh, sure. College of Marin people were really very angry about all this.

Lage: About the new college? Or about all the—

06-00:29:05

Diamond: About starting the new college. The decision was made quite a while back, because they got the bond measure passed and started to build IVC. And College of Marin people were protesting that the district couldn't support two colleges.

Lage: Did you feel that way from the beginning?

06-00:29:27

Diamond: Well, I kind of did, but I was pretty quiet about it. I felt that was not my role. Maybe it was, I don't know, but I don't know what would've happened on it. But the enrollments weren't there. And it was just a lot of bad feelings. And then Ernie left Indian Valley, and Constance Carroll was selected as president. And I think she was very good. She was very aggressive in promoting Indian Valley, but there just wasn't the enrollment there. And they would offer classes to have a full curriculum, so that a student going could take everything there, but the classes were so darn small.

Lage: So it was really a drain on the finances.

06-00:30:23

Diamond: It was a real drain on the College of Marin. A real drain. And it was aggravating to people who knew what was going on.

Lage: And to you, as president.

06-00:30:34

Diamond: Yes. Connie and I got along well. We both knew what was going on. [chuckles] And I think I was trying to be helpful to her; at the same time, trying to protect our faculty and our operation. And I know [chuckles] when I was superintendent and president, I recommended they close the place. That didn't go over too well. [they laugh]

Lage: They didn't want to hear that.

06-00:30:59

Diamond: They didn't want to hear it, no. Well, they were stuck, in a way, politically. Because Novato would raise a fuss. And that's an important part of the county. And so there really had to be some other solutions. And oh, I know when I was superintendent and president, I talked to people over at SF State. They wanted to offer some courses. And Bank of America was interested in taking it all over to offer programs out there, training programs and so on. And then I talked to people—we got kind of half serious on this—with UCSF. They were looking to expand, and this was a possibility. And then there was so much fuss from Novato that no one would want to get into that kind of a situation, where you had to battle the community, if you wanted decent relationships with them.

Lage: And yet they weren't sending their kids there, it would seem.

06-00:32:06

Diamond: That's right. And there probably weren't that many. Well, what was happening—this is an important sidelight—so many were going to Santa Rosa. And Santa Rosa had a center—it was small to start with—in Petaluma, which is very close. And the traffic goes the other way, so they could go traffic free, almost, to Petaluma, which was maybe about fifteen miles, something like that. And to come to Marin, probably another—well, maybe fifteen miles, but the traffic's just awful. The way it is now, just lined up. Although we do have students from Novato. And of course, the athletics programs and other programs, vocational programs are down here at Kentfield.

Lage: And that's a hard commute for people from northern Marin.

06-00:32:57

Diamond: Oh, yes.

Lage: Are they free to go out of district, if there's a tuition and—

06-00:33:01

Diamond: [over Lage] They are now, yes. . Well, one of the ways we tried to solve the lack of enrollment at IVC was to see if we could attract some other institutions. And then San Francisco State, it seems to me, started to offer a course there, and maybe Sonoma State. Nothing big. And now they're offering a few courses. But the main thing that we've been trying to do, and we started it back when, is to try to put vocational programs up there, because students would travel to those. That's focused.

Lage: [Irv, did the vocational programs at IVC start while you were in charge, or later?

Diamond: Yes, the programs started while I was president.—added during review of transcript.] So now they've got several health service programs up there, with this new construction that's going on. They're putting up a special building for health service programs. And there are half a dozen of them. And that'll attract people.

Lage: Is it near a hospital?

06-00:33:58

Diamond: Yes, it's not far. There's the Novato Hospital, which is really very close. And it seems to me there's— Well, Kaiser's close, too. So that part is pretty solvable. And then we did send up the auto tech program. And they had a nice facility, and that'll attract students. And there were business programs that we had, whether it's office skills, and we did a lot in computers in the eighties. And you can only attract so many students. But the idea was pretty clear, to

try to have special programs that would be attractive, not a four-year transfer type program. Although they could do that, but it might be a little more difficult because of the hours that those classes would be offered. Kind of limited. So it isn't that they're not trying, and maybe it'll work out.

Lage: But it has been a problem, and was during your time.

06-00:34:59

Diamond: Yes. And the steps that they're taking now are going to help. Whether it will be a fully funded operation, who's to know?

Lage: I'm— Oh, go ahead.

06-00:35:14

Diamond: No, I was just saying the population growth is in the northern part of the county. But it crosses the line into the Santa Rosa district, into Petaluma, all through there.

Lage: And since you can go north— The commute pattern, as you say, is terribly important.

06-00:35:29

Diamond: That's a good way to put it.

Lage: Well, I'm thinking that this might be a good breaking point, and start next time with your time as president, some of which we've already covered today. Does that sound good to you? Do you think we've covered that dean of students era well enough?

06-00:35:45

Diamond: Yeah, pretty well. I'll look through my notes to see if there's anything that I think should cover—

Lage: Shall I pause a minute while you look? [recorder turned off and on.] We're elaborating on something we talked about last time, the communications department.

06-00:36:04

Diamond: Well, I'll just get this in. For the most part, there were two or three people, maybe four people, full-timers in the communications department, then a couple of part-timers. And one of the part-timers is a good friend of the other teachers. You know how it goes. She was teaching, Kay Ryan. And she was selected this year as the Poet Laureate.

Lage: Oh, yes!

06-00:36:28

Diamond: Well, that's pretty good.

Lage: I remember that she had an association with College of Marin.

06-00:36:32

Diamond: Yes. She was a part-time teacher in the communications department, and a nice woman.

Lage: And she taught during your time there.

06-00:36:44

Diamond: Oh, she taught for a number of years.

Lage: Yeah, I think it was twenty-five years or something, I remember reading.

06-00:36:47

Diamond: Yes, could be. And she and at least two of the members of the communications department, they were all very close friends.

Lage: Well, that's quite an honor, really, for the college.

06-00:37:03

Diamond: Yes. Well, and I was hoping the college would really make something of this. Good PR stuff. And they are holding some sort of a reception for her. I don't know. They have a good PR person now and they'll—

Lage: They should, in the communications department.

06-00:37:21

Diamond: Yeah. Well, you take whatever you can get your hands on. [laughs] Make it work. Okay. What else did I have? Oh, well, there was one other thing, too that I was involved in, maybe that it's important. And I can't remember whether— I think it may have started when I was president, but I'm not sure now. But this was— How do we call it? Well, it was sort of an incentive program. But a fund was set up for faculty who wanted to do some special things in their courses, whether it was a new technique or whatever. And funds were made available, and they could apply, and then a faculty committee would review it. And not a lot of money, but if they wanted to have some special assignments and needed a reader, or maybe field trips to juice up their curriculum or develop a new curriculum. But we set up this fund, and it was considered to be an incentive to faculty to be able to try some things.

Lage: To kind of innovate.

06-00:38:40

Diamond: Pardon?

Lage: To innovate.

06-00:38:41

Diamond: Yes. And that was a good thing.

Lage: You mentioned [in your resume] that while you were acting president, twenty-four instructional development projects were initiated. Would that be—

06-00:38:53

Diamond: Yeah, that would be it.

Lage: That was during—

06-00:38:58

Diamond: That was a popular program. Faculty members could suggest whatever they wanted. But it would be acted on; it wasn't something that would be dragging on for a while. So they had some time limits when they could apply, and a faculty committee took action. It was their thing. That was a good program.

Lage: Good. Well, good, I'm glad you thought of that. Okay, well, let's stop for now and come back fresh next time.

06-00:39:26

Diamond: Okay.

[End of Interview #3]

Interview #4: November 6, 2008
Begin Audio File 7 11-06-2008.mp3

Lage: Here we are, back interviewing Irwin Diamond. This is our fourth session, and we're on to tape seven. Today is November 6, 2008. You look like a reluctant interviewee this morning.

07-00:00:22

Diamond: Do I? Oh, no, this thing's been fun for me. You're doing all the work. I'm just sort of rambling on.

Lage: Well, we talked before about a couple of things that have come to your mind that aren't related to today's topic, but to pick up from previous interviews. You wanted to tell me about something that occurred when you were coaching basketball at Cal.

07-00:00:50

Diamond: Right. It just occurred to me, the way these thoughts come. I remember when I was the freshman coach at Cal, we came over to Marin to play them. And I can't remember the outcome of the game, but they had an outstanding player, a man by the name of Don Barksdale, who was from the East Bay. And from [College of] Marin, he went down to UCLA and was a standout down there. Don was a black guy. And then the service came in. And after that, he went to the pros, played pro basketball. But I'm quite sure he was the first black pro basketball player. And we could track it back to UCLA and Marin; well, that's another first. That's pretty good.

Lage: Yeah, that is. Do you have any sense why— It seems to speak something about Marin's program that a player would come over from Oakland.

07-00:01:49

Diamond: Oh, the coach at that time did quite a bit of recruiting. And Don was an excellent ball player. He was either at Oakland or Berkeley, I can't remember which. But they had a few from outside Marin who were obviously exceptionally good players. And they liked to come over. It was a good school. And many of them were able to live over here, board someplace. And so it was a good combination.

Lage: Very nice.

07-00:02:16

Diamond: And the other thing we started to talk about, I guess, was Arleigh Williams.

Lage: Right. I hadn't really asked you too much about Arleigh Williams. You worked with him at the college when you first came.

07-00:02:26

Diamond: Yes. Arleigh was dean of men and director of athletics, and coached football and baseball.

Lage: A man of all trades.

07-00:02:35

Diamond: Yeah, and he was not— He was sort of a small guy. But he was outstanding at both football and baseball, and he was an all-coast football player in the kind of system they had at that time, at CAL, I guess, what you'd call a tailback. He handled the ball most all the time and either ran or kicked or passed..

Lage: And this was at Cal in the thirties, wasn't it?

07-00:03:04

Diamond: That's right, around the mid-thirties, and I can remember as a kid, listening to the Cal games on Saturdays and Arleigh's name would always be up there. So it was in my mind. And then meeting him and then working— Our offices were next to each other. And I assisted in football for the first year.

Lage: And he was the athletic director, so he must've been your supervisor when you were basketball coach.

07-00:03:33

Diamond: Oh, yes. Well, we were all so busy. [laughs]

Lage: [laughs] You didn't get supervised?

07-00:03:38

Diamond: No, he was the guy you could go to and ask questions.

Lage: Well, tell me something about what he was like to work with and what he was like as a person.

07-00:03:46

Diamond: He was an awfully nice person. Very patient, and had just a very easy manner. And sort of a studious kind of a guy, to look at him, converse with him and so on. But one thing that he'd have that was surely noticed by the students, the players—and at that time, the players were mostly all ex-GIs, so they were older—they had tremendous respect for him. And that just lasted year after year after year, at these gatherings that they had every two years.

Lage: You mean the reunions?

07-00:04:26

Diamond: Reunions, yeah.

Lage: What do you think that was rooted in, the respect? Was it his playing or his manner?

07-00:04:33

Diamond: No, it was his manner and his knowledge of the game, his fairness. And he wasn't a hardnosed bossy kind of a guy, but he spoke with authority and sincerity and all those good things. And he was just highly respected. So he

had a great reputation, coming from Cal, and at Marin and in the county. He certainly was well thought of. And it was a break for me to be able to work with him for—what?—ten years or so. A couple of years, very closely. And so that was a real plus.

Lage: And then did you replace him as dean of men?

07-00:05:16

Diamond: Yeah, I [chuckles] just sort of followed him.

Lage: You followed in his footsteps.

07-00:05:19

Diamond: Yeah. Maybe not held in high respect, but [chuckles] followed him anyhow. Because Arleigh was dean of men. And when he left—I'm trying to think now, get this straight—he went over to Cal as, I think it was the dean of students job at the university. And then I took his position as dean of men. And for, oh, two or three years, until they changed the organization at Marin and eliminated that position and established this dean of students that had responsibility for both men and women and the activities and so on. So we worked closely together and were good friends, and his wife Ruth was a good friend of my wife. They had three kids, two boys and a girl. And the girl used to do some babysitting for us. Anyhow, it was a pretty close tie. And it was a real break and a privilege for me to work with him. I think I learned quite a few things from him, really.

Lage: Could you say what you might've learned from him?

07-00:06:34

Diamond: Yes. I think one thing, he had a nice manner. Was sort of soft, but in charge. And he could speak up; he wasn't a mouse [laughs] or anything like that. So he could speak up. Patience was one thing, and encouragement. He was very good with the players. And they responded pretty well, as good as they could with their capabilities and the league we were in and all that. So these are things you can only learn by experiencing them. You can't read about it and acknowledge just what you're reading, to put it into play. And he had the respect of the community, as well, and was active in a number of community activities. So it was a break for me. And a pretty good start at the college, to have that kind of a tutor, in a way.

Lage: Did you stay in touch with him when he was over at Cal?

07-00:07:41

Diamond: Oh, yes.

Lage: We have an oral history with him.

07-00:07:45

Diamond: Do you?

Lage: Of some length. And the focus is the Free Speech Movement, which really was pretty tumultuous.

07-00:07:50

Diamond: Oh, yeah. Arleigh got right in the middle of that when he went over. Oh, yes.

Lage: Did you ever talk to him about that? Or did you exchange notes with things that were happening over here?

07-00:07:59

Diamond: We didn't exchange notes, but we'd talk every so often. But I just had a pretty good idea of what he was going through, because I could read the papers. And a man in that position would be out in front. And he could handle that.

Lage: Well, he also—you mention having respect—apparently, he had respect from the Free Speech Movement leaders, also.

07-00:08:27

Diamond: I would guess that. Because he would be fair and honest and all the things that you really appreciate. And so he would be a good friend as someone working with the students at that level. And I think Cal was probably lucky to have him. They had enough problems going on, and it'd be a hard one to resolve.

Lage: Right.

07-00:08:51

Diamond: Well, there's so many. You can't give in and you don't want to give in, and you shouldn't; but maybe you can talk through it and isolate the important things and move towards some sort of a solution.

Lage: Right. And then, of course, you're not your own boss.

07-00:09:07

Diamond: Yes.

Lage: You must've experienced that at some points, as dean of students, that you have to clear things with those above you.

07-00:09:13

Diamond: [over Lage] Oh, yes. So he had work with, I guess, Clark Kerr, who was president at that time, and the others—

Lage: And the chancellor, Chancellor Strong. Yeah.

07-00:09:26

Diamond: Oh, I'm sure we gave him lots of experiences at Marin.

Lage: I'm sure you did. [they laugh] Okay. Well, anything else you want to say about Arleigh Williams, before we get more into your story?

07-00:09:40

Diamond: I don't think so. But we did keep in touch. He had friends here. And we were a relatively small community. And we'd visit back and forth once in a while. The university would just swallow him up and— But it was a break for the university, in my opinion, to have Arleigh there, particularly at that time, and to have him as a friend,

Lage: Yes. Well, that's very nice. Okay. The main topic today is your years as president, and then superintendent-slash-president.

07-00:10:19

Diamond: College?

Lage: Of the college. And the president years were '72 through '83. And then the final two years of your career, you were also superintendent. We brought up your predecessors, but I'm not totally clear. I have Ward Austin, Steve Epler, and then Bill Ramstead, and John Gresham.

07-00:10:44

Diamond: That's right.

Lage: Now, were there things that you learned, positive and negative, from those men?

07-00:11:05

Diamond: Oh, I think so.

Lage: That might've affected your style as president?

07-00:11:10

Diamond: Well, it's, I guess, a learning curve. And of course, times change, and that obviously affects how you act or react and so on. But Ward Austin was there when I first arrived, and he'd been there a long time. At first he was an engineering instructor, and then became president. And it was a very small college. It was oriented almost 100 percent to transfer. And I would guess— I don't know what percentage, but a high percentage of the faculty were probably from Cal. That seemed to be an important thing. And you go down to Ward, Dutch Clymer and Arleigh Williams. And Ward was the boss. I mean, you could get underneath this sort of a stern outlook on him, and he had a sense of humor, but he was in charge. And there was no one questioning him, no challenges.

Lage: From the staff, faculty—

07-00:12:16

Diamond: From the faculty, yeah.

Lage: —or the students?

07-00:12:20

Diamond: No, he ran things. So in lots of ways, it made it very easy. [laughs] I mean, the faculty taught; okay. And you had a dean of instruction. The faculty had problems, they'd go to him. If Ward needed to come in, he would. But for the most part, he did a lot of the business part, the finance and building or anything like that. And as far as the running of the college, it was really the vice-president for instruction. That was Dutch Clymer.

Lage: Oh, I see. So even though he was the boss, he delegated, it sounds like.

07-00:13:02

Diamond: Yeah, it just worked that way. [chuckles] And I don't think a lot of hassle got to Ward Austin; it was resolved earlier on. And things that he might deal with if there was a faculty issue, salary placement or something that he had to act on, he would. And anything particularly with the community, he might get involved with that, too. But he ran things. And he had a close relationship with the board. At that time, it was a five-member board. And one board member, who was secretary of the board, was very influential in running things, as well. And between the two of them, they ran the college. And that was fine, because we could go do what we were supposed to do, and not be interfered with, and we didn't bother him, [chuckles] and so on.

Lage: Yeah. It was smooth sailing, it sounds like.

07-00:14:00

Diamond: Yeah, I think so. People sort of feared him, but they could do their—

Lage: When you say people, did you fear him?

07-00:14:09

Diamond: Well, I didn't have an awful lot to do with him. No one really did.

Lage: A benevolent dictator, maybe? [laughs]

07-00:14:22

Diamond: Sort of, I mean, really. And then my first year there— And I was pretty young at that time, and we had this outstanding basketball team (national champions) that first year. Well, I was sort of a pretty easy guy to get along with and have something they could point to that year, in terms of the celebrations they had and all that. And non-threatening. [chuckles] And then following Ward was Steve Epler. Steve came on a year before Ward retired. Well, actually—

Lage: Do you remember what year that was, about?

07-00:15:06

Diamond: Yes, that'd be 1960. Actually, once Steve got there— Ward was the president, but Ward was writing the history of the college, and Steve was actually

running things. Although everything still had to go through Ward; they worked together. But Steve came from Reedley, and was the superintendent there. And his experience was much broader than Ward's or any of the others of us, and he had that experience as a superintendent. He was a pretty quiet person. But he did some reorganization that was good. And he seemed to get along pretty well with the board. That was after Ward left. And Ada Fusselman, who was on the board, with Ward— She was the secretary. She's the one I referred to earlier. After they left, then other board members sort of stepped in. And they were pretty critical. Steve was--

Lage: Critical of Steve?

07-00:16:14

Diamond: Well, critical of Steve, of anything and everything. They were just that way. [chuckles] And we were still a small school, and you can't do everything. At least that was our excuse. But Steve did some reorganization that I think was helpful, in terms of the administration.

Lage: And he's the one that appointed you dean of students, was he?

07-00:16:40

Diamond: Yes.

Lage: So did he foster or encourage you to do all these new programs that you put into effect?

07-00:16:47

Diamond: No, he was pretty silent, frankly.

Lage: Oh, he was, really?

07-00:16:51

Diamond: Yeah. That was one of the nice things. You could recommend all kinds of things and he'd push them through. And he would be supportive, if he agreed with you.

Lage: Were these the kinds of things the board was asking for?

07-00:17:05

Diamond: No—

Lage: Really, pretty creative new programs.

07-00:17:07

Diamond: From my point of view, and others, too, these were, quote, "needs." And in this case, student needs. And what he did do, though, was to bring some occupational and vocational tech programs in. He saw that big gap that we had.

So, in the early 1960s, the college recognized the need to offer more programs that would train people for employment. The Student Services took responsibility to survey, along with the Community Education office, to see if there was an opportunity to offer additional programs. Since Marin County had little industry, most programs would be “service” type programs primarily in the health services. The college did offer business type programs, clerical and accounting, and automotive programs, but we didn’t have anything in the health services. The surveys showed clearly that there was a need for registered nursing, vocational nursing, dental assisting, as a start. So within a two-year period the three programs noted were initiated—the registered nursing, vocational nursing, and the dental assistant programs. There needed to be good coordination between the hospitals, dentists, et cetera, and the college; it was big step forward. Those were successful programs.

Lage: Was that the kind of thing the board was concerned about?

07-00:17:56

Diamond: They might’ve been. But he moved it along. My guess is they probably were reacting to what he was proposing. And that was his job, too, to bring forth programs that would work and that were needed.

Lage: I just wondered, because you mentioned the board was sort of at odds, and I wondered what their point of view might’ve been.

07-00:18:18

Diamond: Well, as I think about it, they might react to any comment from the community. And that might be a faculty member who gave someone a bum grade or anything. [laughs]

Lage: Oh, that kind of thing. Not big programmatic—

07-00:18:38

Diamond: No, no. No, not at all. And the reputation of the college and the community, things like that. And this goes off the track a little bit, but it’s all part of it. And this has to do with board members and why they decide to run and so on. And it’s divided into just a few reasons. One, they have— I’m changing subject here, but I’ll get right back.

Lage: That’s okay.

07-00:19:09

Diamond: One, they have political aspirations. And the board was not too hard to get involved in. And another, to serve the community. Really interested and interested in the college. And I think those are the two reasons, really. [laughs] And a number of them went on to other political positions, running for office in the county.

Lage: So maybe they wanted to make a bit of a splash on the board?

07-00:19:37

Diamond: Yes. And they could get elected to it. You get your name in the paper. And if you do anything special, you get a little more publicity. And it's really a status issue, too, to be a member of the board of trustees of a college with a budget of several million dollars, something like that. So it carries some weight. Well, anyhow, back to Steve Epler. [laughs] He was not a dynamic sort of a person. And it was about that time that the union was getting organized. And prior to that time, or along with it, we had a committee system. And we'd started talking about governance, and I'll bring those in. But that caused some issues because the union representing the faculty and trying to find out their way— And the senate really didn't have an idea of what they were supposed to do.

Lage: So you had the academic senate, but then the union, that seems like two—

07-00:20:42

Diamond:

Lage: [laughs] Confusing, wasn't it?

07-00:20:46

Diamond: It was confusing. The senate really didn't have a clear idea of what their mission should be. And the union was almost in the same boat, but they knew that they would negotiate on salaries or workload. And those are contentious areas, and they would be scrapping somewhat with each other. But the union was better organized and it was a clear mission for them, so they could get up some power and steam. And so that's what the administration had to deal with. And the faculty, they were confused, too.

Lage: Did that get resolved in that era, in the Epler era?

07-00:21:36

Diamond: No, no.

Lage: Maybe we'll bring that up again when we talk directly about your—

07-00:21:42

Diamond: Yeah, okay. Well, let me just sort of wrap up this presidency thing.

Lage: Sure. Please. I'd like you to.

07-00:21:47

Diamond: That's about it, really. But Steve left after six years, because there were rumbles from the board and he was a smart enough guy to see that if he stayed there, that's the way it was going to be as long as he lasted. So he became the superintendent/president at Ohlone College.

Lage: That's right. Yeah, we talked about this a little bit, but specifically, I wanted to review this about their style and how it might have—

07-00:22:11

Diamond: Well, he was a pretty quiet guy and he knew the business. And he got along well with faculty and staff, but in his own quiet way. And he didn't mix up with— The only person he really was close to was the business manager, and he brought him up [laughs] from Reedley. And then after Steve, that's when they hired— No, there was a gap there, and I guess that was the time I was there for a year.

Lage: You were acting superintendent and president.

07-00:22:49

Diamond: Yeah. And there wasn't anything too special about that, as far as I remember.

Lage: You just kind of held the fort together?

07-00:22:57

Diamond: Yeah, and I knew everybody there. We didn't seem to have any special problems, that I knew of. [chuckles]. And then they hired a man by the name of Bill Ramstead,

Lage: And then they had a couple of interim or— They took the dean of the adult ed, and he was an interim president for maybe two years, until John Gresham came. And the faculty and the board, we did our jobs, but it was a very unsteady existence until they hired John Gresham. And then I was the dean of students and John had responsibility— Well, Indian Valley was being completed.

Lage: You told me some about Indian Valley. Let's talk about Gresham's style of governing.

07-00:26:35

Diamond: Well, John was a very organized person. He came out of the LA district and a lot of bureaucratic stuff. But we needed some of that. Something in writing and rules and so on. And he was a very nice person. Very private and pretty quiet; didn't mix up with anybody, except maybe one or two of us on the administration. From my point of view, it was easy. But he kind of kept his distance from everyone. And he worked with the board and he did reasonably well. He was not a dynamic person.

Lage: Did he foster any new programs in your area, or just leave that to you?

07-00:27:19

Diamond: He pretty much left it to me, yes. In fact, any programs would have to come out the faculty or an administrator like that. But he didn't come in with any special ideas to revolutionize the place.

Lage: And here it must've been what time?

07-00:27:34

Diamond: Well, around 1970, until he retired.

Lage: Because you'd gone through all the turmoil of the late sixties. 1970 was a tumultuous time in education.

07-00:27:47

Diamond: Yes. [laughs]

Lage: And student unrest.

07-00:27:50

Diamond: Student unrest, mm-hm.

Lage: And still, he could be this sort of removed president?

07-00:27:54

Diamond: Yeah. And that'd be my job.

Lage: Yeah, that's right. You told how you had to go and handle the disruptive meeting.

07-00:28:01

Diamond: Well, there were a number of things like that. Well, I don't mean—I'm not trying to change the subject, but if there were students with complaints or whatever—well, about anything—they ended up with me. But back to—as I say, John was a very organized person and a good person, and has been, I think, respected in the community. And I would think, in that job and based on the time when he got there, it was probably not a very pleasant place to work, in his position. So he retired. And I can't remember when he retired; he must have retired as superintendent in 1982.

Lage: Well, you became president in '72. Did he retire much before that?

07-00:28:52

Diamond: No.

Lage: And was Gresham still superintendent?

07-00:29:31

Diamond: He was superintendent, yes.

Lage: Oh, I see. So he stayed on.

07-00:29:34

Diamond: Yes. And I did that till, I guess, 1982. And I think that was about ten years, so I must've started '72; that fits.

Lage: Well, your resume shows '74 to '83 as president.

07-00:29:54

Diamond: Well, then that would be right.

Lage: That's what I have on this résumé, if it's right, '74 to '83, president, College of Marin; '83 to '84, superintendent/president.

07-00:30:10

Diamond: Okay.

Lage: Now, so you were president under John Gresham as—

07-00:30:14

Diamond: And then Ernie Berg was president of Indian Valley.

Lage: Right. Now, did that mean you didn't have to deal with the board?

07-00:30:22

Diamond: Well, technically, no because John was the superintendent. We were there at all the meetings. Although we were the larger school, the problems were at Indian Valley. [laughs] And there's a whole story there of the construction of the college, the plan.

Lage: You told me about Indian Valley. I think we've covered that, so let's talk about College of Marin while you were president. Now, you had been dean of students, and now you're responsible for the whole thing. So how was your management style, compared to these other fellows?

07-00:31:07

Diamond: Well, it's one thing I have in my notes, too. We had a committee system going. That was very important.

Lage: And you'd kind of gotten that going, hadn't you?

07-00:31:15

Diamond: Yes. We got it underway. And the faculty needed to be represented and have a voice. And so committees were established in all the important areas. And you can go down the line, whether it was instruction or finance or student services or, I don't know, about half a dozen of them. And they were made of faculty and administrators, and students, as well. And so issues that belonged in those areas were discussed by those groups, and then recommendations were made. In this case, made to me.

Lage: To the president.

07-00:32:02

Diamond: Yeah.

Lage: Would you go to those committee meetings?

07-00:32:04
Diamond:

Well, I'd go to some of them. Not all of them, no.

Lage:

So that was an innovation, really.

07-00:32:13
Diamond:

Well, for us, it was a change. It was trying to include the faculty in decision making. And as much as anything, information. Trying to get the information to the faculty and students. [recording stops & re-starts]

Lage:

Okay, we're back on. Now, so how did the committees work? How well did they work, shall we say?

07-00:32:35
Diamond:

Oh, reasonably well. Some obviously better than others, and some have more—I guess you would call it influence or importance. Like the instructional committee would be talking about courses or faculty loads, and action would be taken. And others were discussion groups, unless they had items that called for action and approval by the president, superintendent or the board or something like that.

Lage:

Was it hard to get faculty to take part in these?

07-00:33:10
Diamond:

No, not at all.

Lage:

They wanted to.

07-00:33:13
Diamond:

They were good spirited about it. And they had their favorites and they had their wishes to try to influence whatever was going on. And it worked reasonably well. It took time.

Lage:

It seems almost like a third government system. You've got the union, you mentioned; you have the academic senate; and then you have these—

07-00:33:34
Diamond:

Committee system.

Lage:

—joint committees.

07-00:33:36
Diamond:

the senate did get involved, particularly those issues like instruction and—what am I trying to say?—incentives for special programs, improvement in teaching, things like that.

Lage:

But would they be involved as the academic senate? Like at Cal, all these committees are academic senate committees.

07-00:33:09

Diamond:

Well, the committee would discuss these issues, and if the members of that committee thought that the issue should also be reviewed by the senate, then they'd send it over there, and the senate could take a position, if they wished. And it worked, oh, reasonably well. People were involved. And nothing is very smooth, because the issues that are always debatable. So there're winners and losers.

Lage:

Can you remember some of the hot issues, maybe, to mention?

07-00:34:45

Diamond:

Well, the ones that I remember that are sort of hot really get into negotiation or load or the number of units, let's say, that a new class that's being proposed should have. As far as recommending events, there was not any great discussion other than how to do it better, that's all. No real controversy. Let me think about that. Maybe come back to that. Well, anyhow, that was a committee system which involved a lot of faculty and students. And I think that has changed now, with the senate taking on more academic type responsibility, and the union more working conditions. But it's another subject, more on the negotiation part. I'm not 100 percent sure of that, so— But that's what we did in those days, and it seemed to work reasonably well. And for me, there were a couple things going that I thought were good, more of a personal thing. And that is that the faculty and the students, presumably, would know what was going on and could participate or carry it back to their groups—the student to the student government group, and the faculty, if it was their department or another department that might be affected. So there was a good line of communication. And the fact that I was involved, at least to some degree, was a good thing because I pretty much knew what was going on. And I think this was another advantage; I had this long-time experience with the faculty and they couldn't slide stuff by. [chuckles] They might, for an inexperienced person or one not as knowledgeable about how the system worked. Or more than that, how the people worked or didn't work. And that was a real plus. And if there was some issue with a faculty member, I felt free to just go up and talk to him.

Lage:

So you were a kind of a—

07-00:37:12

Diamond:

Father. [they laugh]

Lage:

Father? Is that the way you'd say it?

07-00:37:14

Diamond:

No. [laughs] I said it, you're right. But I had access. I felt I had access. And I remember a couple of times—

Lage:

You manage in a personal way, it sounds like.

07-00:37:23

Diamond: It was a personal way, yes. And that was more my style, compared to, say, Steve Epler or John Gresham. And it's pretty obvious, because of my long time there and so on. And I was active— well, Eva and I were active in faculty goings on, whether it was a Christmas party or something like that. We sort of organized them, in a way, and got it going. There were a number of them out here at our home. And faculty wives participated, things like that.

Lage: So there was a faculty wives organization?

07-00:37:59

Diamond: Yes.

Lage: And Eva was—

07-00:38:02

Diamond: Well, we had a couple of their events here in the spring, when the garden was nice. There was a need for something like that. It's a rather small faculty, and the husbands, for the most part, would see each other working at the college, and the wives were sort of out of it. So in lots of ways, it was a good thing. It wasn't required. If they wanted to participate, okay.

Lage: Your mentioning the husbands and the wives reminds me to ask you. This was a time when the women's movement was growing, when people were saying—

07-00:38:45

Diamond: It was before.

Lage: Well, '74, there were starting to be a lot of efforts towards affirmative action and hiring women.

07-00:38:51

Diamond: Well, then, yes, I guess so.

Lage: Well, did you experience that? Were there efforts made to increase women in faculty?

07-00:39:07

Diamond: Yes, there would be. There're some that I can think of who would be involved in that.

Lage: In trying to get more women faculty.

07-00:39:13

Diamond: More women faculty or women's events. And they were pretty aggressive and strong and you knew their positions on issues.

Lage: Was that ever a big issue?

07-00:39:24

Diamond: Not really. I think they had, well, kind of a hard time, because the faculty was pretty open. But there were women on the staff. Well, we were talking about Kay Ryan, or I was, the other day. And she was with a group of them, although she was a part-timer. But they established events for women, courses.

Lage: Did you encourage that, or was that part of your venue, to pass judgment [on events and courses]?

07-00:40:02

Diamond: Well, if they wanted it, they could do it. I can't say that I really helped them; but on the other hand, I didn't slow them up at all. And they knew I was supportive. And I can think of a couple that really did much on coursework. And it's one of those things that "it works, it's good; well, let's do it."

Lage: But you didn't have a big effort to hire more women faculty or something, that you remember?

07-00:40:33

Diamond: Well—

Lage: Well, maybe you had a lot of women faculty already.

07-00:40:37

Diamond: Well, in some departments, sure. And it was kind of department by department. And of course, it would, for the most part, be the social sciences and English. And I think most of them were probably all women. Not in history, as I think about it. I don't know what the percentage breakdown would be, but it seems to me there were a number of women on the faculty.

Lage: Was there an effort to hire more minority faculty?

07-00:41:11

Diamond: Yes.

Lage: And who had the actual authority to hire? Was that the president's job?

07-00:41:17

Diamond: Well, the board technically did the hiring. But the recommendations were from the faculty and administration. But we were conscious about employing more minorities.

Lage: The board did the hiring.

07-00:41:21

Diamond: Yes, they had the authority. But if there was a position to be open, and if it was thought that we really ought to have a priority to employ more minorities, the word would go out to that committee.

Lage: Now, which committee? Would it be the hiring committee?

07-00:41:41

Diamond: Well, this would be a selection committee, and they'd make a recommendation. And that would include members from that department, and administration and a student. And they would do the usual thing, review the applications, select people to come in for interviews, and then recommend people to be interviewed by administrators, and then the recommendation would go forward to the board.

Lage: Now, would one recommendation go to the board?

07-00:42:11

Diamond: One recommendation, yeah.

Lage: And would that be signed off on by the president?

07-00:42:16

Diamond: Yes. It would be from the president, right.

Lage: From the president. Did you usually listen to your faculty committee—

07-00:42:22

Diamond: Oh, yes.

Lage: —or did you make an independent—

07-00:42:25

Diamond: Oh, no, you'd listen to the faculty. And if there was any real controversy, you'd meet with them and talk about it and try to come together. And I can think of, at times, the issue was really between a couple of the minorities, which one you're going to select. [laughs]

Lage: Oh, I see. Yeah. So was that an active—

07-00:42:50

Diamond: Yeah, it was conscious. We were consciously doing that. And at the same time, there weren't a lot of openings. There were these surges, where the enrollment would go up. The best opportunities were with part-timers because there was much more flexibility there. And it usually worked in certain areas, in the social sciences, particularly, because the enrollments and the numbers could go up and down. I don't know how we stacked up with other colleges, but it seems to me we had what I would consider a fair representation, really, across the board. You can't compare it to now because it's so very different. So very different. But in the sciences, I can think of people there, and math and really, all across the board.

Lage: Okay. You mentioned part-timers. How was that decided, how many would be part-time and how many would be permanent?

07-00:44:01

Diamond:

Yes. Well, that's always an issue. When you have full-timers, then they're in line for tenure, and you've got them. And some colleges would have a full-time equivalent, an FTE that they were allowed. And these, of course, again, would be full-timers. If there were a need for additional faculty because of student load, then they would be filled with part-timers. Often you'd have the same part-timers there year after year. And if there were openings for a full-timer, those part-timers might get the job, but not always. And I think it varies from college to college. And you mention that, that it's less expensive to have part-timers. A lot less expensive and you don't have the obligation. And some colleges ride on a lot of part-timers. And that has its disadvantages, of course, in terms of continuity and being active on the faculty and doing things other than teaching.

Lage:

And getting a living wage.

07-00:45:13

Diamond:

Yes, absolutely.

Lage:

Because it doesn't appear, even now, that it really is a living wage if you do it as a part-timer.

07-00:45:21

Diamond:

That's right. What they usually do, if they can, is teach in two or three institutions and travel around to make it go. It's hard.

Lage:

And then they're without health insurance and—

07-00:45:33

Diamond:

Yes. And so often, your part-timers are your best teachers.

Lage:

Really?

07-00:45:39

Diamond:

Because if they don't do it right, you get another one.

Lage:

So this system of tenure, which is really a secondary school system as it's— Am I right about that, that the kind of tenure that exists in the community college is more on the secondary school model than on the university model?

07-00:45:59

Diamond:

Yes. And I don't know that the rules are the same, but it seems to me after one year, you can let a person go without cause. And I think if they're there for at least two years, I think you can still do it with two years, but you really have to have cause.

Lage:

And that might be hard to actually establish.

07-00:46:25

Diamond: Might be hard, yes.

Lage: Not quite good enough. That wouldn't be a reason.

07-00:46:34

Diamond: Probably, yes. Compared to [laughs] others that you have. You can always get into those arguments.

Lage: Was anyone ever let go after a year? And when they were, did the president get involved with that? Or would that be the department?

07-00:46:53

Diamond: Well, the department, initially, with the dean of instruction. If there was a questionable faculty member—questionable in terms of doing a good job, skills and all that., And usually in the department, it wouldn't be the department chairman, because usually that's elected and how they organize changes so often. It would usually be the whole department, or at least a committee of the department, that would do the review and make a recommendation. And then depending on how the college is organized—in our case, it would be the vice-president for instruction, dean of instruction. And that person would be the one who would really carry the ball on it. But it would be supported, and initiated, really, by the faculty. And often it worked that the administration would be very anxious to release a person. And again, so often, the faculty members would have an allegiance to another member of the department.

Lage: Even though it's only been a year's association.

07-00:48:05

Diamond: Yeah. And this would get pretty tricky and hard. Very difficult. And how do you know that one's really a lot better than the other one? Well, you ask the students. [they laugh]

Lage: Did you?

07-00:48:21

Diamond: Oh, sure. The student evaluations were a factor. Not *the* factor, but that was a factor.

Lage: Was that a new thing? Did you have a formal system of student evaluations?

07-00:48:34

Diamond: I don't think it was formal, but the student would be in with the department, on the evaluation. So they did have a say.

Lage: And this would be after the first year, they'd have that.

07-00:48:52

Diamond: Yes. And usually, students would go along with whatever the rest of the faculty members in that department thought. But to some degree, the students were involved. That was the aim.

Lage: You'd think they would take it quite seriously—the faculty, especially—thinking, after this year, this is going to be a permanent colleague, most likely.

07-00:49:15

Diamond: Well, they took it seriously.

Lage: Yes, true. Okay. Now, how did you work with the superintendent during this period? Did you have a lot of contact?

07-00:49:43

Diamond: Well, there'd be regular contact. We would have meetings.

Lage: But what was his work, as opposed to yours? Or did you wonder sometimes?

07-00:49:56

Diamond: The way it worked, you didn't have a lot to do with the superintendent, unless there were some issues. You would meet with him regularly and bring him up to date, because he's the one that took information and requests to the board. So he had to know what was going on. But so often— it depends on school to school and who the superintendent is, and the style. But the superintendent was oriented more towards the business part, the money and staffing and PR.

Lage: I see. How many FTEs you might get.

07-00:50:32

Diamond: Yes. Not only that, but figuring how many FTEs you can afford and all that budget stuff that's critical.

Lage: Right. So that was sort of a relief.

07-00:50:45

Diamond: Yes. But really, that business end of it there. But again, it depended on the superintendent. If it was someone who wanted to be involved in the real operation and the teaching part, then he would. But so often, it would be very difficult because of the time constraints on a superintendent and the need to know what was going on in the whole business area, because that's the person who's really responsible. Direct responsibility.

Lage: Well, were you under anyone else besides John Gresham, as president?

07-00:51:20

Diamond: Did I—?

Lage: Was he the superintendent the whole time?

07-00:51:24
Diamond:

Yes.

Lage:

Okay. And you went to the board meetings.

07-00:51:32
Diamond:

Oh, yes. All of them.

Lage:

How did they go?

07-00:51:37
Diamond:

Well, it depends—a great answer. The superintendent sat with the board, and they had a student representative and of course, an agenda that was put together and distributed well before the board meeting. And often, the superintendent would call on the college presidents to present whatever the issue was. And that's what we would do, and answer questions or call on other staff members, if that was required or necessary. But the superintendent was the one who was the responsible one to the board. And they would address, if they did it right, their remarks to the superintendent. But they would cross lines and—

Lage:

And ask you questions.

07-00:52:25
Diamond:

Sure, which is okay.

Lage:

Did you have any troublesome members of the board during these years?

07-00:52:33
Diamond:

Oh, from time to time. The trouble would come in a board meeting if there was a special issue and faculty were involved in it. Then you'd have people from the audience, faculty members, who would speak to that issue. Or people from the community. And they'd get into a discussion.

Lage:

Do you remember what were some of these controversial issues?

07-00:52:56
Diamond:

Well, I'm thinking here. Well, it would have to do with the establishment of Indian Valley. College of Marin faculty members representing the college spoke to that issue, and felt that there weren't enough students and not enough financing and so on.

Lage:

And it would threaten [College of] Marin.

07-00:53:26
Diamond:

Yes. But that didn't carry much weight. But that was the big one. I'm thinking of others. Salary issues didn't really come up there, because they were really off on the side, with negotiations. Although they might. Some faculty members might speak to that. Well, they weren't issues, but sometimes faculty

would need to present or explain a program that they were doing that might be a little different from what we were doing, or a trip, maybe it was a class going overseas—something special, different. The board meetings—

Lage: It doesn't sound like it was really contentious, as you've described it, that there weren't some really contentious issues. Am I wrong in getting that impression?

07-00:54:30

Diamond: Well, there were some, but those would often involve negotiation.

Lage: You mean salaries.

07-00:54:37

Diamond: Salaries.

Lage: Like union issues.

07-00:54:38

Diamond: Yes.

Lage: And was that the most—

07-00:54:44

Diamond: Well, those are the ones that [chuckles] concerned me the most.

Lage: Were there ever classes that the community objected to? Maybe some black power class or worry about radical professors or—

07-00:54:59

Diamond: Not really.

Lage: Was that ever an issue?

07-00:55:00

Diamond: They would want to know if there was some action by students, whether it's civil rights or black power or whatever, and we would give reports. And sometimes the students would raise a fuss,. At times community members would want to present an issue to the board and the board could be particularly sensitive to presentations by the community.

Lage: Well, you mentioned that one time where the board left and you were left to talk with the students.

07-00:55:30

Diamond: Oh, yes. That went on and on. And there were several events on campus, too. Not part of the board, part of a process. Students gathered together to talk about whatever they wanted to talk about—civil rights and so on. And then sometimes off-campus people would come on and try to stir them up. And I

remember once I had to call the police to have a guy taken off campus. He was okay.

Lage: Did that work okay, or did that cause a ruckus?

07-00:56:01

Diamond: Yes, he was hanging onto the flagpole and students gathered around him, and he was from off campus.

Lage: And what was he doing, that he needed to be removed?

07-00:56:10

Diamond: He was, I thought, inciting the students. It wasn't a free speech issue because it was a college campus, and we would have the right to exclude him. He was okay. Actually, he was a board member at Lagunitas School out here—

Lage: Oh, you're kidding!

07-00:56:29

Diamond: —and active in civil rights and other affairs and that kind of thing. He was a nice guy. But he was doing his thing.

Lage: So he wasn't a kid, it sounds like.

07-00:56:38

Diamond: No, he wasn't a kid, no.

Lage: Wasn't there quite a controversy about some environmental issue having to do with the creek?

07-00:56:45

Diamond: Oh, yes.

Lage: When was that?

07-00:56:47

Diamond: Well, golly. Oh, I think I probably have to—

Lage: Let me have you think about it while I change the tape here.

[End Audio File 7]

Begin Audio File 8 11-06-2008.mp3

Lage: Okay, we're starting back up again with Irwin Diamond. And this is tape eight, and the date is November 6, continuing interview four. Okay, I had just

asked you about a controversy I had read about having to do with the creek and some environmental concerns.

08-00:00:27

Diamond: That's right. [chuckles]

Lage: So tell me what you recall about that. Maybe an approximate date, if you can, but we can date that. We can find out.

08-00:00:37

Diamond: Let's see. I would guess in probably the early seventies, around in there. Anyhow, we have this creek, Corte Madera Creek, that runs through the campus. And it was a shaded creek, good size. It carried all the water from, the west part of Marin. Some would go to the ocean, some would go down this creek. And the water from out here, for example, that would all end up down in Corte Madera Creek, that ran into the bay by Marin General Hospital.

Lage: And that's a lot of water coming off of Mount Tam.

08-00:01:35

Diamond: And in the early days, when I first came to the college, we had flooding, a lot of flooding. The football field would flood and the kids would be out in their boats and waterskiing. We had a lot of water. And the creek would overflow. And so the Corps of Engineers—I don't know how this project got going, but there was a need to do something about it. And so they put in a concrete ditch where the creek was, that went up through Ross. So there was Ross and then Kentfield, and then it dumped into Greenbrae and the bay. And so there was this big project of concreting this Corte Madera Creek, which they did. And environmental issues were, and still are, a big thing in this county. And there were people, students, who really objected to concreting the creek. One of the students, I think—I can't remember if he was a board member at that time or still a student. I kind of think he was a board member.

Lage: He'd been a student and then become a board member?

08-00:02:58

Diamond: Yes. And then he was a board member for a couple years, or a couple of terms, at least. There's another story about him that's not about this, but it's interesting. A good guy. Anyhow, he and several other people were trying to stop the bulldozers. So they would line up and gather in front of the bulldozers.

Lage: On the campus?

08-00:03:20

Diamond: In the creek.

Lage: In the creek?

08-00:03:22

Diamond: Yes, while they were concreting the creek, to try to stop them. Which they did, until they were arrested [laughs] and taken to jail, and then out on bail, and then the concreting continued.

Lage: And did you have to get in on this, as an official of the college?

08-00:03:40

Diamond: No, really didn't, because this was a Corps of Engineers matter. The creek really belonged to the Corps of Engineers, I guess. But the students had a good time at that creek. Oh, it was sort of an annual affair, a tug of war. And they'd drag each other [laughs] across the creek. And it was a big event. And it was just this flooding that caused concern, which you'd recognize. And Kimo Campbell was the name of the student board member. And he's been very active in the community and in politics, and really a fine person. But he was one who was arrested. And so it's concrete. And it works. There's still some flooding in, well, another part of the campus, down lower.

Lage: Was it a loss aesthetically?

08-00:04:43

Diamond: Well, it was a nice wooded creek. So aesthetically, it was something you'd like—if it didn't overflow. And it's just one of those things.

Lage: But did you have to get involved, in terms of the student protests?

08-00:05:01

Diamond: I didn't. No, we didn't have to get involved on that. That was a matter of the Corps of Engineers and—

Lage: And who called in the police, the Corps?

08-00:05:10

Diamond: Corps of Engineers, yes. And it was an event at the college. And Marin County, they're oriented towards the environment, and really strong and good. And that's one of the reasons the county's as nice as it is. And they're still very strong and active all over the county—out towards the ocean, Point Reyes, places like that. But that was—

Lage: That was something memorable. [laughs]

08-00:05:42

Diamond: That was memorable. Well, I'll tell you, the flooding was memorable.

Lage: Right, I'll bet.

08-00:05:47

Diamond: Because it used to [flood] probably a couple of days of college each year.

Lage: Did the college institute any environmental classes or programs, vocational programs or anything?

08-00:06:04

Diamond: Well, yes, vocational. What'd we call it? It was a landscaping program, I guess, landscape management. So we had a two-year program in that, being heavily directed towards the environment. But it was training people to be landscape— not architects, but managers. And it's a successful program, still going on. They had a nice little facility down there. Then they spread out over the county, to do whatever they were doing. It was a good program.

Lage: Any other protest things that you recall, and how they might've been handled in Marin?

08-00:06:51

Diamond: Well, I'm trying to think of— The big ones were in those days of civil rights. And there were several student programs on that. And I don't know if I mentioned this before, but one of the very helpful things to me—there are a couple of issues here—was that there were a number of faculty who were extremely helpful. The students would have this big gathering and giving their speeches and chants and whatever, and there were faculty around. Their presence was important. A number of them held classes. What'd they call them?

Lage: Teach-ins, like?

08-00:07:39

Diamond: Yes, teach-ins. And that was helpful. Students had a place to go. And on the other side [laughs], we had one department, the business department. And the chairman of that department was a retired military. I may have mentioned this.

Lage: Well, tell me again, because it's—

08-00:07:58

Diamond: Well, anyhow, every hiring in that department—maybe one woman, too—were all former military, retirees. And they didn't like the free speech stuff. And they would sort of give me a bad time on it, wanting me to do something about it.

Lage: How would you handle that?

08-00:08:20

Diamond: Oh, I said, "Let it ride itself out. But I need faculty help, to talk with the students, listen to them and so on." I don't think I made any points, but there was an answer. And students being students, what they have to say, many of them, is right on target and good. And others are doing it for whatever reason you want to think of—personal glory or you name it. But there were half a dozen faculty, at least, who were standing by and maybe mixed in with the students, or holding these teach-in classes. And we'd ride through it. And I

won't say it was easy, but I think part of it was I had a good relationship with the faculty. And so they'd listen to me and believe me and trust me, up to a point, I suppose. Any administrator— [laughs]

Lage: That helps. Sometimes when you're administrator, you're almost—

08-00:09:18

Diamond: On the other side.

Lage: —become the enemy, yeah. Did you try to break down that—

08-00:09:22

Diamond: Well, there was no deliberate effort. I was an old-timer and I don't think I'm too difficult a person to get along with. And I wasn't issuing orders and carrying a club or [chuckles] anything like that. But we'd talk. I can think of several times when I'd go in to talk to a faculty leader on some issue, an issue that concerned that person. For instance, I can think of a couple of times one faculty member, a good teacher and all that, he was getting so involved in what was going on outside the classroom. I don't know if it was hurting his teaching, but it wasn't helping. But I thought it was really doing something to him; he was getting pretty agitated and he really needed to back off and slow it up. So I felt comfortable in doing things like that.

Lage: Going and talking to him?

08-00:10:20

Diamond: Yes. And more as a friend, not an administrator or anything.

Lage: Was that successful, that kind of intervention?

08-00:10:27

Diamond: Well, who knows, really? But it was important to try. And he still was very active in faculty affairs. And maybe the affairs were not as dynamic as what he was dealing with. Or maybe it helped him, I don't know. But I don't think it hurt.

Lage: But that's the way you would deal with it. Now, when you became superintendent, what changed?

08-00:10:52

Diamond: When—?

Lage: When you became superintendent in '83.

08-00:10:55

Diamond: What changed?

Lage: Yeah, how did you like that role? And you were president, also.

- 08-00:11:01
Diamond: Well, we were dealing with different things then, more on the union and negotiations and the faculty wanting to have a bigger say in everything.
- Lage: That was coming up at this time?
- 08-00:11:21
Diamond: Oh, yes. It started before that, but they had a few strong faculty members who really believed, in my opinion, that the union should be making all the decisions.
- Lage: Like hiring decisions?
- 08-00:11:35
Diamond: Even hiring. That their recommendations, they pretty much were taken, but—
- Lage: Instead of relying on these committees that you set up?
- 08-00:11:46
Diamond: They wouldn't care about the committees; they'd make their recommendation and that would be it. And trying to change the system.
- Lage: What kind of changes?
- 08-00:11:57
Diamond: Really a matter of authority and who does what.
- Lage: So it was really a challenge to the governance structure.
- 08-00:12:03
Diamond: Absolutely. And there were some legal issues in there. There're just certain things that the board can do and the administration can do and the faculty and so on. And in my opinion, they were going beyond that. But you speak with a loud voice, you get a lot of things done that may or may not be legal, that work for whomever was presenting them.
- Lage: So you say that had come up earlier while you were president, but not yet superintendent?
- 08-00:12:32
Diamond: More as superintendent. Because in this case, these are work issues. So it would affect budget, it would affect load, it would affect salaries, release time, and all those things that the union thought were negotiable. And in some cases, not negotiable.
- Lage: So how did you deal with it?
- 08-00:12:59
Diamond: Well, as best you can. You talk with them and you try to clarify who does what. Then there's the senate over here, wondering what they're supposed to

do. And they have to, with the union, work out responsibilities. And that's really a difficult issue to clarify. It just isn't simple, because they get very fuzzy. Like load and coursework and what's required. It's not 100 percent clear. And trying to make it clear is hard, too. Well, some people aren't willing to accept anything except their own view. So that's what you deal with. And I know as superintendent, there were these problems. And there were always some money problems. And there were the problems with Indian Valley, with a lot of the money going up there, from the view of College of Marin people. And as superintendent, you have both colleges. And the board's wishes to have Indian Valley build itself up. A lot of political pressure from northern Marin. And that was one of the important points.

Lage: And after all, they were a big part of the tax base, as I recall.

08-00:14:26

Diamond: Yes. It's not that kind of an issue now. The issue now is, how can we make it work? And they're trying different approaches, and we tried different things, too.

Lage: What was the issue then, as opposed to now? Was it, should we make it work?

08-00:14:49

Diamond: Well, at that time, they were more than struggling, and it was hurting College of Marin. And technically, there was not the need for two campuses. It probably would've been better, to start, if we were able to have an off-campus site up there and not try to have a full college. Certain courses.

Lage: Did you push for that, for that solution?

08-00:15:16

Diamond: Well, that wasn't an option at that time. That would've been, I think, a better solution. But the people in the north wanted their own campus. And it was built with the Santa Cruz model in mind, which doesn't make a lot of sense. You don't have people living on campus and so on. But they were thinking of these little colleges and—

Lage: Which is expensive.

08-00:15:41

Diamond: Well, expensive, yes, and we're commuters; we're not living there. So I think the concept was maybe not 100 percent right. And then to attract students, you need X number of classes. And that was hard to do, to have a full program. So many of their students were part-timers. And it was more than a strain on the budget because it reduced College of Marin's budget and Indian Valley wasn't thriving. They were striving.

And so those were the issues. I was going to say we did investigate what we hoped were other options for the campus. For example, at one time, the Bank

of America was interested, as a center, to do something. And I can't say we made headway, but at least we had some correspondence with UCSF. And they saw it as a possible site for expansion. And then they both decided that that wasn't feasible, because all they would need is people in the northern part of the county to raise a fuss and they'd back off.

Lage: The board would back off.

08-00:17:09

Diamond: No, UCSF and—

Lage: Oh, I see, UCSF.

08-00:17:11

Diamond: Yes. And the same thing would be true; the board would back off, too. One of the possible solutions— Well, there were a couple of other things going on. And I think there's much more emphasis to make it work this way now. Two possibilities. One, to have other colleges have courses on campus. San Francisco State had something. And Sonoma State, I don't know if they had anything or not. That would be a natural, but I doubt it very much. They would want their own students to be on their campus, not look at us as competitors. And the other was to have our vocational programs up there, and students would travel. So there were a lot of business courses and computer courses that were started up there. And College of Marin would have some, too, basic courses. But they had many more, and a variety. And we moved our auto tech program up there because that was a strong program. They had plenty of facilities. And now they're moving several health programs up there, so that'll be a center. They're all going to attract students, and that seems to be a way that might possibly work, to have some special programs where students will travel to. It's a pretty tough one.

Lage: It sounds like that was something that really concerned you over that time.

08-00:18:45

Diamond: Oh, yes. How to make it work.

Lage: So were those years as superintendent, just two years, were they pretty tough years?

08-00:18:55

Diamond: Tough? Oh, yeah, because— Well, I'll just sort of ramble, as I am now. But I found out that that's not what I wanted to do. And I think I was probably sixty-three when I became superintendent, and the retirement age is usually sixty-five. And so I had two years, my contract was up. And I said to myself, I don't want to do this.

Lage: The Indian Valley thing, the union, sort of combined with reaching retirement age.

08-00:20:08

Diamond: Well, the Indian Valley was going on, and College of Marin and the union, and the lack of additional funds. And I said to myself, I'm not going to solve this thing. Even if I were probably here ten more years, I'm not going to solve it. And so that's when I said I'll walk away. And that was a good decision.

Lage: Yeah, sounds like it. You mentioned the finances, and we really haven't talked about funding. Now, in '78, we had Prop 13, which was very hard on many programs. Did that change the financial—

08-00:20:49

Diamond: Oh, yes. Well, the essence of Prop 13 was to reduce property taxes.

Lage: And not be able to raise them.

08-00:20:57

Diamond: Yes, that was for those of us who'd been in our homes. We were kept at this low tax rate, with the maximum they could raise taxes set at 2 percent a year. And a new home going up, exactly the same, would be at this new value, which might be four or five times as much, really unfair. But that's the way Prop 13 was, and those of us that could have a lower tax rate— [laughs] So that's what that did. And there're a couple things that changed. One is, the state did put in more money and they had— Well, I'll say this, then I want to back up. And there were efforts to provide additional money because some districts were really hurt, since a major part of the funding was transferred to the local community.

Lage: From the state to the local community.

08-00:21:53

Diamond: From the state, yes.

Lage: To make up for the property tax.

08-00:21:56

Diamond: That's right. Then they kind of leveled it off. Oh, I have some charts here of what it is now, which I think tell the story. [goes through papers] Oh, yes. There are three, and they're self-explanatory. One is the percentage that comes from the community and the percentage that comes from the state. And they're doing it on an FTE basis. In the old days, we were the same as high schools, public schools, on an ADA basis.

Lage: The average daily attendance.

08-00:22:40

Diamond: Yeah. And it was changed to an FTE, full-time equivalent.

Lage: Now, what did that mean to you?

08-00:22:47

Diamond: Well, that was a better way to estimate your costs and a better way, I think, for the state to do their budget projections.

Lage: Because you actually had to take attendance and send in all the attendance records before?

08-00:23:06

Diamond: In the early days, we did. That's right. And an FTE was figured on a number of units a student takes, and then divided up. But that shows it pretty clearly, College of Marin today [shows chart of current college budget].

Lage: State appropriation is 56 percent and property tax 38 percent. And then you have enrollment fees. Was that new, enrollment fees?

08-00:23:39

Diamond: No, that's new, charging fees.

Lage: Did you charge fees in your time?

08-00:23:44

Diamond: No, we didn't charge fees, other than maybe a material fee for art or something like that. So there were really no fees. And then I mentioned before, we had this community service program funded out of community service funds. It was, for the most part, free, unless there were some material fees. But Prop 13 changed all that. And so the funding was restricted. And there was so much controversy in the legislature of what to do. And just to back up a second, with the master plan, that made the difference with the university's responsibilities identified and state college and university, of course.

Lage: Of course, that happened much earlier, back in 1960.

08-00:24:38

Diamond: Yes, that's right. But they were scrambling around, trying to figure out who's supposed to do what and how much money are they likely to get. But the outcome, basically, was that the university— Of course, with the Board of Regents, and they were set aside more directly, with the legislature and governor. And they made it so that only the university could offer doctorate programs; and the state colleges were normal schools, teaching institutions, and they could offer a bachelor and a masters degree; and only with cooperation from universities, could a doctorate be offered. And they had their separate boards, the state board and then the university, the regents. And finally, a community college board of governors was established. And the authority was not very clear at that time because we all had local boards and local funding, and most all the decisions were local type decisions, or related to local issues. And it's taken a while for that to kind of unwind and settle down.

Lage: Well, in your time, could you see a shift of authority to the state?

08-00:26:04

Diamond: Well, not really. I don't think it affected us too much. Financially, it did, because we lost some community service money. And then where our funding came from, that was changed somewhat. But we had, for the most part—

Lage: Did it come with strings attached?

08-00:26:21

Diamond: Pardon?

Lage: Did the money from the state come—

08-00:26:22

Diamond: Come with strings attached? Well, I think not so that it was noticeable. [chuckles]

Lage: It wasn't a big thing you had to deal with, just—

08-00:26:33

Diamond: The funds were coming from different sources, that was the main thing. And to understand where they were coming from and what kind of reporting we had to do and so on. So it affected our programs

Lage: And how much you might have.

08-00:26:48

Diamond: Might have. Oh, absolutely, yes. Oh, absolutely. And to be able to project what the budget might be and how many staff you could handle and all the other things you figure in, salary negotiations.

Lage: It doesn't sound as much fun as being dean of students, for instance.

08-00:27:02

Diamond: Well, I don't know. The financing, I think that's reasonably clear. And the issue is on the number of students. So you're back to that, to the FTE. And the issue, how do you attract students, hold them, give them what they need? And so it gets to be that circle—which calls for other kinds of programs, like recruiting and public information and contact with the schools, high schools. A whole big area. And usually, that was under the responsibility of student services. And I don't think people appreciate—well, some people appreciate it—but a lot needs to be done in that area where you set up contact with the high schools. You not only visit them, but you get a chance to meet with students, maybe do some programming, and really try to make it a one track from high school on to the community college. That's a whole big area. And some schools do it very well, and others are sort of haphazard, and some of them probably need to have more direction.

Lage: During your time, was that more established?

08-00:28:20

Diamond: That was a responsibility. And we didn't do it as well as we could have. And there're some reasons for that. People have a lot to do. And you really need the cooperation from the high schools. And they have to figure that this is where a student is likely to go, should go, for a number of reasons—could be lack of finances, it could be academic progress, distance, expense of living away from home, the success of the community college. And one thing they're doing here now, I think that's really good compared to what we did— For example, we had one person in public information when I was there. Maybe she was half-time. Not much. It was an expense that I think they felt they didn't need to make. And now they have a staff of about five people.

Lage: Really?

08-00:29:26

Diamond: They have the technical skills in putting things together, and they really put out some good and attractive information,

Lage: And do you think they go out and meet with the high schools?

08-00:29:37

Diamond: Well, that would be out of student services. And that person wouldn't have responsibility, other than to provide the materials if they're requested. But this other issue of counselors and other faculty having regular visits and meetings with high school people, to my view, is really very important, and maybe not carried out as well as it could— It changes from school to school. And the result is— Take Santa Rosa, for example. They started an off-campus center up in Petaluma, oh, a number of years ago, and now they have really almost a full campus there.

Lage: Is it Santa Rosa Community College?

08-00:30:22

Diamond: JC, yes. And so they attract a lot of students from Marin. Well, first of all, the commute is easier. That's an important issue. It's a hard commute down to Kentfield. And other reasons enter in, I'm sure.

Lage: I was thinking also about relations on the other end, with the colleges, the state colleges and the UCs.

08-00:30:37

Diamond: Yes, that's another part, too. They don't have to be as intense, that's the first thing. But you need to know how your courses are being evaluated. And so there are meetings, and the four-year colleges often send out information. But it works both ways. The community college has to push and go to the four-year school. And the four-year schools are doing a better job of that now

because it's a little more complex, different kinds of courses and whether they fit.

Lage: Was that part of your responsibility?

08-00:31:33

Diamond: That's part of student services, the relations with school, whether it's down to the high school or on to the four-year school.

Lage: So did you have someone who did that, or did you do it yourself or—

08-00:31:44

Diamond: Well, I did some at the big meetings, where they'd have one, say, for Tamalpais district, for the whole district, and they'd have representatives from colleges. Well, I would do that, but the regular ones were our counselors that would be assigned different schools.

Lage: But I'm thinking about the relations with colleges. You have to have people designing your instructional courses who are in the know.

08-00:32:11

Diamond: That's right. Well, see, that's part of a— That's not too difficult because the four-year schools evaluate what you're doing and will credit it in certain ways. And that information is out and all the counselors have it. But you have to have those, quote, "communication lines" open. Who do you go to and how often do you check? And so a counselor can get on the phone and call someone at a four-year school to ask about a certain course that may be a new course in a community college, and where does it fit? A lot of that's on computers now. And it shouldn't be a big problem, as long as it's solvable and as long as you work at it.

Lage: Right, as long as you pay attention.

08-00:33:00

Diamond: But it's important. It's very important. You don't want a kid going on to another school and not have half his courses count.

Lage: Back to the funding thing. You also had the local tax and bond elections, because you still were raising money locally.

08-00:33:17

Diamond: That's right.

Lage: How did that—

08-00:33:19

Diamond: Bond elections were for construction. I think I can only remember two bond elections. One when we built Indian Valley and did some remodeling at the College of Marin, built some new buildings, tore down some old ones; and the

other one that was just passed a couple years ago, which was— What did they call it? They gave it a sort of a fancy name. But it had to do with replacing buildings. What'd they call it? Something progress? Modernization, I think. And a big thing on energy. There are hundreds of holes being dug all over [laughs] both campuses, as an energy matter

Lage: To improve?

08-00:34:14

Diamond: Well, yeah, to really initiate another source of energy.

Lage: Oh. What are they working on?

08-00:34:21

Diamond: Well, I don't know how they do it, but they're digging these deep, deep, deep holes all around campus here and at Indian Valley. And then somehow, they use the energy they get up out of the ground to heat buildings.

Lage: Oh, I see.

08-00:34:36

Diamond: But they passed this big bond issue to do that. And modernization. Some buildings need to come down and be changed. And I have to say, it's sort of interesting for me because I was there when we put up all these new buildings. [laughs] Now we're tearing them down.

Lage: Now they're the old ones.

08-00:34:59

Diamond: Yes, I have a building named for me down there now.

Lage: Oh, you do? What building is it?

08-00:35:04

Diamond: It's the physical education complex. It's a big deal. I don't know how many millions it's costing them. They're redoing some classrooms, and I think the gymnasium floor, and all this energy stuff. I don't know if they're redoing the pool. And fields and parking. It's a big area.

Lage: Well, this is a very nice honor, to have it named after you.

08-00:35:37

Diamond: Oh, I guess so.

Lage: [laughs] How did that come about?

08-00:35:40

Diamond: Well, when I retired, they did it.

Lage: So it was named after you, and now they're remodeling it.

08-00:35:48

Diamond: Now they're modernizing it, they say.

Lage: Okay. Let's see. Now, were there other things that we have neglected to talk about, about the college and your time as the top dog?

08-00:36:12

Diamond: Well, there's another area that I put in my notes here, too. Well, you might want to look at this. This is what's going on now. I got this from the state. It'll just show you comparisons.

Lage: Oh, this is the Community College League of California. Actually, this is exactly what we haven't really talked about, are this statewide board of governors and community college associations, and what role you had in those.

08-00:36:45

Diamond: Yes. Well, another one that's related to the college here is the accreditation stuff. And you want—

Lage: Let's talk about the accreditation process.

08-00:36:54

Diamond: Yes, because that's sort of an interesting one. And frankly, the college has been going through it for the last few years here. Really tough stuff. But there's an accrediting association for community colleges. Actually, I'm not sure how this works totally, but they not only accredit or review California community colleges, but they also go out of state.

Lage: Oh, they do?

08-00:37:21

Diamond: Yes. And every few years—I don't know what the maximum is, maybe five years—a college needs to have a review. And if things aren't right, they can come back in one year or two or three years, whatever. And at least when I was there, we had no problems at all. Maybe it was just a good accrediting team. But we were a pretty solid institution, in terms of student progress. Facilities, you always need something; but student progress, the quality of teaching, and the facilities—

Lage: So they look at individual classes and record of student retention?

08-00:38:05

Diamond: That's right. And transfer and how they do. And we were always pretty good. We were always good because we got a full five years. And they ran into a lot of trouble here, oh, in the last five years here, with accreditation.

Lage: What was the problem?

08-00:38:24

Diamond: Well, I guess they didn't follow the accrediting rules, the review rules. And it had to do with some programs. I haven't read their report, just pick it up from talking with people a little bit. And probably the unsettledness on campus, with the union and the senate and those problems, the board. I don't know what else. Maybe something on facilities. But I think the program was the big thing. And so they only accredited them for a year, which is really pretty tough, to do this one special thing. And then they came back and said they didn't do it right. And I think they gave them another year, maybe two years, to do it. So there've been several visits.

Lage: That's kind of a blow, I would think.

08-00:39:19

Diamond: Oh, yes. And for the community, you have a college that you're supporting and it's not fully accredited. That's really a blow.

Lage: Do you have any sense of what was wrong and why they didn't rectify it?

08-00:39:32

Diamond: Well, they said program. Probably part of it—and I don't know for sure—but after I left, they employed a person as the president/superintendent. And she lasted almost two—I think they were four-year terms—maybe two terms. Maybe didn't quite make it, and then was assigned to teaching. And she hadn't taught in years and years. Really a nice person. But she had a hard time.

Lage: As a teacher?

08-00:40:36

Diamond: As the superintendent. And so she was reassigned. And then who'd they bring in? I think after I left, they had an interim person. And then they had this person, then they had a man brought in, from back east, Philadelphia. And I think he lasted two terms and got out. And then I don't know if they had an interim person after him or not, but now they have a third person. And I think she's doing reasonably well.

Lage: So leadership is one of the—

08-00:41:23

Diamond: Pardon?

Lage: It sounds like you're wondering about the leadership.

- 08-00:41:27
Diamond: Yes, well, and all the other problems that are— Some of them are just not that solvable, immediately. But this person is from San Mateo district. But it's not been easy. But she brought in a whole new administrative staff.
- Lage: Oh, wow.
- 08-00:41:58
Diamond: And several of them are—
- Lage: Does that mean dean of students and—
- 08-00:42:02
Diamond: Everything.
- Lage: Everything.
- 08-00:42:03
Diamond: Business, dean of instruction, whatever. They have different titles now. Business, dean of instruction, dean of students, PR, a couple of others, whatever they were. Registrar. And all those people were reassigned, unless she could send them on their way. And she brought in—two or three of them are retired, formerly retired, after twenty, thirty years in community colleges—people she knew and that I think probably are very good, and then had all these other replacements. So a whole new administrative staff. And she's a strong person and—
- Lage: And how long has she been here?
- 08-00:42:58
Diamond: Well, is this the first year? Or maybe the second year.
- Lage: Oh, so she's not responsible for the accreditation problem.
- 08-00:43:06
Diamond: Well, she's in the middle of it now.
- Lage: Now she is, but she didn't create the problem.
- 08-00:43:12
Diamond: No, but she has to solve them. Anyhow.
- Lage: Now, you served on some of these accrediting committees.
- 08-00:43:20
Diamond: Yes, and that was sort of interesting. There were several—at least a half a dozen, maybe more than that. And I headed a couple of them. And it's an interesting process. And a person can learn a lot because you really get inside another institution. You see how they do things. And you can really learn a lot and say, well, why didn't I think of that? Or why don't I do that? Or I'm glad

I'm not doing that. And you can really be very helpful, if you see some ways that they can do things better or need to be explained. And you have this team of a half a dozen people, community college people.

Lage: And you really get an in-depth look at the institution.

08-00:44:01

Diamond: Institution. And then each person writes a report on his area of responsibility, and you put it together and send it on.

Lage: Can you think of any ideas you brought back from these experiences? Any ideas that you transferred over here to Marin?

08-00:44:18

Diamond: I'm trying to think. [pause] Well, frankly, I can't think of anything special, but it could be a growth experience.

Lage: [laughs] Right.

08-00:44:33

Diamond: You get inside, you see how things are done, how people sort of communicate. And another thing that happens, you'll find [chuckles] some faculty of the institution you're reviewing really have something in mind and they want to talk to you. They really have some real gripes, and it's a chance to— I won't say blow off steam, but express real concerns. And that can be helpful, depending on how it's used and whether you put it in the report or you say something to the superintendent that he or she probably already knows. But it could be something festering, and it's a good opportunity. And it can backfire, as well, because you're not really supposed to tell them just what to do, but you raise the issue.

Lage: Yeah. It's a delicate situation.

08-00:45:30

Diamond: It's delicate. If you get a good team in there, it can really be helpful. Really helpful. And as far as the people on the accrediting team, they can learn a lot and be better in what they're doing in their own college. They have to write a report. And that's not that hard, depending on how you go about it and what you say, of course. But it's a good experience. And it can be a great experience for the college. At the end of their three- or four-day session, whatever it is, they give an oral report to the faculty. And essentially, that's pretty much what will appear in their report to the college, to the accrediting committee. So it's a good process.

Lage: So you go through this every five years, if you do well?

08-00:46:28

Diamond: Well, I think it's five years, and it can be a lot less than five, if you have significant problems.

Lage: Okay, back to this statewide governing board. Did that board have much influence? You had your local board, then you had your state boards.

08-00:46:45

Diamond: No, not really. They would review broad issues.

Lage: Did they review issues of course requirements or programmatic things?

08-00:46:59

Diamond: Well, not really, unless something was really far out.

Lage: How about performance standards in the classroom? Did that come from the state at all?

08-00:47:08

Diamond: They didn't deal with that. A four-year institution might, if you were trying to— If you have a course that they're not accepting, you'd get into a discussion. But on the other hand, if a college's department is developing a new course, they'll often check with a four-year school, in terms of whether it'd be accepted for whatever purpose they see. They can't just freelance. And that's sort of an issue, and colleges work at it in different ways. For example, if a department wants to present a certain course that fits a lot of other schools and you check it with a four-year college catalog, that'd probably work okay. But if someone wants to offer what might be a very interesting course, and a course that the instructor really wants to offer, for whatever reason, well, then you have to take a good look at that because some faculty— All kinds of things can happen.

Lage: Basket weaving.

08-00:48:16

Diamond: Yes. All kinds of things. It can be an easy course to offer, or it can be a course that has a lot of time, off campus and not supervised particularly well. It may not fit lower division course requirements or acceptability—a whole bunch of things.

Lage: So that would be dealt with by the—

08-00:48:39

Diamond: By the curriculum committee of an institution. And they have to look at that very carefully. So usually, you have a standard set of courses that are acceptable, and you usually offer maybe additional sessions. But you also need to be aware of what's going on on the outside, so you can offer courses that apply to four-year schools, that are now being offered.

Lage: I know student retention was an issue, and it also affects your budget. So was there an attempt to offer interesting courses to students?

08-00:49:19

Diamond:

Oh, yes. It works both ways, for the faculty and the student. But another thing—and I have this in my notes here—it changes. And for example, now with so many students ESL, English as a second language, particularly Latino students, but people from other countries, as well— And so you have to have programs for them. And often, there're special funds available to do that. And that's true of a number of areas, differential funds that you can apply for and use. And there're a whole bunch in student services, whether it's for EOPS, educational opportunity programs, where you can provide tutoring and testing—

Lage:

So you get funding for those.

08-00:50:13

Diamond:

Funding. You can get special funding. And financial aid fits in there, nursery school does, disabled—that's a big one. And there're a number of them. And you go after this special funding.

Lage:

And you did that as dean of students, it sounds like.

08-00:50:29

Diamond:

Yes. That's a responsibility for that office, and so you have to be aware of what's going on, what's available. And that's why people go to these meetings that may be called by the board of governors, to find out about special funding.

Lage:

I see, so that would be one of the benefits of the—

08-00:50:49

Diamond:

One of the benefits, yes.

Lage:

And then you served on some of their committees. Do you remember anything about that?

08-00:50:54

Diamond:

Well, not especially. They're more informational.

Lage:

The local board is really your governing body, it sounds like.

08-00:51:02

Diamond:

Oh, governing? Yes, they are. The Sacramento Board of Governors, it's kind of overall responsibility, but it's not powerful, like the regents or anything like that.

Lage:

Yeah, they don't really have—

08-00:51:14

Diamond: But they're important. It's a coordinating group. And it's a group that represents community colleges, so we're not hooked in with the public system—we were—or the state college, for that matter.

Lage: So it gives a definite role to the community.

08-00:51:30

Diamond: Yeah. And it gives a definite place in the scheme of higher education.

Lage: I think you mentioned, or maybe I read this, the term community college movement.

08-00:51:41

Diamond: Yes.

Lage: What do you mean by the community college movement?

08-00:51:44

Diamond: Well, it means a lot of things. But I think what it comes down to is that community colleges serve a very specific—well, a lot of different needs, is probably as good a way as any to put it. Serve all kinds of students. And if a need comes up, it's not too difficult for a community college to plan courses or programs to serve that need. The population changes, for example, and you get more older students or working women, and single women, a lot there. And whether these classes are offered non-credit or credited is another issue. And there's a need for both. So the broad spectrum of needs on the part of students, counseling comes in there. What do I do? What should I do? What am I suited to do? And what's it like? How much money can I make? And what are the demands? All the questions you can think of. Not that counselors can answer all of them, but they at least can point a student in a direction where he can get some answers. So there's almost this immediate reaction to filling student needs. And that's really a challenging part.

Lage: Is that one of the things that defines a community college, do you think?

08-00:53:13

Diamond: Oh, yes, absolutely. And there're lots of illustrations. Police work, or you name it. Firemen. The nurses. Most of the nurses are trained in community colleges. And so if you have new hospitals starting up, where you might have a need for more nurses. Things like that.

Lage: Well, you used the term movement. Do you see it as kind of a social movement?

08-00:53:56

Diamond: Oh, yes. My God, I can't remember—I have it in here—the percentage of students that go to community colleges, compared to the four-year schools. And the fact that they're local, usually within easy travel distance, and they

offer all these different programs, whether it's transfer or occupational, or special needs like disabled and those that have other special needs, like reading or language. You name it. You could just keep going on and on. And that's one of the good things about a community college, is flexibility. And to have a board, but particularly an administration and faculty, that's aware and alert. And faculty, particularly in the vocational programs, always meet with advisory committees, and they should be able to keep up to date on what the changes might be or are happening.

Lage: In the particular area that they're preparing students for.

08-00:55:06

Diamond: In that area. And then they become aware of adjacent areas, as well. Here, we'd want to know what's going on in the Bay Area, since some of the students from those areas might be coming over, or there may be job opportunities.

Lage: And does the faculty take on that responsibility? Or is that something that the dean of students or special services—

08-00:55:26

Diamond: Well, usually there's an administrator that will be responsible for occupational programs. And there may be more than one or two. So if there are special meetings coming up, he or she may be the one, but also take a faculty member with them. So there's a method of trying to keep up to date and to know what's going on, so that they can initiate programs. That's a— well, I don't know if it's a difficult thing, but it's a question that's always been in my mind: how do you know that there are those students out there that are really interested in taking your class? Well, you do these surveys. And then, quote, "as best you can," make some guesses and decide what you plan to offer and how you plan to start it and what kind of publicity you get out to make it work. So there's this whole list of things that come in putting a program together.

Lage: But then you do see rather quickly if it works.

08-00:56:31

Diamond: Oh, you bet! You bet. The students come in or they don't come in, or you need to do a better job of publicizing your programs. And this is where you do a lot of work with the high schools or community groups.

Lage: I'm getting a very positive picture of the whole thing.

08-00:56:51

Diamond: Well, it is. What are there, 110 colleges, I think, something like that? Or 108. And some of them are huge, and then there are the small ones that are effective. They limit themselves; they have to. But the flexibility is a good thing. And there's an opportunity for plenty of contact, to be up to date. And

it's always a matter of good people [chuckles] knowing what they're supposed to do, and someone to check to make sure that it's happening. It isn't simple, but it's not complex, either. They're out there.

Lage: Right. And it does seem like a very "people" thing, as you describe it.

08-00:57:40

Diamond: Well, it is.

Lage: People management and people relations.

08-00:57:43

Diamond: It is. And faculty to students. It's all people stuff, yeah. And even in the voc-tech, you've got to learn how to operate a machine or computer or whatever, but it gets down to some people. [laughs]

Lage: Right. Well, I wonder if that isn't a good place to stop today.

08-00:58:03

Diamond: Fine.

[End of Interview #4]

Interview #5: November 17, 2008
 Begin Audio File 9 11-17-2008.mp3

Lage: Okay. Today is November 17, 2008. And this is our probably final session, interview five, with Irwin Diamond. And I'm Ann Lage, for the Bancroft Library. This is tape nine. Okay, Irwin, a couple of things we wanted to follow up on regarding your pre-retirement activities in the college. One thing we didn't talk about on the tape was your continuing education at Berkeley, while you were employed at College of Marin; what kinds of courses you took and what came of it. [Mr. Diamond mishears the questions and addresses the topic of university parallel courses.]

09-00:00:46

Diamond: Well, this came under the general heading of university parallel courses. And the College of Marin, for example, and other community colleges and the university, they made efforts to coordinate these courses so that they would count, so that community college counselors could inform their students of what counts, what doesn't, et cetera. And I don't think there've been any special problems that way, because those courses are patterned after university courses and are designed to fulfill certain requirements that the university calls for. And there does have to be a continual relationship with the four-year institution on what their requirements are, and to check to see that they match or will count.

Lage: And at what level is that done?

09-00:01:46

Diamond: Well, that's for the first two years, freshman and sophomore years.

Lage: But I mean who at the college works with who at the university?

09-00:01:57

Diamond: Yeah. Well, there are different arrangements. But for practical purposes, most of it is with the student services division at the community college, with the university, whether it's a letters and science group, however they select their people to coordinate this. And I would think usually at the community college, it'll be a dean with a counselor, and they have their contacts so that they can check pretty quickly, by phone, whether whatever. Or send a list over and— They can usually do it by phone or letter. And it's not a big deal, unless there's a problem. And if a community college course won't count to fulfill a university requirement, then they need to talk about it. [chuckles] And it may not, but it may count as an elective, if it's the same level. But it's ongoing, and I don't think has been any problem.

Lage: What about things like English 1-A, 1-B, which would be the standard kind of course that you'd take at a community college.

09-00:03:05
Diamond:

That's right.

Lage:

Is there anybody who reviews how they're being taught or what books are offered?

09-00:03:13
Diamond:

Well, yeah. And at really two levels. One, the community college counselors would do it on the surface of what the university offers, compared to what the community college offers, to fulfill that requirement. Then there often is a relationship between a faculty member teaching English, for example, with someone from the English department or someone from the university who has that responsibility. And it's usually not a problem for—what'll I say?—medium size community colleges. But if you have a community college with a more or less small enrollment, that could be a problem because they're not offering a lot of courses. But then it could be designed, as best they can, to meet the requirements of the university or the state college. So it hasn't been a problem.

Lage:

It sounds like a process that maybe is pretty well routinized.

09-00:04:17
Diamond:

It's been going on and on and on, because the community colleges, to some degree, were patterned after the university, and then expanded more to the two-year vocational/occupational programs. That's an important function because so many students want to transfer. And it has to be done right.

Lage:

And you can't think of a time when you had a particular problem with it, under your—

09-00:04:46
Diamond:

No, I can't think of any. Because usually, they can negotiate or work it out, and if it doesn't count for one thing, it could count for something else. It can work out. But it's usually just so set and detailed. The community college people know what the university will accept, they direct their students in those areas, so it works out.

Lage:

Okay. The other thing I thought we should follow up on, I know that on the UC campuses, there's been a tremendous effort over the years to have a more diverse student body and faculty. And some of that was prompted, particularly at the faculty end, by federal government investigations and HEW regulations and what not. Did something similar happen at the College of Marin?

09-00:05:46
Diamond:

Oh, yeah. In Marin County, for example, there are different pockets throughout the county where certain minority students, for example, or disadvantaged students, however you want to define them, live, and there'll be efforts in terms of providing information to target those groups. And I know the university provides funds for recruiting those special students. So you

have really two kinds of institutions, the university, state college and the community colleges, really targeting these same students. And the university providing money for them, too, and the community college, as well.

Lage: Will the community college provide scholarship funds?

09-00:06:36

Diamond: Oh, yes. And there's a lot of government funds for that, too.

Lage: Even at the community college level. At the community college.

09-00:06:46

Diamond: Yes, yes

Lage: Was that something that you saw shifts in during your time of leadership? Or special efforts or anything?

09-00:06:56

Diamond: Well, we made special efforts, yes, because we had a strong what they called an EOPS program, educational opportunity program. And this would target those students, people who didn't really have as good a background as they probably needed to do college level work, and would need extra help, whether it's tutoring or certain kinds of classes. And in that group that would also be adults, like single women, for example. And it would depend on the county. That was a big group for us because of the nature of this county. But that's one of the primary responsibilities for community colleges, is to help these people, recruit them, provide courses for them, provide individual help—really, the whole package. And that's really a good thing. And then they get on their way, and so many of them do transfer on.

Lage: Did you see good success with retention with—

09-00:08:01

Diamond: Oh, yes. Oh, yes. And we had a very active educational opportunity program. Really a lot of students. We had staff members who were assigned to it, did it as a full-time job, really. And it's one of those things you can never do enough. Yes, you can never do enough.

Lage: I would guess that when you first came to College of Marin, you didn't see things like that.

09-00:08:27

Diamond: No. No. Because they were all— You didn't have those groups, poverty groups or disadvantaged, whatever. And then as the times changed, which they did, it was in, I think, in the sixties, and in the seventies, then it just sort of mushroomed. And of course, as the population changed in California and all over, you had more students that needed assistance.

Lage: It's funny, because people think of Marin as being a very privileged county, a very white county.

09-00:09:04

Diamond: That's right, exactly.

Lage: Did you have a different perspective?

09-00:09:07

Diamond: Oh, yes, now. We have— well, I can't give you the numbers, but— Well, I can tell you that there are many students in these English programs now. Not just a few, not just one class, but a whole list, primarily for them.

Lage: English for foreign speakers?

09-00:09:27

Diamond: Well, yeah, most all of them are foreign born and need this additional help. I see it so clearly from another perspective. Even being retired, the people you get to help around the house, they need English skills.

Lage: Do you send them off to the college?

09-00:09:55

Diamond: It's all throughout the United States. It's the way it is. And there're certainly larger pockets in California and some other places.

Lage: Did you observe, from your vantage point, aside from changes in diversity, changes in student preparation, how well they were being prepared in high school, or dedication to hard work? Did that shift over all these years?

09-00:10:29

Diamond: Well, this is not a very good answer, but it's very uneven. In the earlier days, they were probably much better prepared than the people we're getting now who've only been in the country maybe a few months or maybe a couple years. And living where they live, with others of the same level, they really don't improve a lot. The answer, in lots of ways, it's pretty clear. There are more of them. They have fewer language skills, for example. But at the same time, there are more of them who are beginning to understand that they need the language skills as a start, and need education if they're going to make any progress and improve their living situation or whatever.

Lage: So the community college is a good place for that.

09-00:11:32

Diamond: Oh, it's essential. And it's where a number of them can enroll in programs that lead to employment, whether it's auto tech or a health program or you name it. And there're quite a few. And you go to San Francisco or Contra Costa County, a different kind of a county with—they'll have many, many more programs than a smaller school will. And you get some of them who finish

these programs and are out in the community working, getting by, at least making a salary. And the work is steady. And that encourages others. They see it.

Lage: Is your immigration population primarily Latino? Or Asian, or a mix?

09-00:12:23

Diamond: Latino. All Latino. There're a lot of Asian students, but I think they're at a different level. I think they really have better work habits and they're more driven. They'd better be, [laughs] their parents won't let them fail. And so many of the Latino students, they're really on their own. And the Asian students often are very, very good students. They may come directly from Asia, but it's been instilled in them that if they want to make some progress, they better get an education.

Lage: They might come from more educated families.

09-00:13:01

Diamond: Right.

Lage: Okay. Now, let's see if we had anything else. I wanted to ask you about your continuing education at Berkeley. You went back to school yourself.

09-00:13:17

Diamond: Yes That's one of the things that was sort of on my mind, because I did that for a number of years, in the higher education program. And those programs and classes were really very interesting to me, and I felt I got a lot out of them. And at the same time, the other people taking them were pretty much in the same boat that I was in, so you had a lot of colleagues. And they were all, of course, around the Bay Area. And if I had a question that I thought they could help on, it was easy to call them. And that was another—

Lage: So it was a networking opportunity.

09-00:13:54

Diamond: It was a real networking. And they were all good people. I was going to say good guys, but they were all good people, men and women.

Lage: [laughs] Were they all guys at that time?

09-00:14:04

Diamond: Pretty much so.

Lage: What was the nature of the classes?

09-00:14:12

Diamond: Oh, it could be on finance, for example. And it could be on curriculum and these general areas. Student services, for example. And I think, also, the whole community relations business, and resources. Just a variety.

Lage: They seem eminently practical.

09-00:14:52

Diamond: Many of them were. Or if they weren't practical, you'd talk to your friends. So they worked very well for me, and I think for others, because we'd talk about it not only there, but we'd see each other at conferences and check it out.

Lage: How would you assess the standing of the College of Marin, in relation to other colleges around the bay?

09-00:15:19

Diamond: Well, I thought—and things change—I thought academically, we were a very strong college. We had our follow-up studies of students, and we knew they were successful and we were on the right track. Now, we had other problems, though. Nothing was just so smooth, as time went on. And they really have them now. These are problems between faculty and administration and board and the unions, and learning how to work together and how to negotiate. That's not easy stuff.

Lage: But that's kind of the behind the scenes.

09-00:15:57

Diamond: Unless it's in the newspaper. [chuckles] And suddenly there'd be very strong stands taken by— well, either group. Mostly the faculty, because they were— It got a little complicated because initially, there were no groups, and there was a president who ran things. And then there was an academic senate. They were the early ones. And I think they weren't sure of what their role was. But they did talk about curriculum, primarily. But they did slide over into negotiations because there wasn't anyone really covering it. Maybe a few people from the faculty.

Lage: You mean over salary and work load.

09-00:16:39

Diamond: Right. The important items. [laughs] To some. And then, oh, the last— well, more than twenty years, thirty years or so, the unions really started or organize—at least at Marin, and I think other places. And I don't know what percentage of the faculty belong, but I'd say a high percentage. And a lot of it depends on the situation and the people, and trust and good will, and people's view of how a college ought to operate and so on, and what the limits ought to be in the negotiation, if any. And so trying to clarify all that led to a lot of arguments. [chuckles]

Lage: Were you the point man for some of that negotiation when you were—

09-00:17:28

Diamond: Well, it's kind of a yes and no. I was a point man if I was the head of the college.

Lage: As superintendent or president?

09-00:17:40

Diamond: Well, both, really. But then if it's an instructional matter, our dean of instruction would be heavily involved and meeting with them, and I would meet with them, or we'd be together. And the same was true with business, because that gets down to money. And those are the two areas. And you have your people on the administrative staff who had responsibility for those areas. So they would be the key people. And then if you were the college president, you'd be in there, too. A lot of it depends on personality and relationships, which in some ways, are hard to define. And if a person did well, if the faculty got along, they'd probably be more involved; and if he was supposed to be the bad guy, that would send out another message. And it was essential to be very clear about the responsibilities and the limits and so on. And that's not clear, by a long shot.

Lage: Of the faculty versus the administration?

09-00:18:43

Diamond: Yeah. For example, do faculty have any decision-making type responsibilities? Well, some. But if it cut across into faculty load, for example, making decisions on that, the administration would say, now, that's our responsibility and we have these guidelines and so on. So it depends on the institution and how it evolved, I think, and the relationship between the two, the administrative and the faculty. And the classified staff, as well, which—

Lage: Was also unionized?

09-00:19:22

Diamond: Yeah.

Lage: Same union or a different—

09-00:19:24

Diamond: No. No, they have a classified union. Oh, I can't think of the initials, CSEA [Classified School Employees Association]. And the faculty was AFT [American Federation of Teachers].

Lage: Is that the same union that secondary school teachers would—

09-00:19:42

Diamond: Probably. Yeah, probably. But it's statewide and they have their statewide meetings. Their limits of responsibility probably vary from college to college, whatever they're able to negotiate.

Lage: And would you be negotiating with a member of your own faculty, or with a representative from the union?

09-00:20:06

Diamond:

Well, both. Both. They may bring in people to help negotiate, which they have. And other than that, it would be a group of faculty, their committee. Might be three or four people. And the administration would usually have two or three administrators, possibly. But then in the last— oh, God, this goes back now, I'll bet thirty years or so, where they've had a lawyer who does the negotiating for them because, well, for a number of reasons. It's a lawyer. [they laugh] And secondly, I think the board feels more comfortable with someone with a legal background doing that kind of work. So each group, in a way, has a specialist. But the union does more with the faculty than the administration and the board. And that's really probably one of the hardest part for an administrator. If you don't have a good relationship, you always have some turmoil, some disagreement. And people feel the best way to win an argument is to raise the devil.

Lage:

That seems like a shift that you saw over your career. When you started, the teachers weren't unionized, were they?

09-00:21:30

Diamond:

It was really easy, yeah. And it may have been easy because the administration had, at that time, a typical administrative position. They were the responsible people. And the faculty might voice some opinions, and probably helped improve the establishment of senate or union or whatever. And it's really tricky stuff.

Lage:

When the union was voted in, do you remember when that was?

09-00:22:02

Diamond:

I haven't met with the union people to get that information, I just haven't. But I would guess it was probably in the late sixties or early seventies. And it wasn't much at all, to start with; but over the years, it grew.

Lage:

It wasn't a big issue when they—

09-00:22:28

Diamond:

When they were established? No. That was their choice, if that's how they wanted to do it. And there was no effort on the part of the administration to thwart them in their plans.

Lage:

Well, just in general, I know it's kind of a touchy subject, but do you think the union contributes to the health of the college or not?

09-00:22:54

Diamond:

Well, you can tell I'm sort of hesitating some. Yeah, in some respects, at least there's a group to negotiate with. And whether that or the board, or the administration, are people of good will, trust and so on, that I think can only be established over time and with some good people. And by that I mean people who keep their word and aren't trying to put others down. But the

essential part of it is to have some agreement on lines of responsibility. Should the faculty have responsibility in approving overload for other faculty?

Lage: Now, what would overload be?

09-00:23:48

Diamond: Oh, teaching more courses than a normal load and then being paid for it or given release time. There're different ways to do that. And there is a different value for certain courses. If you have a lab course, you might have three hours for one unit of teaching or two. Those are different, and those are usually worked out with the dean of instruction, in the evolvement of a course, and the approval. But it can be tested later on, if faculty feels that the faculty member's not getting enough credit units or if they can negotiate that, try to make it work out.

Lage: So that's the kind of issue that comes up, aside from pay.

09-00:24:33

Diamond: Well, yes, it ends up being faculty pay. If you have an overload, you get X amount of money beyond your normal load. And how many units should a faculty member be able to teach as an overload? And should they also receive money or release time if they have faculty responsibilities like head of the union or something? It gets wide open. And pretty soon your expenses will go way up.

Lage: Do issues like how many part-timers should there be come up?

09-00:25:10

Diamond: How much—?

Lage: How many part-timers on the faculty.

09-00:25:13

Diamond: Well, I don't know that is an issue, but it surely could be one. And it would work this way, I think. You have X number of faculty, full-time faculty teaching, let's say, history, and you want to offer another six or seven history courses. Well, should they be taught as an overload for faculty? Should you hire part-timers? If they're specialty areas, you probably want to hire a part-timer, unless a faculty member has that specialty. So there're just a number of different levels, but they all come down to money. And the other part of it is, does the board, administration, do they hire more part-timers? And I think there's some—I can't remember them exactly, but there were some laws, rules, guidelines that X percent of the faculty had to be full-timers.

Lage: Coming down from the state, or local?

09-00:26:12

Diamond: No, coming from within. I think coming from within the institution. But there were probably guidelines from the state. And that gets down to money. If you

have part-timers, not only are they paid less, they may not get the same fringe benefits, health or so on. And they don't have tenure. So there're a whole series of issues that come out of that that need to be not only carefully analyzed, but attention needs to be paid and have some clear guidelines.

Lage: It sounds like it was one of the more troublesome parts of your job as—

09-00:26:57

Diamond: Oh, I think so, yeah. Oh, yeah. And it depends on the administration and the board and the faculty. Some good people, and if they're both fair— And now, with cost of living high, I don't know how many teachers at Marin live in the county. I'll bet less than half.

Lage: Probably.

09-00:27:22

Diamond: Probably. Maybe more than that. And this is sort of a side issue. The faculty is trying to negotiate an increase in salary. And I think they have a pretty good salary schedule, the one that I'm sort of familiar with. I don't know if you want this on your tape, but anyhow, they were talking about that Marin was low, and the average salary was—I think this is right—was \$99,000. Well, that sounds pretty high to me, but I came from twenty-five years ago, and it may not be. And if they were to live in the county, I don't think it would be. Times change.

Lage: Right. And they're changing as we speak. Let's turn to something more pleasant. [laughs]

09-00:28:17

Diamond: That's fine.

Lage: When you retired, they named the gym after you? Is this right?

09-00:28:27

Diamond: Yeah, they named the gym. I retired— Well, let me tell you the story of retiring. [chuckles]

Lage: Yeah. Tell us that.

09-00:28:35

Diamond: Well, I had just had a two-year contract as a superintendent/president. I was the president before. And after the first year, I think I was— no, the second year, I think I was sixty-three. Now, you normally retire at sixty-five, but I think you can teach, now I think you can teach as long as you're able to. Anyhow, so I would've had to apply to continue the contract. And there's this old Kenny Rogers cowboy song talking about poker. Know when to hold 'em and know when to fold 'em, and know when to walk away. Well, I was here at the walk-away stage.

Lage: [laughs] And what had driven you to the walk-away stage?

09-00:29:40

Diamond: Well, first of all, I didn't see myself fixing the situation at the college with the union, and we had money problems. It would take just an awful lot and some time, in my view, to fix things. And I didn't see myself in a couple years, fixing anything.

Lage: When you say with the union, were there particular issues?

09-00:30:06

Diamond: Well, the usual. Salary and faculty load.

Lage: Nothing special, just the same kind of things you've been talking about.

09-00:30:12

Diamond: Nothing special, just not a very happy situation. And it would take a while to turn that around. Well, it's still going on. This is twenty-five years later. [laughs] And at that time, my youngest daughter had one more year of med school, and I thought we could handle that. And so we didn't have kids to support, and I thought we could get by on whatever my retirement was going to be. And so that's when I opted to retire. And upon retiring, I had a good relationship with the board, and so they named this building after me; they wanted to do something. They gave my wife a bouquet of flowers.

Lage: How nice.

09-00:31:01

Diamond: [laughs] And that was that. And that was fine. But the kicker in the whole thing is this. No kidding. Two days after I announced my retirement, my wife Eva was taking a walk with our neighbor who lived around the corner— You've heard some of this story.

Lage: But not on the tape.

09-00:31:22

Diamond: Oh, okay. Barbara Leibert, who taught elementary school out here and had our kids in class, but she was an old friend. And so they were out walking. And prior to that, her father, who was the publisher of the local newspaper, the *Marin Independent Journal*, had passed away before, a while back. And her brother ran the paper, and they sold it to Gannett. This was probably around 1983, around there. And so when he sold it, Barbara got her inheritance, which was substantial. And she had to put her money someplace, so she put it into property, into industrial type buildings—warehouse, warehouse with offices. And most of them were in the San Leandro area, because that's where there are a lot of them. But she also bought homes for a couple of grandchildren. And what else? And some charitable— She left a million dollars to the college, for the journalism program, in honor of her father.

Lage: Right at that time, or after you—

09-00:32:41

Diamond: That was when I was still there. But they wouldn't get the money till she passed away. And she did some things like that, like the Marin Historical Society. Well, anyhow, just a couple days after I announced my retirement, Eva and Barbara were walking, and Barbara asked Eva if she thought I'd be interested in managing her property. She said, "Well, I'll ask him." [chuckles] So that's what I did. I did that for twenty years.

Lage: My goodness! And that was totally different from what you'd been doing.

09-00:33:17

Diamond: Well, it was different but. You're still dealing with people and you still have some common sense guidelines. And I wasn't going to lease the property. I didn't want to do that, do real estate stuff like that. And so we had a man who was the son of one of Eva and Barbara's close friends, who was a real estate person, who did that. And he selected, for the most part, a lot of good property.

Lage: So he helped decided where to invest the money.

09-00:33:54

Diamond: That's right, yeah. She had to put it someplace. And these were good buildings, and they filled up. And there'd always been some turnover. What I did as the manager was to collect the money. And if there were problems with buildings, I'd bring someone in to fix them and maintain them. And I was just checking them every couple of weeks.

Lage: Would you drive around and take a look at—

09-00:34:18

Diamond: I'd drive around, yeah. And she also had a building up in Reno. She had a daughter living up there. And then I mentioned she bought homes for two of her grandchildren, and eventually, for a third grandchild. And so that was really a good thing and good pay, on top of my retirement. We were doing pretty well.

Lage: It helped give you a living beyond what you'd anticipated.

09-00:34:48

Diamond: Oh, yes, a lot. And it wasn't an eight-to-five job. And I kept my own hours. I had no board, [they laugh] no faculty. I made all the decisions.

Lage: Did you have a lot of back and forth with Barbara Leibert?

09-00:35:08

Diamond: Oh, yes, when she was living around the corner.

Lage: Would you talk everything over with her?

09-00:35:12

Diamond: Oh, yes. I would see her at least every two weeks. And then she got involved and put a lot of money into the building of Villa Marin, which is a retirement center.

Lage: Now, tell me about that. Would she ask your advice on matters like this?

09-00:35:27

Diamond: Well, we'd talk about it. And she trusted me, I think. And she could talk about whatever she wanted to talk about. So when we met, we talked. I'd talk about the business, what was going on. And that was kind of minimal, really, because it sort of rolled along unless there was a special problem like some person not paying or getting ready to move. And the real estate guy would get in on it, as far as listing the building and showing it and so on. And then she talked a lot about Villa Marin. She wanted a retirement center that former school teachers could afford. Now, that's pretty good. Didn't quite work out that way, but—

Lage: It didn't?

09-00:36:16

Diamond: Well, those places are expensive. Incidentally, I'm moving into one.

Lage: To Villa Marin?

09-00:36:26

Diamond: Yes. I don't know how soon, but I'm buying a unit. And then there'll come a time when I have to start paying for it and I've got to do something with the house. Would you like a house in Marin County?

Lage: [laughs] Probably not. Can't afford it.

09-00:36:44

Diamond: It's not bad. Anyhow. Barbara and Eva took the walk, "Would he like to do this?" "Yeah, okay." And so that let me into the property management stuff, which gave me a considerable amount of, quote, "free time" to do other things. And so Eva and I really enjoyed ourselves. We like to garden and—

Lage: You have a beautiful garden here.

09-00:37:06

Diamond: Yeah. It was much better other years; I'd be planting stuff. But this year, with the water problems— Although I did put in a well in the seventies, when we had a big drought. And that worked reasonably well, not perfect. So anyhow, that was those years after I retired.

Lage: And did you say you did that for twenty years?

09-00:37:30

Diamond: Yes, I'm surprised. Twenty years. And I've been out of the college twenty-five years. Well, Barbara passed away about four years ago, and so there were changes. She sold some buildings so she'd have more money to give to other people. [chuckles] And so there were about three buildings left. And so I stopped the property management stuff.

Lage: Is there more to say about what she did with Villa Marin? How involved was she in getting it going?

09-00:38:39

Diamond: Oh, she was very interested in it. And she worked with a man by the name of John Siemens, a doctor, who was kind of a good businessman, too. And he saw the need for one and he participated in—I'm not sure to what level, but in the establishment of the Tamalpais, which is a big retirement center in Greenbrae. And then he was looking to start another one with kind of a different concept, and Barbara hooked up with him. And they looked at a number of properties that were available in Marin County, that were large enough and this and that. And they found this one out at Northgate. Northgate's a big shopping center. And up on the hill, on the west side, they found this property.

Lage: Was it just empty property at the time?

09-00:39:33

Diamond: Yeah, up on top of the hill. Well, it was a buildable site, but it was— And if you go out that way, you just look to the west and you see this giant, stretched out building up on top of the hill. And she put up the money to buy the land, okay? And with that, they were able to borrow money to build the place.

Lage: I see. And then did she own it?

09-00:39:58

Diamond: No. She just put up the money, and then she got her money back.

Lage: Oh, she got her money back.

09-00:40:04

Diamond: Yeah. And she bought a number of units to start with, so she'd have them for her friends or to help them get started. Well, it started very fast. It was very desirable. And I don't know how much you want on your tape on this, but it had a different kind of a concept. And I thought it was sort of interesting. It's a condo concept, where the inhabitants—[laughs] I was going to use another word, but inhabitants will do—buy the unit. They own it. So you have 250 or whatever people who are stakeholders in this unit, and they hire a manager to run the place. But it's owned by the people who are living there. And it's all first class—health service and food and the accommodations.

Lage: And then do the owners of the condos have a charge every month that pays for the health services?

09-00:41:06

Diamond: Yeah, pays for the operation. And it's not especially steep, compared to the others. But the big thing is, you own your unit. And the others that I've checked in the county, often you have a big down payment, which can be fifty or a hundred-thousand dollars, that's gone. And it's not your unit. And then you pay a monthly, which can be high. Or it can be lower than some of them. Their monthly is, I think, lower than some of them. Actually, it'd be less expensive living out there than living here.

Lage: Really?

09-00:41:47

Diamond: Well, when you figure your utilities and your taxes. There'll be taxes out there, too. But you have to maintain—it's my choice—the pool, the garden. There are a whole series of charges or monthly payments that go with a house. And so it'd really be less expensive to live out there. It won't be the same.

Lage: That's right. I can see you have mixed emotions about this move.

09-00:42:23

Diamond: Well, I do. But I'll tell you one of the main reasons, and this is one that kind of drives me. I'd like to have this all sold, cleaned out, all our stuff out, kids take whatever they want, and I don't know what'll happen to the rest of the stuff. But I don't want them to have to fool with this, if I stay here or don't sell it or whatever, because I think that would be an awful burden. And in terms of family harmony, it would be better. They all get along well; that's not the issue. But it would help me in my conscience, to do something like that. Just get it out behind. And at my age, something's going to happen sometimes. [chuckles]

Well, that's another wrinkle in this. Eva and I were interested in Villa Marin. We had Barbara out there as a close friend, and several others, so we knew what was going on. And we talked about maybe trying to go out there when we were in our seventies, and we decided against it because we were doing okay here, and we liked what we had here. And we'd bought our lot soon after we were married and built the house. Did an awful lot ourselves, so we had a lot of personal stuff. Sweat and other things.

Lage: Right, invested right here.

09-00:43:53

Diamond: Yes. And we liked it, but we decided not to. And then a few years later, we thought, well, maybe we ought to try to move. And at that time, they changed the age limit, and we weren't eligible.

Lage: You mean you were too old?

09-00:44:11

Diamond: We were too old. And I think we were eighty-one, and I think they cut it off at eighty. And so, okay. And then Eva passed away, what?, in '05, and I wasn't eligible out there. So this last year, I've been looking with Joanie (my eldest daughter) at other places in the county. And she looked in Berkeley and Oakland, too. And we weren't moving very fast; nothing really appealed with us at that time. And then I got the phone call from Villa Marin that they did away with the age limit.

Lage: Goodness!

09-00:44:50

Diamond: Yeah, this was about three, four months ago, not very long ago. Yeah, it couldn't have been— probably two or three months ago.

Lage: I wonder what prompted them to do that?

09-00:45:04

Diamond: Well, they probably weren't filling them, would be my guess. And maybe they were finding that older people didn't have as many or all the problems that they anticipated. And they would prefer younger people, anyhow. And younger people would bring, perhaps, more life to the place; but at the same time, be there longer and pay their money regularly and all that—I guess. But anyhow, I was eligible. So Joanie and I went out, and they had some units available. And I was just looking for— I guess they call it a one bedroom. There're a lot of different ones. And these were a little under \$300,000. And I don't know what the right price is for any of that stuff, but then it's yours and you leave it to your kids. And I didn't really want a big, big unit, and I wanted one that would be about the size of my bedroom, [they laugh] because that's where I've been living. Yeah. Other than a kitchen. It's okay. It'll be fine.

Lage: So is that what you're getting, a one bedroom?

09-00:46:19

Diamond: Yeah. And I'm at the stage where it'll close the end of December. I have to pay by then. And then it's not clear yet whether I try to move in after December. And I have to put this house on the market. So you leave all your furniture and you get it cleaned up and all the repair work that I haven't been doing and all that straightened around, and turn it over to the real estate people. And that's a question. Some advice is, hold off till spring. And I'm not too sure of that; I'd just as soon put it on the market now. I see other houses on the market in San Anselmo, really kind of a long list.

Lage: That's because it's taking longer to sell them than it used to.

09-00:47:21

Diamond: Yeah, right. And this is a desirable area and we have a desirable lot, not quite an acre. And some people, if they have the money, they'll tear this place down, probably, and put up what they want. But that's not my problem.

Lage: [laughs] No. Don't look back.

09-00:47:41

Diamond: Anyhow, I have to make a decision on, once I buy the place out there, when to move. And the sooner the better, because you start paying out there, and also pay here, and— Whatever. So I'm at that stage.

Lage: So it's a big life change, anyway.

09-00:48:01

Diamond: Yes.

Lage: Well, let's talk a little bit more about your retirement years, because I know you did some really special things.

09-00:48:10

Diamond: Well, yes, and I've got a list of things, if I can read them, and see if this is what you want. Well, I'm probably repeating stuff, but you'll just have to throw it out or fit it in [laughs] or whatever. Well, my wife and I were married in 1947. And did I ever tell you how I got the job here?

Lage: You did. Yeah, we got that, and how you met your wife.

09-00:48:41

Diamond: Yeah, okay. All right. Then I can skip way down here. Well then, as I mentioned earlier, we bought our lot. I'm repeating it, but just briefly. We bought our lot about three months after we were married, started to build the next year, in 1948. And I remember, my father-in-law, Eva's dad, who was an engineer, and I came out and put our strings down to outline the foundation. And then I dug the foundation. That's the way it was. And then we got a contractor, put in the foundation, including the steps out here. And this was in '48. And then I remember so clearly, one of those moments in a marriage, I guess. They had the foundation in and the steps, and we came out on our anniversary, [laughs] our first anniversary, sat on the steps of our house to be built. It was a pretty special thing, looking ahead. Anyhow, we moved in and it was really unfinished. And so we had a lot of work to do, an awful lot. And I'm not skilled at this stuff. And Eva, she did an awful lot. There was always something to do, and sort of big stuff. And the contractors came in to do quite a bit, like put up this redwood paneling, and finish things and the plasterboard and all that.

Lage: What kind of things did Eva do?

09-00:50:19

Diamond: Well, all the painting and working around, because we had Bob in around the end of April '48. Well, he wasn't in the house then; we weren't in here. But by the time we moved in, he was moving around. And so we had this baby in a pen, with two by fours all around. But she did the painting and whatever else she felt she could do. If there was tile work, she would do that, all the tile work. She didn't do any artwork at that time. [laughs]

Lage: No, I'll bet. That was her art.

09-00:51:09

Diamond: No, didn't have time for that. But there was always plenty to do. And anyhow. Where am I? Well, at that time—now this is my first year at the college—you worked, you had a full schedule, and quite a bit of night stuff, too. And then she had the house to contend with and the baby. She had a lot going. And then in the summers for about the first four years, maybe, I worked. I was a member of the faculty, so I had the summer off, but you always need more money. And so I worked around a recreation program, in Marin County. And Eva worked with me, too. And it seems to me that we'd take Bob with us. And I also was in the Army Reserve, and we met a couple of nights a month—and you got paid for it, that was the big thing—and then I had a couple of weeks during the summer, usually in California, once back in the Midwest. And I kept the Army Reserve going, oh, till I had, altogether, fourteen years of military service, active service and the Reserve service. Twenty years, I would've had retirement pay, and then I stopped after fourteen. There were just so many demands at home that I needed [to tend to], and I wasn't very happy trying to do all of this stuff.

Lage: But you didn't get called up for Korea.

09-00:53:03

Diamond: I was lucky. I think I was lucky, because I belonged to the Army Reserve and belonged to a unit in the city. It was a logistical command, whatever that is. So they didn't call people up who belonged to units. And I was a top priority because I was an infantry platoon leader in World War II, and those are the guys they wanted and needed.

Lage: Were you worried about being called up for Korea?

09-00:53:39

Diamond: Oh, yes. Because they wanted platoon leaders. And you know who they are, they're the guys out in front of a rifle company. And that's what I did in the Second World War. So I was lucky. And the enrollment went down at the college so many guys were called up. So I had those years in Reserve in the beginning part.

And then we had Joanie and Andrea. They were born 1950 and '52, the two girls. And so we really had a full blown family of little kids. And that was

hard on Eva, particularly, because some parts of the year I was really busy day and night. Other parts, it would really slack off. So that was extra hard on her, I'm sure. And we took vacations. We went camping up at Tahoe, Wright's Lake, primarily. And one thing—[laughs] this is typical of Joanie, if you get to know her, but she had this characteristic as a baby—I remember one morning— Now, Wright's Lake is probably around 7,000 feet. It's cold. And I got her up in the morning and she said, "I'm cold." I said, "Well, come on over by the fire." And I took her hand, and she was just a little squirt. [chuckles] Took her over by the fire and she said, "Yes, but I'll be cold tomorrow morning." [Lage laughs] She's like that. She was always looking ahead. And that was just typical, she said it.

Lage: And you remembered it.

09-00:56:11

Diamond: Oh, wouldn't forget anything like that. [laughs] I wouldn't. Okay. Well, anyhow. And during the summer, we didn't have the trees here. We have all these pines now. I got a flat of them from the forestry department over at Cal, because we knew someone over there. Anyhow, so I planted them about this far apart, about three feet, which is kind of dumb. But I had enough, so I planted them all around the lot. And I'll bet within a week's time, the doorbell rang. It was a little girl who lived across the street, had this bouquet of pine trees that she'd pulled up.

Lage: Oh, no! [laughs]

09-00:56:53

Diamond: And rang the bell and gave them to us.

Lage: She came along and pulled up what you'd planted?

09-00:56:58

Diamond: Yes. And so I put them back in and we had enough pine trees. Now I've lost a couple, but they're old trees now. We really enjoyed them. I was going to say during the summers, we did this camping. And without the trees here, it was hot. It was very hot. And what we used to do that we enjoyed, we'd get these three kids and we'd go out to Inverness to swim at the beach and just hang out there a good part of the day. Sometimes neighbor kids would go with us, and it was a nice easy thing.

Lage: On Tomales Bay.

09-00:57:40

Diamond: Right. And Eva spent— There were a group of girls in Oakland, they were sort of a club. The DDDs, that's what— I don't know what that stood for, but one of them, the family had a house out here in Inverness, and they used to go out as a group each summer, so she was familiar with it. But anyhow, we went out there with the family and the kids are on the beach. It was safe and the

water was nice and we had a good time. Had a picnic lunch, of course. And then on the way home, we'd stop at [Samuel P.] Taylor Park with the family and have our dinner, have a barbeque. Under the trees, it was cool. And then we'd get home between six and seven, and about time to get them ready for bed. And we did that so often. It was kind of a nice routine. And we got away, they had a good time. Pretty easy. Didn't cost much. [chuckles]

Lage: That's right. Gas was cheap then.

09-00:58:41

Diamond: Yeah, gas was really cheap. Well, that was fun. And we have a lot of pictures from those days, too.

Lage: Hold on a minute, I'm going to change the tape while you—

09-00:58:52

Diamond: Would you like more coffee or anything?

Lage: I'm good. No, thank you.

[End Audio File 9]

Begin Audio File 10 11-17-2008.mp3

Lage: Okay. We're continuing our November 17 interview, and this is tape nine[actually tape ten]. We are continuing on the topic of family and eventually, retirement years. What's next on your list there?

10-00:00:25

Diamond: Well, I'll just sort of wrap this part of family things up here in a second. With the girls, as they were growing up, they became Campfire Girls, and Eva was a Campfire leader for seventeen years.

Lage: Oh, my goodness!

10-00:00:45

Diamond: [chuckles] And she was very creative. She'd make up plays for them and things. And the kids who were in it really liked it because they liked her and she had all these ideas and things for them to do. And of course, she knew all these different crafts and whatever, and so it was—

Lage: So she did it long after the girls were out of it. Long after your girls were.

10-00:01:10

Diamond: Well, not really, because we had our youngest one come along.

Lage: Oh, yeah. When was she born?

10-00:01:17
Diamond:

She was born in 1960. I'm not up to her yet.

Lage:

Okay, sorry.

10-00:01:21
Diamond:

But I'll get there. Anyhow, we had this Campfire leader stuff for seventeen years. And then our kids, during that period when they were at home, the girls did a lot of babysitting, and Andrea taught guitar and Bob worked around the neighborhood cutting lawns or sweeping pools, things like that. They sort of worked, they just weren't hanging out. And then Carol was born in 1960. And Andrea was born when? 1952, I guess. Yeah, there's about eight years difference. What else did the kids do for the summer? Well, that's about it, working. Bob worked driving an older guy back to Colorado. That was pretty exciting for him.

Lage:

Did you encourage them to work, or—

10-00:02:36
Diamond:

Oh, yes.

Lage:

—it was just part of a—

10-00:02:38
Diamond:

Well, they saw it all around them, and I think they expected that they were supposed to work.

Lage:

How about their education? Did you push that a lot?

10-00:02:51
Diamond:

Oh, yes. Thank you for reminding me. They were good kids, they were good students. But Eva would let them watch television. We didn't fuss, the reception was so awful [laughs] out here and the way we had it set up. But every Monday night, they sat around the kitchen table and wrote essays on what they watched on television, or something else. Every Monday night. Well, she was a former English teacher, too, and she'd correct it and go it with them. And I think those kids had a good opportunity to learn some basic skills.

Lage:

From their mother.

10-00:03:37
Diamond:

From their mother. And this is a sidelight but probably comes in. They were all English majors in college. And we both thought that that's a good basic thing. Whatever they go into, they'll have to take the prereqs for whatever their major's going to be. And then Eva was a writer, kind of a closet writer. [chuckles] She had a few articles published in magazines, usually related to some trips or something unique. Yeah, she did. Well, do you want me to talk about this now or—?

Lage: This is fine now.

10-00:04:15

Diamond: Well, why don't I do it now so I don't forget it. One article, she spent time when she was growing up, she was about five, out on the desert near Las Vegas. And actually, on a trip to Colorado with Eva and Carol and I, all three, we went down the Colorado on one of those rowboats. We didn't do the rowing, they had a guide. We were on the river a week. It was pretty exciting. But on the way back, we went through Las Vegas. And our plan was to go out to where she lived, which was only twenty-five miles from Las Vegas. And they were there, she said, when Las Vegas had wooden sidewalks.

Lage: Oh, boy.

10-00:05:07

Diamond: So we went out and found where they lived, which was something her father built, sort of a tent. There were still some old springs around. [chuckles] And she had some childhood memories of an orange rock and some things that she found. Anyhow, she wrote a story about that. Went into a Nevada travel magazine. And she did another story on our trip to Europe that I was going to— With a camper. And that's what I was going to talk about now.

Lage: Yeah, that's good.

10-00:05:42

Diamond: I got a three month sabbatical. And Carol was about ten. And so we decided— Well, let me back up. Before that, the one long trip that we took, we took Carol and Andrea—Andrea was fifteen and Carol, I guess, about eight— It's the year I served as an interim president, '66-67, whatever. Anyhow, the Club Med was just starting up in Tahiti.

Lage: Oh, my!

10-00:06:16

Diamond: So [laughs] I think it was for \$1800, all of us could go over. Three weeks. Fly over and back. Oh, everything, combination. So that's what we did. And of course, we had a good time, and a special place.

Lage: Now, this sounds more like Marin County, going to Tahiti on vacation.
[laughs]

10-00:06:37

Diamond: Yeah. But anyhow, with Eva, she was ready to go any time. But [laughs] I remember, we saw this ad in the paper, Tahiti, \$600 a person or something. I was at a meeting in Santa Monica, and Eva was with me. And we were walking out on the pier and we were talking about it. And she had the clipping from the paper, Tahiti, \$600, and an 800 number or something. I said, "Well, why don't you phone them?" So [laughs] she got on a pay phone and called. We made our reservation, and then had to follow up with money and all the

other stuff. But we had a good time. My reason for mentioning it, it was our first long trip. Then I was starting on this three-month sabbatical. And that took place in the spring of around 1970. And what we did, we talked about going and how would we do it. And she thought going by train and whatever, and I thought that would really be hard. It would be jumping on and off trains, carrying our bags and so on. And then we went to an evening out, really. A next door neighbor, who was a guy who taught at Drake High, who was a teacher of one of the kids. And they all liked him. And he and his wife did a lot of traveling by camper. And he was there to tell about traveling. It wasn't for us or anybody; he was just a history teacher. And Eva thought about that and she said, "Well, what about that?" And I said, "That sounds like a good idea." [chuckles] And so the very next day, I went down and bought a VW camper to pick up in Germany.

Lage: Oh, gosh. You work fast!

10-00:08:56

Diamond: Well, I had to; she might change her mind. [they laugh] And that was the start, in April of that year. So that's what we did. We packed up, got our tickets and so on.

Lage: Now, who all went on that trip?

10-00:09:14

Diamond: Carol, she was ten, and the two of us. The other kids were in college. And I had a faculty member who stayed in the house while we were gone. There was always somebody going through divorce down there, [laughs] so they were looking for a place. And I don't know, I think there was maybe two guys there, at the most. And so that worked fine for us and for them. Everybody sort of wins. Anyhow, we went to England. We had some friends from the college who were on sabbatical who were there. And so we met them and they met us. We had hotel reservations. We were in England about a week before we went over to Germany. And then we also, by that time, we had talked with the father of Susie and Michael. Did I go into that story for you?

Lage: You did, yes.

10-00:10:09

Diamond: Okay. And so Eva and I went down to meet their aunt and their grandmother.

Lage: Who lived in England.

10-00:10:19

Diamond: Lived in England, in Kent. And the man was on the prime minister's cabinet and all that. And we went to a party at his house.

Lage: [laughs] I hope you had the proper clothes that you brought along.

10-00:10:33
Diamond:

Well, I had a tie, anyhow. [laughs] And so we met them. Okay. And they knew the kids were coming to our place and all that. And I had probably finished that story. The father wanted them raised in the US, and didn't really want them over there; he worried they would be sent off to boarding school or something after being raised in west Marin with horses. So anyhow, we visited them and became acquainted. But we spent some time with our friends from the college, and then we took off for Germany to pick up the camper. And then we started out. And we went through that part of Germany. We were heading down to Frankfurt, Germany. I had a really close friend from high school and Cal, and his dad used to run the University Press. I think I mentioned this, too.

Lage: You did.

10-00:11:26
Diamond:

Anyhow, we stayed with Bob Farquhar and his wife and kids that one night.

Lage: And what was he doing there?

10-00:11:32
Diamond:

Well, he was running an airline. It was a German airline, but it was primarily for tourists. And they would line up these trips for tourists to special places, down in Africa or whatever. And I guess he was making it go. And his wife was a former stewardess on a German airline, I think, and they had two or three kids by then. But he was a very good, very close friend. We did a lot of things together. And I came across it the other day: before he did this, yeah, he was a male model down in Hollywood. He was trying to [laughs] break in. There were some handsome pictures that I came across. [they laugh.] Then he got this job. So anyhow, we went down to Frankfurt. And then we were just there a night, then we started on our trip, really, down the coast of Yugoslavia and then over to Italy by boat. And stayed there in Brindisi for a few days, then we had to get the boat going over to Greece. Well, we stopped at Corfu for a few days.

Lage: Oh, my! All of this with your camper.

10-00:12:47
Diamond:

With the camper. Oh, yeah.

Lage: So you'd get on ferries.

10-00:12:50
Diamond:

And we slept in the camper, and it was easy to fix our meals there. Sometimes we'd go out. But it was an inexpensive way to go and a lot of freedom. And I'd get lost from time to time, driving, but that was part of it. [laughs] And I think this is the most interesting part of traveling [laughs]. And anyhow, so we went to Corfu and then on to Greece, to, I think it's Piraeus, I can't remember, but it's the big port city. And then we went over to Rhodes. Because two

weeks before we left California, we were at a party here in the neighborhood, and we met a guy and his wife. She was a Scottish girl and he was an American. He was a writer. And they lived on Rhodes. And he said, "We're going to be gone all of April. If you want to use our house, go ahead."

Lage: How lovely!

10-00:13:57

Diamond: So that's why we went to Rhodes. And we stayed there almost three weeks. And it was really interesting. They were alleys, not streets, just wide enough for a donkey to go down. And they were not brick, but made of rocks, masonry. And a little courtyard. The alley was clear, and you'd go into this courtyard, which was really nice, and a nice house. And it had modern accommodations. And the guy was a writer, had a lot of books, which was good. And then it was really not a long walk down to the beach, which was really a first class swimming beach. And so that's what we did during the day, we went to the beach. And there was a castle up on the hill above us and we prowled around. And Carol would go out every morning, around the corner to the bakery, and for a nickel, get a fresh loaf of bread.

Lage: Sounds idyllic.

10-00:14:58

Diamond: Yeah, well, it was. It was really a nice break. [chuckles] And we were there two to three weeks. And you come into the town and the road stops. And then there's this— oh, I don't have the right name, not right now. But there's a big courtyard, the entrance to the town, a few stores around it. And then they have these alleys that go off it, to these homes. And so if anything was happening, it would be out there. And it was very small, and this one road from the city of Rhodes out to— What is the name of that village? Oh, I can't think of it. So we really had a good time there. [laughs] Oh, one other thing I forgot. When we were in Frankfurt, the owner of the house where we were staying [in Rhodes] had asked us if we would pick up a TV for him in Frankfurt. So we went into a store and bought a TV that you could put in the car.

Lage: Because you had the big car.

10-00:16:02

Diamond: Well, and he wanted it. It was kind of a trade-off, really.

Lage: Oh, I see, I see.

10-00:16:05

Diamond: And I remember this now because I had to carry it from where we were able to park the car, across from this big courtyard, down the alley, and put it in his house. [they laugh] So we left Rhodes and back to Piraeus in Greece, and then we really started the rest of our trip. And we went through parts of Greece and back over to Italy, and then started our trip in Italy. And oh, hit several

villages, really, on the east side of Italy, down the— [mic noise] what's the sea between Italy and Yugoslavia?

Lage: The Adriatic?

10-00:17:02

Diamond: Adriatic. And then we went across Italy, over to Sorrento. And we camped for several days in these different places. It was really a pretty ride, and down the Amalfi Coast. And then into Italy, to Naples and Rome and Florence. And we camped there for a while.

Lage: Were there camping places outside these cities?

10-00:17:33

Diamond: Oh, yeah. So it's not an uncommon thing. And I think Europeans do a lot of camping, and I'm sure others do, too. But this time of the year, it wasn't crowded, and the weather was okay. And so we went then to Sorrento, and then where'd we go? Oh, then we went into Switzerland. And my wife's father, he's born in St. Louis and the family's been here a long time, but it's Swiss descent. And so that was interesting. And up through Switzerland and into Vienna, Austria, and stayed there a few days. And they have a lot of good sightseeing. And then where'd we go? I guess we went into— Well, I had to go into Germany to get the car reregistered or something. [laughs] And then I guess from there, we went into France. Yeah, we went up the— Oh, what's the right name for it? Up the valleys that lead into Paris. And then we stayed in Paris, camped there for several days. And oh, I forgot one thing. Well, I'll just finish this. And we went into Paris for several days. They had a big campground there, Paris. And then we went over to England.

But when we were in Rhodes, one day we— From Rhodes, you can get over to Turkey, in just about a two-hour boat ride. And so we went over there. We didn't take our camper, but we went over. And I can't remember the name of the town, and we hiked around there. This one store we went into had a lot of leather goods, jackets and long leather coats and so on. And Eva almost bought a leather coat, but she's a tall woman, [laughs] couldn't get anything that would look half decent. But I bought a leather jacket. And it was very inexpensive. And the reason I remember that, in Paris, I was wearing it, and it poured and poured, and I had this leather jacket [laughs] that was soaking wet. And I don't know if it dried out by the time we left Europe. But anyhow. So we went over to England and Scotland. And I think it was at least a couple of weeks there, maybe more. And drove around and did the sightseeing. We were looking for the— I was going to say dolphins; that's not it. Not dragons. In Scotland. This one big lake's supposed to have them, it's always—

Lage: Oh, the Loch Ness monster?

10-00:20:42

Diamond: Yeah. We didn't see it. [they laugh] And Eva's mother was Scottish, she was born in Nova Scotia, so that had a lot of family stuff in there. And we really had a good time.

Lage: And how long was your trip, altogether?

10-00:21:00

Diamond: Oh, it was three months.

Lage: Three months, that's quite a—

10-00:21:02

Diamond: Yeah. And we saw a lot and Carol really learned a lot. Eva, with all this art background— And when we were going in the camper, she had a lot of math problems on mileage and stuff.

Lage: It was her school time. She had to take off school.

10-00:21:17

Diamond: Yeah, it was her school time.

Lage: So did you make some arrangements with the school?

10-00:21:22

Diamond: Yeah, we said we're leaving. [they laugh] And she was a good student and they weren't particularly concerned. And on the other hand, I think she learned a lot, and it really made our trip much better, this really neat little kid. She was really a nice kid. People would like her. And easy, and smart enough.

Lage: Yeah. Well, that's so nice. Now, did you bring your camper back?

10-00:21:50

Diamond: Yeah, we brought it back. [laughs] We paid \$3600 here at the dealer in San Rafael, and then picked it up over there, and then we brought it back. And I left—it was dumb—but I left some stuff in it. Tied it down, put chains around it. And that was all gone by the time we got home.

Lage: Like your luggage?

10-00:22:14

Diamond: No, we had a lot of luggage, but these were extra things that were sort of big and bulky. I can't remember what they were. But we brought it back, but at that time there was a strike on, and so they had to take it up to Vancouver. So school was starting and I thought I couldn't go up. So Eva [laughs] went up to Vancouver to pick it up. She'd never driven it before.

Lage: Oh. She didn't drive it in Europe.

10-00:22:41

Diamond:

No. And it was hard finding it, the first thing. And the battery was dead, and she got it charged up. And then finally some guy helped her get it going. And so she drove out. And before she got out of Canada, it was dark and so she found a motel to stay in. And then she stayed there that night, but she couldn't get out. The door was locked. Early in the morning, she wanted to leave. So she had to climb out the window [they laugh] and make it out of there. And then she had trouble with the car, with the battery, but got it going.

She was on her way down to visit her aunt, her Aunt Alice, who lived in Tacoma. And Eva's mother and her aunt— That's where the family lived. Alice taught high school English. She never married. And she used to come down here fairly often. She enjoyed it. She liked the kids. She was sort of a stern-looking person, but she enjoyed these lively kids. And they would go up there. She was a mountain woman. She climbed all the mountains around there, and the kids did, too, when they were visiting her. And she was very nice to them and very nice to Eva. She was sort of Eva's mother that was her claim. And she was a good woman. Kind of stiff, but underneath, she was a very nice woman. So anyhow, she got it down to Alice's. And then what'd we do? Did I drive up or fly up? I think I flew. No, I think I drove up. I don't know why. And we took the two cars home. And then when I got home, I sold the car to a secretary who worked in our office in student services, for \$3600. [laughs]

Lage:

Oh, you sold the bus, the Volkswagen bus.

10-00:25:11

Diamond:

Yes. We were getting Susie and Mike, and with at least three kids, that would be too much. Anyhow, I sold it.

Lage:

For the same price you bought it for new.

10-00:25:24

Diamond:

Right. [laughs] But the prices here were probably higher. That's the way it was.

Lage:

Well, that's a great journey.

10-00:25:32

Diamond:

Yes, it really was. And I'm glad we had the courage to do something like that. But Eva liked to travel, and this seemed like a good way to do it. And we made the adjustment. We have a lot of pictures and so on. It's before she started sketching. So anyhow, we came back to more or less normal life. Our three older kids were in college, and Bob was just starting med school then, I guess. And we got home in June, end of June, around there. And we got Mike and Susie, I think in August, late August, or maybe early September, just when college was starting. Their dad passed away then. And so we had the three kids.

Lage: And they were about Carol's age, is that right?

10-00:26:39
Diamond:

Susie was a year older. And the two girls shared a room, this first room down on the right. And Mike was fourteen. Susie was eleven, Carol was ten. And Mike had this other room here. And Eva's dad— Well, two things. First of all, Eva's mother was sickly, oh, in the fifties, when we were doing all this stuff here. But she was going over at least once a week to Walnut Creek, to help her mother and check on her and so on. And her mother really liked to come over here, to see Bob, primarily, a little kid who meant a lot to her. She had two girls; Eva had an older sister. And then let's see, then we had the three kids here and the three away in college. And then we built this guest house out in back for our kids. I told you about that story. And so then that took us up to '70, '71. And then the kids were in school. The first summer that they were here, , we arranged for them to go on a— it was a camping trip, really, with a group that went to England and a couple of other places in Europe. And there, they'd have a chance to visit their aunt over there. The aunt did come over here sometime during the year when they first came to us, stayed with us and had a chance to visit with the kids. And she had friends here in San Francisco, too. So we were making the connection, which we wanted to do. Actually, we thought that they probably would end up going over there, maybe with relatives and whatever. So then that set up the contact, then the kids were sort of back and forth. They met their cousins. Their aunt had three kids about the age of Susie and— Well, a little older, I think. Yeah, a little older. But anyhow, we made the contact and they were back and forth.

And then the other part of it is that Susie, she was here to finish out her year of elementary school. She was here, but she finished out the year at Lagunitas, where she was going to school. And Carol was here going to the school at Sleepy Hollow. And then the next year, Susie started high school. And Carol, I guess, had one more year to go here. And then when Carol was ready to go to high school, normally she would go to Drake High here, and she— All these things are important as a family, anyhow. She was up at San Domenico, which is right up around the corner, taking tennis lessons during the summer. And she came home and told her mother, oh, she really liked it up there and she thought she'd like to go. This was in August. They were getting ready to start. And they had this long entrance procedure. But Eva went up the next day and met with—I think it was Sister Marie, whoever the principal was—and said Carol would like to go here, and it's this kid, she was president of student body. They just took her like that. No tests, nothing. So we thought it was a good idea to split the girls because they were a year apart. They were kind of different. Susie was a very pretty girl and a pretty strong girl, and socially, she knew her way around. And Carol, on the other hand, was not exactly shy, but she was a quieter type. And so we thought it would be a good idea to split them, which we did. And it seemed to work out okay. They shared a room. And then for summers, with the three big ones away, they went to camp till they were ready for college. And then Susie and Mike would

go to England for some time. I can't think of any special trips that Eva and I took.

Lage: Did Susie and Mike, did their family help them with college?

10-00:31:23

Diamond: With college? As far as money, you mean?

Lage: Yes.

10-00:31:25

Diamond: Well, yes. Their dad left some money. He had a house out in Lagunitas. It's a nice place, some land. And he was a retired military. Spent his twenty years in. Did I tell you about him just briefly? He grew up in Marin County, was born here. His father was a doctor. But anyhow, Jim went to the College of Marin, or Marin Junior College, in those days, then down to Stanford. And when he graduated from Stanford—this was probably in '39, maybe—he went into the navy. And so he stayed in the navy and was overseas, where he met his wife, the English woman. And then when he retired from the navy, after his twenty years— They had two kids, Susie and Mike. And then he was down at Monterey at the navy school down there. And then when he finished that, he came up and applied for a job here, in our business department.

Lage: At his old alma mater.

10-00:32:41

Diamond: Yes. With the mother. So they located in Marin County, out here in Lagunitas, and he was selected for the business department. I think it's sort of a funny story, but the guy who was head of the department was a reserve navy officer. I don't know how much active duty he had; probably same as the rest of them, four or five years; but he finished it all in the Reserve and was very proud of the navy and his time in it. One of those guys. And so every person that he—I'm not kidding—hired for the business department was a former military. And I can go down the line of six guys, all ex-military, that were in the business department.

Lage: And did that make them a more conservative wing of the campus?

10-00:33:39

Diamond: Yeah. And that came out when we were having some free speech activities and civil rights. Students would gather on the lawn and people from other campuses would come over and raise a fuss. And I had several really good faculty members who got involved and did teach-ins and things. We kept it—I can't say—well, yes, under control, so that it didn't go out from campus, or they didn't riot or anything like that. But these former military people, they were after me. Why don't you get those guys out of here? Arrest them.

Lage: Including Mike and Susie's father? Oh, he had already—

10-00:34:24

Diamond: No, no. No, he'd passed away.

Lage: He'd passed away.

10-00:34:28

Diamond: Anyhow, during the summer, Mike and Susie went to England and kids were busy doing summer things. During that time, Eva and I did quite a bit of traveling, over a couple of weeks. And as I mentioned, she liked to see different things, and so some were tours, and some we did on our own. And I'll just sort of rattle these off for you. [looking through notes] Okay. Well, we did a lot of these things while the kids were away— well, a couple of them during the summer, and someone was in the house with them, and a number of them even when college was on, if there were some breaks or I could work it out. But some of the trips that we were on our own— Now, I mentioned the Tahiti thing. But we went on tours. The first one was South America. It was about three weeks, all the way round. We were on the airplane most of the time. But it was interesting because we saw a lot. And then we had special trips—these are mostly, well, tour stuff—to China, to Peru, to Guatemala and Costa Rica and one other place, Nicaragua, I guess; and to Europe, to Poland and Vienna, that part, to Spain, to— I don't think we went to Greece at that time; no, it was another time. I've got this list. Eva was doing some sketching then, but not a lot. There were quite a few trips. She went to Russia on her own, with another group. She wanted to go. And she went up to Norway, too. Andrea took a semester from college, went to Norway. [chuckles] Then she went back for a graduate year in Norway, and then she stayed another year and taught French to the Norwegians, up above the Arctic Circle.

Lage: Oh, my!

10-00:37:58

Diamond: [laughs] She must've liked—

Lage: She liked Norway.

10-00:38:00

Diamond: I guess so. But Eva visited her. She had those couple of trips on her own. Okay. Then when I retired, Eva taught travel sketching at the college, in adult ed. Nine to twelve or something. But one of the interesting things, people really wanted to learn how to do travel sketching. And that group, once she finished with them, then she'd have another class the next semester. But that group would stay together.

Lage: The first group she had?

10-00:38:44

Diamond: Yeah. They would continue to meet on Monday mornings at different places in the county, that's what they did. And Eva would join them. And this went on for years. They may still be going on now, even since she passed away. But

people got hooked. And they got good. And some of them were good artists to start with, watercolor and something else. But travel sketching was very popular. And I think the fact that she was so good at it—

Lage: And must've been a good teacher, too.

10-00:39:15
Diamond:

Yeah, all of that. And they were good friends. She had some good friends. Well, then when I retired— And I told you about doing this travel sketching on these ships.

Lage: Well, you didn't tell us on the tape, so let's just briefly—

10-00:39:33
Diamond:

Okay. Well, she was going through her stuff and she came across her résumé that she sent to the agency that did the travel sketching stuff. No. Let me back up. Here's Joanie again. She was talking to Joanie and, I don't know, she was talking about travel sketching. And Joanie said, "Well, why don't you do that?" And Eva says, "Well, how do you do it?" And she said, "I'll find out." [Lage laughs] And so a few days later she said, "Well, what you have to do is, you put a résumé together and you send it to this agency. And then they take it from there, if they're interested."

Well, then she was going through her stuff—this was two years later—and she came across her résumé and said, "Well, I guess I won't need this anymore," and tossed it out. Honest, this is all true. The next morning at six, the phone rings. [laughs] It's this agent. And she said, "Would you like to teach travel sketching on a—" This is a Cunard Line. "We have a ship that leaves Rio in three weeks." Or two weeks. Pretty quick. And it goes through the Straits of Magellan and up the coast to Chile and Peru and, I don't know, one or two other places. Time at each place, a few days. And then ends up in LA. "Yes," she said. [they laugh] And anyhow, so we had to do some hustling around to get our passports and get our plane tickets. Our responsibility was to get to the port of embarkation, and to pay for that and to pay for passage from the debarkation home. And then we were treated as any other passenger, all first-class stuff. And I could go along free, as well, and carry the bags and whatever. And so she did that. And of course, they really liked her. She was good, the passengers really liked her. I guess they rate people. And from that time on, she had really as many trips as she wanted.

Lage: So you went everywhere.

10-00:41:52
Diamond:

Wherever the ship was going. It was all on the Cunard Line, and that was really first class. So that was the first big one. And then, I don't know, I was figuring up, and I think we had about ten cruises, altogether. Oh, through the Mediterranean, and another one through the Greek islands and the Black Sea,

and another one down the Mediterranean and Suez Canal—that's the long one—down to Djibouti. You know where Djibouti is? [laughs]

Lage: No. [laughs]

10-00:42:36

Diamond: Well, it's across from Yemen. We were supposed to go to Yemen, but they fired on the US ship and killed seventeen people. And Djibouti is a separate country, right along the—it adjoins Ethiopia and the other country. What is it, Somalia? I'm not sure. And it's really a port to send goods into Ethiopia. But anyhow, it stopped there for a day and we prowled around. And then it went across over to India, and stopped about four times, going down that west coast of India; into Malaysia, a couple of stops there; and then to Thailand; and I think then over to Singapore, where we— It was over a month's trip. That was one of the big ones. And then another one was from Buenos Aires, in South America, down to the South Pole, and then the South Pole and—

Lage: Around the Antarctic.

10-00:43:44

Diamond: The Antarctic, yeah. And then it came back out [chuckles] and we went to Tristan Da Cunha. You know where that is? That's in the middle of the ocean, remote little islands with people on it. And that was on our way over to South Africa, to Cape Town. And then we were there a few days, and then up the east coast of Africa. Oh, what are those two big cities? The big city was Cape Town. And then— oh, I can't think of the name of them. But we ended up in Mombassa and Kenya. And that was the end of that trip, and then we flew to France, a couple of days there, and flew home. But that was a long one. And what other cruises?

Lage: How did you like cruise ship life?

10-00:44:37

Diamond: Oh, it was okay. [phone rings] It was okay. Is that the phone?

Lage: That is the phone. I'll put this on hold here. [recording stops & re-starts]

10-00:44:47

Diamond: I can't remember if I showed them to you or not. But I'll show you a couple of her sketchbooks. There're a whole bunch of them down there. Let's see. [recording pauses]

Lage: So I was asking about cruise ship—

10-00:45:02

Diamond: About night life.

Lage: —life. Just the life on it. Did you—

10-00:45:04
Diamond:

Well, some people really had a good— Yeah, there was a lot of activity. At night, they always had dancing, and they had entertainers. They had some good entertainers and groups that provided entertainment. Bill Cosby was on one. There were several. And they had gambling there, if people wanted to do that. And they had a whole schedule of activities. Exercise rooms and—

Lage: It was a long cry from your VW trip.

10-00:45:36
Diamond:

Yes. [they laugh] Yeah, it was different. It was different and that was a good time for us.

Lage: Oh, yeah, it sounds wonderful.

10-00:45:46
Diamond:

We looked forward to those trips. After the first one, she really knew what she needed to take and the way to pack it up and so on.

Lage: And then she did a lot of sketching herself?

10-00:46:02
Diamond:

Oh, yes, there's a lot of stuff here. Well, that was pretty much the travel, but I'm sure you have the idea. Then she did all this watercolor and the sketching. She did her watercolor at home, the big, larger pictures, and then she did the sketching on these trips. I think the way I counted it up, if I got it right, we had about ten cruises and about twelve or thirteen times we went on our own or on a tour.

Lage: That's a lot of travel.

10-00:46:55
Diamond:

That was a lot of traveling. It was not enough. [they laugh] Yes, we really had some good trips.

Lage: That's wonderful.

10-00:47:06
Diamond:

Well, let me see. Oh, yeah, we had one up at the Baltic, too. And Sweden and Norway and Finland and into St. Petersburg, Estonia. And Indonesia, we had a good trip there.

Lage: My goodness!

10-00:47:28
Diamond:

Actually, we had two trips to Indonesia. One, we kind of went on our own, but we had planned ahead. We hired a car with a driver and a guide, and we just went from one end of Indonesia, from Jakarta over to Bali. I don't know, a couple of weeks, maybe. And that was really neat because we were pretty

flexible and knew where we were supposed to go. And then a few days in Bali, and then came home. But one of the cruises we had was really a good one. Another Cunard thing that started in Singapore and went down to Jakarta and Indonesia, and then all around Indonesia—there are all those islands—and ended up in Bali, and then we flew home. But we saw the Komodo dragons.

Lage: Now, when you were a boy growing up in Oakland, could you have dreamed that you would've traveled like this?

10-00:48:34
Diamond:

No, you get a job, a steady job.

Lage: Right. But it is kind of an indication of the sweep of your life.

10-00:48:41
Diamond:

Yes, but you weren't married to Eva.

Lage: [laughs] Do you attribute it to her—

10-00:48:46
Diamond:

Oh, her.

Lage: —imagination?

10-00:48:49
Diamond:

Oh, her imagination and interest in a lot of things. Especially if it's beauty, scenic. She had a lot of that in her. And as an artist, doing the kind of art she was interested in. No, she was the one. And it's really out of her family, sort of, because— That's another story here, but an important one. Her father was born in St. Louis. And it was a large family, seven I think, and three boys, maybe. And his older brother went up to Alaska, and then he followed him a little later on. He was an engineer and he could make things, build things. He made this sofa. And he made this table behind you that's covered with a cloth. It's a glass topped table. It's really very pretty.

Lage: Mm-hm. With a metal frame.

10-00:49:48
Diamond:

And the benches. Yeah. And that's how they did things. But he was up there doing things in mining, and Eva's mother, from Tacoma, was teaching school up there. That's where they met. And then I guess maybe they lived in Washington for a little while, but then he worked around Yuba City there, doing mining up there. There's quite a bit of mining. So most of his time was in northern California, but they moved several times.

Lage: So she was used to variety.

10-00:50:29

Diamond: Yeah, living in Oakland, down in Las Vegas area and so on. And I think there was a certain amount of that in that family. Well, so she had that, and that's the reason. [they laugh]

Lage: But you weren't reluctant, it doesn't seem.

10-00:50:48

Diamond: Oh, it was fine. And I sort of took care of her, took care of things. It was okay. All right.

Lage: And Eva, was she ill very long, before she died?

10-00:51:03

Diamond: Well, yes. She really had a lot of bad luck. She had— Oh, what's the matter with me? The disease that you get from a tick.

Lage: Oh, Lyme's disease?

10-00:51:24

Diamond: Lyme's. And it was really hard on her.

Lage: For how long?

10-00:51:29

Diamond: Oh, God. Seemed to me, forever.

Lage: Even while she was doing this sketching?

10-00:51:32

Diamond: Well, no, not on these cruises, after.

Lage: After.

10-00:51:36

Diamond: Really after, yes. And it dragged on for several years. I don't know. And I could see where she could get it because we'd go out around Tomales Bay, along the ocean side, McClure's Beach and so on. But that's where they have all the elk. And she would go out in the grass that would be about that high to do her sketching, and elk are like deer; they carry a lot of the fleas. And so she was really sick. And it started going along. And she had a mastectomy, but she got over that, and I don't think that really slowed her up very much. And what else did she have? She didn't stop, though, she just sort of kept it going. She had—

Lage: Full of energy.

10-00:52:31

Diamond: —interest and energy. You would've enjoyed knowing her, meeting her. Most people were. Except she could do so many things, she might be intimidating,

too. [Lage laughs] But she was the one who, starting with Joanie, well, why don't you do this sketching on the ship? But even before that, we had all these tours and the stuff that we went on our own to do. No, we really saw a lot. And it's interesting. We never did get to Alaska, and that's where here father and mother met, and she still has relatives up there.

Lage: Is there more to say on family, then? Or I'm thinking we probably should sort bring—

10-00:53:30

Diamond: Yeah, with our kids, we were a pretty close family. At least I think we were, and I think they are. They're in contact with each other more than weekly. And they can gang up on you, too.

Lage: [laughs] Oh, sure.

10-00:53:44

Diamond: But not really. They're really pretty nice. And when Eva was sick, they were here often. And our youngest daughter, Carol, from Wisconsin, will be here in about a week. She'll be at a meeting in the city, but one of the reasons she's going to that is she can come over and visit. And Joanie's over here so much, and Andrea, too.

Lage: Where does Andrea live?

10-00:54:18

Diamond: Palo Alto. And they were here this last Friday or Saturday. And Bob's in Sacramento, in Fair Oaks. And Susie's over in Lafayette, and Mike in San Jose, so they'll be here for Thanksgiving.

Lage: Oh, good. In this house?

10-00:54:33

Diamond: Yeah.

Lage: Yeah, nice.

10-00:54:34

Diamond: Yeah, it will be. Well, I think with the glass house, we can get everybody out there, so that's nice.

Lage: That is nice. A glass—sort of a greenhouse?

10-00:54:44

Diamond: Yeah, right. Yeah, we put that in, I don't know, twenty years or so— Oh, longer than that.

Lage: So you will have a lot of family gathered round.

10-00:54:56

Diamond: Well, yeah. You know the holidays. And now Joanie and Andrea have had so many holiday gatherings. The kids, they all have nice houses. And I think they all have nice kids. [they laugh]

Lage: That's great.

10-00:55:11

Diamond: And they all seem to be, even with this economy, stable. And I've mentioned this to you. Eva and I talked about this, oh, in the last several years, that we were really pretty lucky. You think your kids are giving you trouble or whatever; they were really easy. They were really easy.

Lage: Well, it had to have something to do with you and Eva. To kind of wind up and go back to our topic of College of Marin, is there something to say about any continuing relationship you've had with the college, as sort of a final—

10-00:55:49

Diamond: This.

Lage: Yes, this interview. But also, you've been involved with the foundation some, and you've been on—

10-00:55:56

Diamond: Yeah, well, I started the foundation and all that.

[There is always a need for increased financial help for students since a number of students do need help. Although attending a community college is inexpensive compared to a four-year institution, there are living costs, transportation to campus, books, etc. Since a number of students are self supporting, the need is great. I had the opportunity to check out ways to increase financial aid for students. My informal study pointed clearly to the establishment of a foundation. The board was supportive, but at that time they were unwilling to employ anyone to promote the foundation—they did appoint themselves as the foundation board—all volunteers.

One would think that in Marin County, a very wealth county, that a foundation should be very successful. However, it took several years before we were authorized to employ a part-time person to run the foundation. Several years later a full-time person was appointed, and the foundation took off. The market was wide open—organizations within the county soon lined up to participate, memorial gifts, special interests—art, drama, different disciplines. Transfers to four-year institutions, and many, many memorial gifts to honor the deceased. Also the county wanted to honor students who would be entering their field of interest, teaching, the environment, et cetera.

The foundation was very flexible in handling all kinds of gifts—a good place for people who wanted to donate to the college. The foundation is one of the

more successful ventures and does very clearly serve student needs.—ID, added during review of transcript]

And so I was active for maybe about fifteen years, or maybe less than that, I don't know. And not regular contact, but I have a good contact with the woman who runs the foundation. For the most part, it's just through faculty members or former faculty members or administrators. We're friends.

Lage: You stay in touch.

10-00:56:30

Diamond: Yeah.

Lage: And what about the scholarship in your name? When did that happen?

10-00:56:34

Diamond: Well, when I retired, 1984. Yeah. And I was going to say—I'm trying to think of something to say about it—this thing— I told you about the old gymnasium.

Lage: Well, don't say "this thing." Tell me what was the occasion?

10-00:56:53

Diamond: Well, this occasion, of course, was whatever they called it—the upgrading of the physical education facility. [In 1984, the year I retired, the board of trustees wanted to honor me by naming a building. The president of the board of trustees, Bill Spenser, phoned my wife to let her know that is what they planned to do and to ask her for suggestions. He said there were two buildings yet to be named, the College Center and the Physical Education complex, the gymnasium, pools, fields, etc. My wife, who in her own way had a quirky sense of humor, was reported to suggest the gymnasium because it probably would be known as Diamond Gym. Well, Diamond Gym as I found out later, is a cut of beef—she thought that was funny!—ID, added during review of transcript.]

Lage: So now the upgraded physical education complex is named after you.

10-00:57:03

Diamond: Yes, but in my comments at this recent event—

Lage: Dedication, sort of?

10-00:57:14

Diamond: Okay. Anyhow, I was telling you about the old gym. It finally burned down, but it didn't need much to get that started. But we had a rifle range [laughs] in the gymnasium, down below.

Lage: Inside?

10-00:57:30

Diamond: Yeah, inside. Those were the old days; that was not unusual. After all, they were all hunters and—

Lage: Interesting.

10-00:57:38

Diamond: Well, I thought it was interesting.

Lage: Any other things that you told them about the old gym building?

10-00:57:47

Diamond: Well, it's down there in the field, the football field, baseball field. We used to have all this flooding. And I told you about that.

Lage: You did tell me about that, yes.

10-00:57:57

Diamond: Yeah, well, that was all part of that. And it [flood water] would go across the road, down into where the gymnasium is now. So that was—

Lage: So without the redoing of the creek, you probably couldn't have had the new building and the—

10-00:58:10

Diamond: Well, I told you about the creek.

Lage: Yes, you did, and the controversy over it.

10-00:58:14

Diamond: Yes. And so that was all part of it. But let's see. I'm trying to think of more on—I think the college always had, in my view, anyhow, a good reputation in the county. And in the old days, it was more of a regular, normal thing for the students from here, who could even afford to go to four-year schools. This was just part of a path. And then we did have students from other parts of the Bay Area, mostly athletes from the East Bay and San Francisco. Maybe they were recruited, or maybe they just wanted to come over. And then after the war, with all the vets coming in, they were from all over. They had GI money, and so they could afford to find a place or room together or whatever. So the student body changed somewhat because it was a little older. And then we talked about how the student body has changed. And we had a period of rapid growth there in the sixties, and a lot of building. They've had two bond measures; both of them passed. And this resulted in modernization and taking out some of the older buildings. And that's one of the big things they're doing now. And then the issue with Indian Valley that I talked about.

And I've said this, but as a family, and for Eva and for me, we both felt we were lucky to land in Marin County and in a good place, a good college. I had a good job. I got tired of the early part of it and wanted a change, and I was

lucky that things opened up for me. Or maybe I was just good, and they wanted me. [laughs]

Lage: I think that was it. And I have to stop here because we're about to run out of tape, but I think we've pretty well covered the ground. And that's a good way to end.

10-00:60:32

Diamond: Well, I think so. As far as I'm concerned. [laughs]

[End of Interview]