

# JEROME SCHNYDMAN '67

June 17, 1999

—  
Mame Warren,  
interviewer

**Warren:** This is Mame Warren. Today is the seventeenth of June, 1999, and I'm with Jerome Schnydman. We are in Garland Hall at Johns Hopkins University in Baltimore, Maryland.

Good morning.

**Schnydman:** Good morning. How are you?

**Warren:** I'm just fine, and very happy to be here.

**Schnydman:** Terrific.

**Warren:** You grew up in Baltimore.

**Schnydman:** Yes.

**Warren:** So what was it like growing up in Baltimore, being in the shadow of Johns Hopkins? Did you know you were destined to come here?

**Schnydman:** I grew up in Baltimore and I lived in Baltimore County, but everybody in my family had gone to City College high school, so I passed by Johns Hopkins on my twenty-five-minute drive to high school every day of high school. I began playing lacrosse when I was in the eighth grade, and so every day that I drove by Johns Hopkins I thought, "Wouldn't it be incredible if I could play on Homewood Field at Johns Hopkins." And my father dropped me off at the high school because he worked in East Baltimore and I lived in Northwest Baltimore.

I graduated from Hopkins [sic], and my dream of playing lacrosse at Johns Hopkins I knew was going to happen because I was accepted at Hopkins and I enrolled. I lived at home because my parents didn't have a whole lot of money to pay room and board, and so my father dropped me off every day to go to school at Johns Hopkins.

**Warren:** Tell me what that was like. Was there any kind of distinction? Was it different being from town than living on campus? What was the difference there?

**Schnydman:** In those days, an awful lot of Baltimoreans commuted to Johns Hopkins, so there really wasn't a stigma at all. I was in a fraternity at Hopkins. I would sleep over at the fraternity house on occasion. I didn't have my own car, but my mother would let me use her car often so that if I needed to stay late to study, I would have the car. I always participated in intramural activities. I was in a fraternity. By the time I was a senior, I was president of the Interfraternity Council, and I was very much involved in all aspects of the campus. So, for me, the only thing I missed out on, really, was living in the dorm freshman year, because after the freshman year everybody moved into apartments. So it wasn't as though there were most of the students living in dormitories; quite the contrary. Most of the housing off campus was graduate housing anyway.

**Warren:** So, really, freshmen are the primary people in the dorms?

**Schnydman:** That's the way it was then. Now, because of the university taking over apartment buildings, renovating them, now freshmen and sophomores are required, but we also have many upperclassmen living in the university apartments as well. There were a small number of students who lived in the dorms after the freshman year, but it was a pretty small number.

**Warren:** You said that's the way it was then. I guess we ought to clarify when was then. When did you come here?

**Schnydman:** I enrolled in September of 1963 and graduated in 1967. I would say at that time, maybe, probably 50 or 60 percent of the students at Hopkins were from the state of Maryland, and I would say maybe 20 percent of the students actually commuted and were from Baltimore area.

**Warren:** Are you talking undergraduate?

**Schnydman:** Undergraduate. Now that's totally changed. I had something to do with that, too, since I was Director of Admissions. When I left the Admissions Office, by then, when I moved over to the Alumni Office, this would have been 1989. By 1989, the number of students from the state of Maryland was somewhere in 16 to 18 percent, and the number of Baltimoreans who would commute, would be within commuting distance, might be around 4 percent.

**Warren:** That's quite a transition.

**Schnydman:** Yes. Well, one of the things that Steve Muller encouraged was for us to be a national and international undergraduate student body, so long before I became Director of Admissions that process had evolved where recruitment was being done nationally. So that's really the reason. And just the nature of the beast, especially starting in the '80s, students became extremely mobile, so that students in California, all universities became less regional. Even Harvard, in the '60s and '70s, was disproportionately New England, students from New England, disproportionately. Now all that has changed. Students from California are coming here, and students from Baltimore are going to California to go to school.

**Warren:** And everybody wants to get away from home.

**Schnydman:** Everybody wants to get away from home. Although I had an aunt who said to me, when I was making up my mind, she said, “You should go to the best school you get into. You have the rest of your life to live away from home.” And that was very good advice.

**Warren:** Indeed. Indeed.

**Schnydman:** So I went to the best school I got into, the school that I always wanted to go to.

**Warren:** How did you know you always wanted to come here?

**Schnydman:** Well, really, in my case it was purely—the reason that I always wanted to come here from the very beginning had only to do with lacrosse.

**Warren:** Tell me more about that.

**Schnydman:** Well, I had seen some of the great players in the late fifties and early '60s playing lacrosse at Johns Hopkins, and Homewood Field has always and continues to be the mecca of lacrosse. I just thought what a great honor it would be to have the ability to step on that field where all these other people that I'd seen play, and all these other people from early in the nineteenth century that I'd heard about had played. And I just had that ingrained in me, all the great games, a lot of people in Baltimore history who played lacrosse at Johns Hopkins.

**Warren:** For instance?

**Schnydman:** Tom Biddison played lacrosse. There's a Tom Biddison, his son, who graduated from Hopkins in the early '60s, but his father was a famous lawyer in Baltimore. Johnny Nipp [phonetic], Bill Tolson, Bud Kaestner, these were all successful businessmen who had played lacrosse at Hopkins. David Cordish, who at the time I knew, now he's one of the movers and shakers in Baltimore. He's the one who's revitalized the newest portion of the downtown area. Where ESPN Zone is and that whole area, David Cordish has done that. He's revitalized areas



like that all over the country. I knew David when he was—I met him after he graduated from Hopkins. Emmett Collins, who's a local printer.

**Warren:** I know Emmett.

**Schnydman:** Well, you know, seeing Emmett play lacrosse in the goal. Mickey Webster, who is a very successful businessman in Baltimore; Billy Morrill, whose father played lacrosse at Hopkins, his father was dean of students at Hopkins, he was a math professor, he was a Great All American. his son Billy Morrill was a Great All American. So, you know, those are just a few of the names that come to my mind right now. Jerry Schmidt, who is the only lacrosse player in the history of college lacrosse to have his picture on the cover of *Sports Illustrated*, and that was in 1962.

**Warren:** What had he done to earn that honor?

**Schnydman:** Well, he was just a great attackman at Johns Hopkins. He was just a great, great player. Seeing his picture on the cover of *Sports Illustrated*, that was, you know, at Johns Hopkins. When I was just starting to play lacrosse, there was a great midfielder who was short, and so I identified with watching him play.

Bob Scott, who was the athletic director, he was retired but he also coached lacrosse for twenty years, he was the coach before I got to Hopkins, and when he came to give a clinic for the Lancers Boys Club team, which I was on—this was when I was in the eighth grade—he brought over a stick that had this player's name on it. I'm drawing a blank on his name right now. At the clinic, I asked him if I could have that stick and he gave it to me, so I had the stick of my hero of the Johns Hopkins' lacrosse team, when I was an eighth grader.

**Warren:** Tell me about Bob Scott.

**Schnydman:** Bob Scott is one of the real great men of Johns Hopkins. He was a successful lacrosse coach, a successful athletic director, but his greatness goes beyond his being great up in the Athletic Center. As a coach, while he was competitive as anybody, wanting to win as much as anybody, he is a guy of great integrity. He would jump all over you if you were a player cursing in practice. In one instance, somebody's language was so bad, he threw him off the field that day. He was a great family man. He taught values to his players, so that when you played for Bob Scott, you learned how to play lacrosse, you learned how to win, but you also learned how to be a decent person.

**Warren:** How did he do that? How did he teach values?

**Schnydman:** Well, he would talk to us about values, about being a good person, about caring for other people. He would tell us that "it all comes out in the wash." That was a favorite expression of his. You do something bad today, it'll catch up to you later on; that if you do everything right, you don't have to worry about what could come back at you. If you tell the truth, you don't have to worry about the truth coming out later on, because it comes out right at the beginning. So he was very vocal about it.

You had to dress properly. If we went on an away trip, you wore a coat and tie. Period. And if you showed up without a coat and tie, if you were sloppy, you had to tuck your shirt in. Whether you had your suit on, your shirt needed to be tucked in. Or on game day, when you were playing, you had to have your shirt tucked in.

So he taught his values to us, but he also lived his values. There's no question that Scotty was a straight arrow, and you knew that. I think symbolic, to me, of the respect and love for Scotty, when he retired, I was actually—I chaired the committee for his party, and at most

retirement parties a couple hundred people, maybe. If it's somebody really special, maybe four hundred people. But we had almost nine hundred people for his retirement party at Hunt Valley, and it was absolutely fabulous.

**Warren:** Tell me about it.

**Schnydman:** Oh, gosh.

**Warren:** How do you pay tribute to somebody like that?

**Schnydman:** Well, we had several people get up and speak, and that was how we did it. It was pretty simple. We had some gifts for him. But people from different eras that he was at Hopkins, because he started as a student, he graduated in '52, so he was a freshman, I guess, in '48. So, September of '48 is when he started at Hopkins, and except for a two-year stint in the Army as a Ranger, he had been at Hopkins ever since. Because at that time, after he graduated, he was going in the service and he was asked if he would be interested in coaching the Hopkins lacrosse team. So the position was held for him for two years until he came back from the service.

A guy named Freddy Smith, who had graduated from Hopkins in '50, who was a great player and who was in the insurance business but helped coach at the end of each day and helped us out, he was an assistant coach, he was the head coach while Scotty was in the Army, because he was a part-time person, because he had his own business. When Scotty came back, Freddy just helped him out as an assistant. Freddy helped out when I was a player, and Freddy helped out through the rest of when I was helping Bob Scott coach, and he helped when Henry Ciccarone took over as coach, and he was helping coach until the day he died.

Freddy Smith died of cancer. Freddy Smith was also one of the real great people at Hopkins. Freddy Smith was diagnosed with cancer, went in remission, and then maybe four or

five years later the lung cancer came back. By then, Henry Ciccarone was the coach, and he was on the field—he'd been suffering terribly. He was on the field with the team in the semifinal game, and when the game was over—it was at Rutgers—he was driven back home. That was on a Saturday. On Monday, the team played for the national championship. He just could not get out of bed. Then a week later, he died.

But there's that continuity in terms of Hopkins lacrosse. Freddy and Scotty were great friends. Freddy and I were great friends. Freddy and Ciccarone were great friends. Freddy and Joe Cowan were great friends. I mean, all these different guys who helped, who had their own businesses, who helped out part time. We were all friends, because in those days you had a head coach and assistant coach, and that was it. But we always had six or seven guys helping coach.

But anyway, Bob Scott was just a wonderful guy and continues to be a great friend. I talk to him regularly.

**Warren:** I hope I'll be able to sit down with him, too, with a recorder.

**Schnydman:** Well, he would be a great one. Ross Jones goes way back, and Scotty really goes back a little bit before Ross. They had different jobs, so that they have different perspectives on things, but Scotty can tell you a whole lot.

**Warren:** I did a little homework before I came to see you, and one of the names I came up with that just intrigued me no end is George Pohler.

**Schnydman:** Right.

**Warren:** Can you tell me about him?

**Schnydman:** Sure. Sure. Scotty probably can go into greater detail. But George Pohler was a guy who was not a Hopkins guy, but he retired and worked for the city—oh gosh, I forget exactly

what he did. Surveyor. He was a surveyor for the city. He retired and showed up and took an interest in Hopkins lacrosse, and he ended up being the adult ball boy for the lacrosse team, came out to every practice. He would chase down all the lacrosse balls that the players would throw all over the place. The joke about George is, he had a hearing aid, so he didn't hear so well, but he was always fishing the balls out of the goals to throw back out, you know, the guys at practice and shooting, but he would go up to the goal, guys would be firing the ball, would be going by his left ear, by his right ear. I don't know how many times it looked like he was about to get hit by a ball, but he always seemed to avoid getting hit. The guys would be shooting.

He was a guy that would go on the trips, on the away games. He was always with the team. He'd go on the bus. Always had a lot of money, so if we ran out of money, he always had money to pay a bill, or always had a cigar that he'd always give to Ciccarone, in particular, or Scotty. If we won, he always had a cigar for them. Those were the days when people smoked cigars.

**Warren:** Which are back again. [Laughter]

**Schnydman:** Yes. [Laughter] And he was just a wonderful gentleman, passed away a few years ago, maybe more than a few, I guess. But he was just a wonderful, wonderful guy. Scotty knew him much better than I did, because he was an older guy, and Scotty made it his business to always make everybody feel at home, whereas I was the younger guy and I was running around. You know, we'd run out after practice when we'd get home and stuff.

**Warren:** I just thought that was an intriguing story.

**Schnydman:** Yes. He's a very interesting guy.

**Warren:** I also understand that the stadium has been named for the band leader.

**Schnydman:** Well, not the whole stadium, but the stands are called—Gebelein. I'm having a senior moment.

**Warren:** But tell me about him.

**Schnydman:** He was a wonderful, wonderful older gentleman. He actually was the band leader and taught. His instrument, really, was the mandolin, and he taught that, but he taught anything. So he was always out there leading the band when the lacrosse team played. The band was always there during lacrosse games. When we were away, he was always there conducting the band. He did it into his eighties, when he died. The lacrosse team used to take a trip every four years. He would go on the trips.

**Warren:** With the band?

**Schnydman:** No, the band didn't go; that was a little costly. But he went on a couple, every four years, so over an eight-year period I think he went on two trips. He just had a great time. He was also an artist, and he painted. On one trip—this might have been either 1974 or 1978, he was on the trip, and the lacrosse team was playing in Pebble Beach, playing a lacrosse game at Robert Lewis Stevenson High School. It was actually a chilly day, and he was obviously very cold. My wife had brought a blanket from the hotel, because she had heard it was going to be chilly. So she went and got the blanket and wrapped him up in the blanket, and he very much appreciated that.

So after I got back, he called me up and asked me to stop over at his apartment, which was right on University Parkway, right across from Hopkins. So I stopped in to see him. He was conducting a lesson. He was well into his eighties. There was a young person, couldn't have been more than sixteen years old, seventeen years old, and he was giving a lesson to the student. So he was still giving lessons. The reason he called me up is because he said, "Look. Your wife was so

nice to me on that trip by helping me, giving me a blanket,” that he gave me a painting of flowers in a vase, and it was dated 1947. He wanted me to give that to Tammy, my wife. So we have it hung in a spot in the house. When you walk into our house, you can’t miss it.

**Warren:** That’s a nice story. Was it important to the players to have the band there?

**Schnydman:** Sure. It’s very important. When the team huddles up just inside the fence, they know that when they break for the sidelines, for the warmups at the beginning of the game, the band’s going to start playing. And they know after every goal the band’s going to play.

**Warren:** And is there something traditional they play?

**Schnydman:** Well, they play “To Win, To Win,” that’s one of the songs they play regularly. “Dear Old Johnny Hopkins” is another one. Those are the two primary songs that they always play, one when the team runs on the field, and the other when the team scores.

**Warren:** And which one is which?

**Schnydman:** “Dear Old Johnny Hopkins” is the one when they run on the field, and “To Win, To Win” is when they score a goal.

**Warren:** Great. That’s important information we need to know. We’re talking serious stuff here.

[Schnydman laughs] Do you think we ought to talk about academic?

**Schnydman:** Sure.

**Warren:** Do you think?

**Schnydman:** That’s more important.

**Warren:** Do you think we ought to? I mean, maybe we could skip it altogether.

**Schnydman:** Yeah.

**Warren:** Were there any faculty members who meant a lot to you, who were important to you?

**Schnydman:** Sure. Dr. G. Wilson Shaffer, Dean Shaffer. He was a psychology professor. He was dean of the Homewood schools. There is no such dean of Homewood Schools anymore. Dean of the Homewood schools was responsible for arts and sciences, engineering, School of Continuing Studies, which was then called, back when I was at Hopkins, that's the part-time study program, at that time it was called McCoy College. Actually, the name's changing once again—School of Professional Studies in Business and Education—July first. But any activity that was on the campus, he was responsible for. Everything funneled to him. Actually, he used to joke with me, but I would say right now—of course, we're a lot bigger now, but probably currently there are, I would guess, several hundred people who are doing the job that he did himself.

But he was a great, great person. He was an academician, dean. He thought athletics in the right way was very important, so he was very supportive of athletics. He was very upset when we decided to start charging for many lacrosse games. He was upset when they developed the NCAA tournament in lacrosse, because he felt it was going to move it closer to the professionalism that you see in college basketball and football.

**Warren:** And how did he think things should be?

**Schnydman:** He thought that the sports should be for students. So, for instance, he was opposed to the NCAA tournament because the tournament took place after school was over. He said, "It should be there for the students to come and watch," so he felt that when exams were over, then everything should end.

There are reasons why that view probably is—there are some instances we have to change with the times, but he just felt very strongly about it. He loved athletics, thought it was very important. When the 1949 football—I think it was the '49 or '48—'48 football team, back in those



days everybody was Division I, and they beat a lot of the great teams around, and they were invited to what was called the Tangerine Bowl, but he wouldn't let them go. Even though he loved athletics, he wouldn't let them go because he said it was during the Christmas break, students weren't around, they were going to be going to Florida to play, and he didn't see any reason why—it was going to move more towards professionalism in sports, so he said, “There's no reason to go. We had a wonderful season. The season is over, now it's basketball season. Let's move on.”

So that was Dr. G. Wilson Shaffer. Great man. He was my mentor. There were some people who were concerned about whether or not I could do the work at Hopkins, because I had good grades but my SATs weren't at the level that most of the people here. So Dr. Shaffer said I should be accepted, and he said he would be my advisor. He said he could kind of keep an eye out for me. He said to me that if I worked as hard in the classroom as I ran on the field, that I would be just fine at Hopkins. And he was right, because I worked very hard. I worked maybe a little harder than a lot of people did here because I knew I had to.

Actually, one little anecdote, and then I'll get back to your question. There were people who said I was too small to play lacrosse here. I'm a very competitive person, so I—so there were people who were saying I shouldn't go to Hopkins because I wasn't smart enough, and there were people who were saying I shouldn't go to Hopkins, because if I wanted to play lacrosse, I wouldn't be able to play. So when I came to Hopkins, I decided that I wanted to be a first team All American and I wanted to graduate in the top half of the class, even though I was the last person admitted. Most students get their acceptances April 15; I got my acceptance May 21st. I was the last person accepted.

So I came to Hopkins and I was determined to do well in both areas, and I did. The day before graduation, I went to the registrar's office to see where my rank in class was, because my goal was to be in the top half of the class. That, to me, would have been pretty good because I was the last person accepted. There were about four hundred in the class, and I was in the top half. There were maybe 185 people ahead of me, but there were more below me than there were ahead of me. And I made—actually, you could only play three years in those days on the varsity, because you had to play freshman athletics, but I made second team All American as a sophomore, and first team junior and senior.

When I tell this story, I don't say it to brag; I say it because there were people who said I couldn't do it, either one. I just was determined. That's why I appreciate Hopkins so much, because I just tried to get everything out of it that I could. Anyway, Dr. Shaffer is one of the real great people.

**Warren:** You used the word “mentor” when you mentioned his name.

**Schnydman:** Yes.

**Warren:** Tell me what you meant by that.

**Schnydman:** Well, he was more than just somebody who helped me pick my courses. He would advise me. He would talk to me about the importance of studying hard. He would talk to me about—that I could make Hopkins as great for me as I wanted it to be and that I should appreciate Hopkins for what it can give me, but I need to take advantage of everything in order to get anything out of Hopkins. He would congratulate me for doing well in the classroom. He would tell me how proud he was of me. He would tell me how happy he was that I was succeeding on the lacrosse team. So that it was more than just an advisor of academics; it was somebody who

would show me the way, who would give me insight into how to act in the classroom, on the field, in life. That's what I mean when I say Dr. Shaffer was a mentor to me. But he was a mentor to a lot of people. I would say that there are hundreds and hundreds of people who would probably say the same thing, so I'm not unique in that way.

**Warren:** Did you take classes from him?

**Schnydman:** I took one class from him—abnormal psychology. Got a B in the class. But it was a great course. First of all, you read the book and you find yourself almost on every page of the book. [Warren laughs] I used to say that to him, and he would say, “Well, there's no question you find yourself, but if you find just a little bit of yourself on different pages, that's okay. It's if you find a whole lot of yourself on every page, then that's when you're in trouble.” But he was a great teacher. I had him as a teacher, as an advisor, as a mentor, as a sports enthusiast who would see me after a game and congratulate me. Somebody who kind of knew who I was all about.

**Warren:** Who else was important in the classroom?

**Schnydman:** I never had Kelso Morrill for math, but Dr. Morrill, I mentioned to him—he was a great person, and his son graduated from Hopkins in the late fifties, was a greater player at Hopkins—but Dr. Morrill was dean of students and I was president of the Interfraternity Council, so every time there was a problem, Dr. Morrill would call me into his office. He was a great person because he loved Hopkins, he loved mathematics, he loved teaching math. He actually helped coach lacrosse for a few years, and he felt like no student at Hopkins should do anything wrong because it might dishonor Johns Hopkins. And I respected that. I've tried to live that way myself as a student, as an employee, that Hopkins is far greater and more important than anybody who works here. I learned that from Dr. Morrill.

**Warren:** Tell me what you mean by that.

**Schnydman:** Well, that how you act at Hopkins, either as a student or as an employee, reflects on Johns Hopkins. That is to say, if I'm speaking to somebody at Hopkins or somebody who's not affiliated with Hopkins, Dr. Morrill felt that I was representing Johns Hopkins, and if I left that person with a good impression of me, then there's a good chance they'd have a good impression of Johns Hopkins. And if I acted like a jerk, then that person might think, "Gee, people at Johns Hopkins are jerks."

So he really felt that anybody involved at Hopkins was an emissary for the school, and so you should always be on your good behavior, because you're a representative of Johns Hopkins, that Hopkins is more important than I am, so that I need to respect the university when I'm out in the world, when I'm talking to people, when I'm speaking to students. He couldn't understand that people didn't feel that way. He could not understand it.

I remember we had a boat ride on the *Port Welcome*, which is down in the Inner Harbor, and we had a Interfraternity Council boat ride, had it every fall, and people really got drunk. They were throwing bottles overboard. The water police escorted the boat back earlier than it was scheduled to. Everybody had to leave. People had to leave their bottles. So on Monday morning, there was a note in my box to go see Dr. Morrill.

So I went in to see him, and he was incredulous. He kept screaming over and over, screaming. When he spoke, he screamed. He kept saying over and over, "These are Hopkins boys. How could they act like this? They're Hopkins boys." Over and over he would ask me the question, "How could they do it? They're Hopkins boys." He couldn't understand anybody who

would do anything that could bring dishonor to Hopkins, whether you were eighteen years old as a student or whomever. He could not understand it.

**Warren:** What was your answer to him?

**Schnydman:** My answer to him was that boys will be boys, and when they drink, that's what happens. But that wasn't a very good answer.

**Warren:** [Laughter] I bet it wasn't.

**Schnydman:** It wasn't a good answer. But one of the great things about Dr. Morrill is, he would call me in and talk to me for fifteen minutes about something, and his secretary was Gerri LaPoint, who's still alive. I still see her every once in a while at the Hopkins Club. She was a great lady. But she would always say to me, "Jerry, he's mad as blazes, so just be prepared. He's mad as blazes." Because when he was angry, he would scream; he didn't talk.

Anyway, so after maybe fifteen or twenty minutes of telling me how boys need to act and how things should be done, he then would say, "Okay, that's over." And then he would talk to me for ten minutes about why we don't do certain things a certain way on the lacrosse team. "Why don't we do this?" and, "Why don't we do that?" and, "I'm going to go talk to Scotty, because we should be clearing the ball this way."

**Warren:** Get on to more important things. [Laughter]

**Schnydman:** Right. Because he loved Hopkins lacrosse, just thought it was so important. And here I was, at the time I was twenty-two years old. In my case, I couldn't believe where I was. Here I am, Dr. Morrill, Dr. Shaffer, Bob Scott, all these great people. I'll tell you some more. But really I was always—and I still am to this day—I always thought, Wow, how lucky I am to be with these people.

My advisor—I was an English major.

**Warren:** Hold on. We've got to turn the tape over.

[Begin Tape 1, Side 2]

**Warren:** All right. Here we go. So you were an English major.

**Schnydman:** An English major. I actually decided to be an English major because I'm not a very fast reader, and when I was growing up, I was so anxious to play sports that I just didn't sit and read. So I decided, since I wasn't sure what I wanted to do, I thought maybe I'd like to teach English in high school, teach and coach. So I just thought, well, if I become an English major, it'll force me to read. So that was the reason I decided to become an English major.

My advisor was a guy named Earl Wasserman. Earl Wasserman, who has since passed away, was the leading authority, arguably, in the world on Keats and Shelley, and he only taught 300-level classes. Those are upper-level classes and graduate classes. This guy, to this day, is one of the most brilliant people I've ever known, very, very bright. He wouldn't have known a baseball from a football. He could care less about athletics. But he was a wonderful, wonderful guy. One of the things I originally thought about was, "The last thing I want to do is take one of his courses, because (A), I'm not great in poetry; (B), he is so bright." I just thought it would be too difficult for me.

Plus I took Shakespeare with a guy named Jackson Cope, who was terrific, who's now at USC, and I kind of settled into American literature and read just about everything that Hawthorne wrote. But I decided, even though I knew my chances were not good for a good grade, I decided to take his class, a one-semester course on Keats and Shelley, just because I thought, here is a world-famous professor whose books are being used all over the world, particularly at Oxford

and Cambridge, on Keats and Shelley. So here he was teaching this Keats and Shelley course, so I took his course. I learned an awful lot. I got a C-minus. I was probably lucky to get that, because it was very, very difficult for me. I took it first semester junior year.

So I went in after the first semester, before the second semester, for advising what courses I was going to take. So he apologized for the grade. He said, "Schnydman, I'm really very sorry for the C-minus."

I said, "Dr. Wasserman," I said, "probably it was more than I deserved, but I want you to know that I learned a lot, because I really did. I learned a lot." As an aside, to this day I can read Keats and Shelley and enjoy it, and I can quote Keats and Shelley. So, for me, that was one of the best things I could have done, was to take that course.

Anyway, he had a great comment. I said to him, "So please don't apologize, because I really learned, and my plan is not to go on to medical school, so getting a C-minus is not the end of the world for me."

So he said, "Well, Schnydman, my colleagues in the English department tell me that you are a fabulous lacrosse player. As you know, I'm not an athletic-type person." He said, "But Schnydman, my colleagues say that if they gave out grades in lacrosse, you'd get an A. So if we kind of average the A in lacrosse and the C-minus I gave you, you probably would be close to a B." [Laughter] And I thought that was so kind of him, because I knew that he probably didn't even know where the field was. So, for me, I've had a lot of great moments, and that was a great moment for me, that he would say that to me, to try to make me feel better. But I felt better because my grades, you know, otherwise, were pretty good.

**Warren:** That's a great story, Jerry.

**Schnydman:** So, for me, it's a great story, that I can think back of this great man trying to apologize for a C-minus that he gave me. Anyway, Earl Wasserman was a great professor.

Jackson Cope was, I thought, a great Shakespeare professor. He left Hopkins and he's a full professor. He was short, probably had a twenty-eight waist, had an athletic chest, and he was a former boxer in college. He was a very cocky guy. He had a big ego. I would see him up at the gym, and he would come over to me and say, "We jocks have to stick together." He was a great guy, and he taught Shakespeare so you wanted to learn it.

But he had a great sense of humor. As a boxer, when he was up at the gym, he would jump rope. He could do all the fancy stuff that boxers do, jumping rope. One day he—and I'm convinced he did it on purpose—one day he opened up his briefcase and out fell his jump rope. Everybody laughed. He had a moustache and a goatee that came to a point, black. Dr. Cope looked out and kind of gave a "Hmm," because everybody was laughing as he picked up his jump rope. So he looked at everybody, took everything off of his desk, took off his tie, took off his shirt, and he jumped up on his desk. Never said a word. Jumped up on his desk and started jumping rope, and jumped rope for maybe, you know, fifteen, twenty seconds. On the desk, in Shaffer Hall, named after Dr. G. Wilson Shaffer, he jumps rope, does the old twist, all that stuff that you see boxers do. Stopped, jumped down, didn't say a word. Put his shirt back on, tied his tie, put his jump rope back in his bag, and then started lecturing. Never said a word. Then when the class was over, everybody applauded.

**Warren:** [Laughter] I'll bet.



**Schnydman:** Great performance. Great. But here's a guy who was a great professor, who showed a little something else in front of the class, and he was tough. He was not easy. He was tough. But that was Jackson Cope.

So here I graduated in '67. I hadn't seen him in twenty-five years. This was a couple of years ago. I go over to the Colonnade to have lunch with somebody, and I see Jackson Cope sitting there having lunch, so I thought, "Oh, my God. There's no way he's going to recognize me, but I've got to go over there and introduce myself to him."

So I walked over to his table and I said, "Hi, Dr. Cope," and before I could say, "I'm—," he said, "Jerry Schnydman, how are you?" Oh, my God! I thought, holy cow! I said, "I've got white hair now." He said, "You and I were jocks together. Don't you remember?" [Laughter]

**Warren:** [Laughter] I knew that was what—

**Schnydman:** But it was so terrific. He was here for a Shakespeare something or other. But I just thought, oh, my God, I was just barely in the middle of the class. I had to work hard, and Jackson Cope remembered me. I just thought that was fabulous.

**Warren:** Well, I understand you were pretty memorable on the lacrosse field, Jerry.

**Schnydman:** Well, I'm not sure Jackson Cope ever saw me play. Who knows. Maybe he did. I don't know. But anyway, that was Jackson Cope. It's hard for me to explain, but here I'm a guy that people said, "Gee, don't go to Hopkins. You can't play, and you're not smart enough," and here I was having all these great experiences and getting to know these faculty who were really wonderful to me. It's hard for me to explain how I feel about that. I'm sure it could have happened someplace else. I just don't know if it could have.

**Warren:** It may be a funny question, but one of the things that I want to ask everyone to do for me is to describe the personality of this institution. What makes Johns Hopkins Johns Hopkins?

**Schnydman:** What makes Hopkins Hopkins for some people might be a negative and others it might be a positive. Hopkins is the kind of place where in most situations, as a student, nobody tells you what to do. There are no freshmen required courses. There isn't a set of core courses that everybody takes. Now, there are requirements. If you're an English major, you have to have some social science, some math, some lab science. You've got to have some stuff, but you pick what you want to take; nobody tells you what to take in those different areas. So you're treated as an adult. You're treated as—some people would say you're treated, as an undergraduate, you're treated like a graduate student. "Do you want to learn? You don't want to learn? Fine. What are you doing here if you don't want to learn? But if you want to learn, you take what you want to take. You take what's going to help you do what you want to accomplish." So you have to think a little bit. You have to take responsibility here as a student.

It's a smorgasbord, and you can take whatever you want. If you want to take an upper-level course and there's a requirement, and you don't have the requirement, but you think you're ready to take the course, then you go in and talk your way into the class. And you can do that here. Hopkins is the kind of place where you can do research as an undergraduate. You're encouraged to do that. You're not held to just, "Okay, you can do it once."

I remember when I was in the Admissions Office, I was interviewing a high school senior, and he said, "I've been doing research at so-and-so hospital. Do you think I could continue to do that research here?"

I said, "Sure."

He said, “As a freshman?”

I said, “I can’t guarantee it, but if you talk your way into it, you can.” In October of the following fall, that student came in to see me and said—he was a freshman—“I just want you to know I’m working in so-and-so’s oncology lab, continuing the stuff I was doing.” I thought to myself, “He’s a freshman! And it’s not on this campus, it’s down at the hospital.” But that’s the way it is here. And, to me, that’s what makes Hopkins great, that you can do that.

And it’s the same working here. You’ve probably heard the word—if you haven’t, you will—but this is a very decentralized place. The dean of Arts and Sciences may as well be called president of Arts and Sciences, and the same is true of each of the schools. President Brody has a joke. Bill says that being a college president at Hopkins is like being the caretaker at a cemetery; there are a lot of people under you, but nobody’s listening. And that’s the way it is. Everybody can do their own thing. To me, that’s what makes it great.

**Warren:** Does he think that’s what makes it great?

**Schnydman:** Oh, yes, absolutely, because it generates creativity. There are always some problems with being so decentralized, but there are problems with any system. But the overriding greatness of Hopkins is its creativity, and you can only have creativity if you have freedom. So the deans have tremendous freedom. When I was Director of Admissions, I had tremendous freedom. When I was Director of Alumni Relations, I had tremendous freedom. When I was a student, I decided to take Earl Wasserman’s course. Nobody said I had to take it. I took “Latin and Greek in Current Use” because it was a course that wasn’t quite as demanding as some of the others, but it was a course—because I had taken Latin in high school, so here’s a course, kind of a derivative course.

George Will—not George Will the commentator. Will, who writes for—oh, gosh. Not George. Anyway, he now writes for kind of the right—not right wing, but to-the-right newspaper. Oh, well, I can’t remember. But he taught a course, and I forget the name of the course, but you read a Greek tragedy and a Shakespearean play, one each a week, and the purpose was a comparison of Greek and Shakespearean tragedies.

**Warren:** What a great idea.

**Schnydman:** His point was, he was out to prove that Shakespeare got all of his writings from tragedies.

**Warren:** What a great idea.

**Schnydman:** What a great course! But, you know, I decided to take the course. Now, that’s true at any place, but I was in the class with graduate students. A lot of my classes had graduate students in them.

**Warren:** What did that do for you? How did that change things, having graduate students?

**Schnydman:** Well, a graduate student at Hopkins—if undergraduates at Hopkins are smart, the graduate students are much smarter, you know. When you’re in graduate school, that’s when you really get down to business. So they were very bright. They made the classes more difficult. But I wasn’t competing against anybody else. It’s not a zero-sum game, getting grades or learning. So I was always in such awe of how great Hopkins is, that I just felt like, “Oh, my gosh, I’m in here with all these smart people.” You know what I mean? So, to me, that’s what makes Hopkins great, that there are all these bright people who want to learn and, generally speaking, they don’t need to make you worse to make them better. Everybody can do well.

The people here. The people here are very bright. There are some jerks, but, you know, that's any place. But people here care about Hopkins. They care about doing a good job. Students care about doing well in the classroom. There is a feeling here, and sometimes it's expressed maybe arrogantly, but there's a feeling here of excellence, that we're going to do it as well as we can, and we're going to do it better than anybody else can do it. Sometimes the head services in a sense of being arrogant, and I don't like that either, and I hope I don't appear to be arrogant to people, but, on the other hand, I think what it does do, people feel as though they've got to do a good job. They've got to be good students. They've got to be a good employee. I think all that helps to make Hopkins a great place. We don't have 30,000 students on this campus. We're a small place when you consider the reputation of the place, in terms of numbers.

**Warren:** Is that sense of excellence across the board?

**Schnydman:** Absolutely. No question about it. You look at the medical school. Medical school, we've been number two for a bunch of years in a row. Harvard's been number one in terms of the medical school ranking. Hospital—eighth straight year ranked number one in the country. Now, all these rankings in *U.S. News and World Report*, what does it really mean? But if you're in the top group, you must be pretty good, you know. School of Public Health ranked number one public health school in the country. It's also the first public health school in the country.

Arts and sciences and engineering. We're ranked—I think we were ranked like fifteenth in *U.S. News and World Report*. It's not too bad. Peabody—great place, great conservatory. How can anybody say it's not? School of Nursing—School of Nursing, I think, was ranked sixth this year. SAIS [School of Advanced International Studies]—SAIS is considered one of the great international relations schools in the world. School of Continuing Studies.

We are a leader. Stan Gabor, who is the outgoing dean, has done a great job in the last eighteen years. We're looking for a new dean, and there are a lot of people who would like to be dean of the School of Professional Studies in Business and Education. So, you know, as I'm clicking through them, not bad, you know. We have the Center for Talented Youth, although it's now called IAAY.

**Warren:** We have a lot of acronyms. [Laughter]

**Schnydman:** Right. Oh, yes. This is a program that works with precocious youth. We're the model around the country. The Applied Physics Laboratory is a part of Johns Hopkins. It's one of the great places in the world for what it does. Johns Hopkins receives more research dollars than any other place in the country by a lot. Part of that is because of the Applied Physics Lab, but if you take the Applied Physics Lab out, we're still number one. So that's why this is remarkable place. It really is. It's a fabulous place, and people perceive excellence as being very important. So that's kind of a wordy way of describing why Johns Hopkins is—

**Warren:** No, actually, considering all you've covered, it was very concise. I'm really quite thrilled with how concise you were.

I'm going to jump back several steps.

**Schnydman:** Sure.

**Warren:** Because I don't think I'm going to run into many former presidents of the IFC [Schnydman laughs] My understanding is that fraternities are not that important on this campus. Tell me why they are important.

**Schnydman:** Fraternities make up, I'd say, maybe 25 or 30 percent of our students are in fraternities and sororities.

**Warren:** Has that been a longstanding figure?

**Schnydman:** I would say that fraternities have made a comeback. In the '50s and '60s, they were probably maybe thirty-five percent, forty percent of our students were in fraternities. Then in the '70s, with the war and the drug scene, a number of fraternity houses closed. In the last ten, twelve years, they've kind of made a comeback.

The fraternity system is no more or less important than anything else. It's another opportunity for students' participation. If you're in a fraternity, it doesn't mean that you're somebody better than somebody else. But if you're interested in that kind of an activity, it's available to you, just as the Student Council is available, just as the Interfaith Board is available to people, just as the Black Student Union. That is, it's another opportunity for students to participate.

**Warren:** So tell me what fraternity life meant to you as a student.

**Schnydman:** When I was a student, being in a fraternity allowed me to get to know a bunch of guys not only in my fraternity, but who were in other fraternities. It allowed me, on a different level, to get to meet and socialize with a bunch of people that I wouldn't have had because I was a commuter. So that I actually made some great friendships in my fraternity, but I made great friendships in a number of the other fraternities.

There was the Phi Sig House, the Beta House, and Phi Gam House. All three were academically intense. All three were always competing for the Board of Intramural Athletics Trophy, fraternity trophy. And they all were social butterflies. So we would coordinate parties and make sure that there were always three parties, at least three parties, on Saturday night,

because we would coordinate to make sure we didn't each have a party on the same night. Then we all went to each other's parties. So it really was a social opportunity.

I was also president of the Board of Intramural Athletics, and that was a very political position, because they made up the schedules. So the fraternities wanted to make sure that their schedules—they were in the right division, the right conference. So it was pretty political, being elected president of the Board of Intramural Athletics. So those were two political positions that I had.

Fraternities, though, if you weren't in a fraternity, you weren't looked down upon, but if you were in a fraternity, there definitely formed some great relationships.

**Warren:** What were the parties like? Let's talk social life here.

**Schnydman:** I would say the parties were pretty wild. That is to say there was drinking going on. Our fraternity was pretty good about money, and so most of our parties, we had a band. So we usually had a band at our parties and everybody wanted to come.

**Warren:** When you say "everybody," other fraternity members?

**Schnydman:** Other fraternity.

**Warren:** Could anybody come?

**Schnydman:** What we used to do is, if you wanted to go to somebody else's fraternity party, then you paid a buck or two for the beer. So you could make a few dollars, and that was one of the reasons we always had a band.

**Warren:** Were the parties at the houses?

**Schnydman:** The parties were at the houses.

**Warren:** And where were the houses? And are they still there?



**Schnydman:** One of the houses—well, Canterbury Road, which is right across from Homewood Field, actually if you're standing on Canterbury Road and you look to your right, you see the Colonnade, so right on the corner of the Colonnade. You go up a block and a half.

After I had graduated, I was still in Baltimore, so they were having a problem with a fraternity house, so the fraternity essentially was going to shut down. So another Hopkins graduate who was a fraternity brother of mine, a lawyer, he and I ended up selling the house, and it's now used as an apartment house. The house next to it, where the Betas were, is now a fraternity house, but it's a different fraternity. The Phi Gam House ended up being trashed, so the Calvert School, which is a primary school, a private primary school, right around the corner, its property was contiguous to the Phi Gam House, they bought the property and leveled the house and built an addition onto their school, made ball fields as well. So that one's not there. But there are other fraternity houses scattered around, not as many now as there were then.

**Warren:** So there are still fraternity houses.

**Schnydman:** Yes. There are more fraternities than there are houses.

**Warren:** How does that work?

**Schnydman:** Well, what some of the sororities and fraternities do is, they get a house and they rent the house, and so they use it for parties and a certain number of people will live in it. But even in the past, not everybody in the fraternity lived in the house because the houses weren't big enough. Usually sophomores were required to live in a fraternity house, and when you became a junior, then you just got a place in the neighborhood.

**Warren:** And came back to party.

**Schnydman:** And came back to party. Right.

**Warren:** So you mentioned these two political positions you had. Are politics a big deal on campus?

**Schnydman:** More so then. Now Hopkins is much bigger. When I was a student here, there were maybe 1,600 students. Now there are about 3,700 students, and it's a better place because we're bigger. I really believe that. It's a better place because we're bigger, it's a better place because there are women on campus. I think it's a more normal atmosphere.

The BIA, Board of Intramural Athletics, is not political at all. My guess is that anybody could be president of the Board of Intramural Athletics. When I was there, it was definitely a fraternity guy who got elected president of the BIA because these seats were kind of handed down, representatives. If there were twelve people on the BIA, on that board, in those days at least six were in a fraternity. So they would all make sure that the president was one of them. I don't think that's the case today.

The Interfraternity Council does not play as big a role today as it did then, because there aren't as many—there are many, many more things to do now than when I was at Hopkins, in terms of social activities, so that if you want the social life, you don't need to be in a fraternity or a sorority now as much as you did back then, if you really wanted to have a group of people to socialize with, because now there are probably 160, 170 different organizations on campus, student organizations on campus, and fraternities are just one group. So there are many, many ways to be involved, to be involved in activities that also lend themselves to socialization.

**Warren:** A hundred and seventy. That's incredible.

**Schnydman:** Amazing. Absolutely amazing.

**Warren:** Wow!

**Schnydman:** Part of that is the flexibility, what makes Hopkins great. If there's a group that you think should exist at Hopkins and doesn't exist, go find a bunch of people and you've got it. People do that every year.

**Warren:** What's the most important lesson you learned here?

**Schnydman:** Well, I'll tell you what was the most important thing that I learned here, and if you don't think that's answering your question about a lesson, then I'll come back to it. But the thing that I learned most here at Hopkins was how to think. With all the books that I read here, all the Shakespeare that I read, the Keats and the Shelley, playing lacrosse, enjoying that, being involved in activities, to me the thing that I learned most, which has served me well, is how to think. I think a lot of people would say that.

Now, that's not answering your question about what lesson I learned, so I'll try to answer that, too. But in terms of what have I learned at Johns Hopkins, what did I get the most out of my four years here—

**Warren:** You've been here a lot more than four years.

**Schnydman:** Oh, yes, right, but I meant as a student. I learned how to think. What's the lesson that I've learned since I've been here? For me personally, okay, because this is very personal to me, what I've learned is, if you work hard, do what's best for Johns Hopkins, not what's best for me, but, for me, working hard, doing what's best for Hopkins, getting the job done, whatever cost it is in terms of time, energy, that good things will happen to you.

I mean, that's exactly what's happened. I've never applied for any of the jobs that I've had at Hopkins. When I was in the Admissions Office, I was asked to apply for the Directors of

Admissions job, so I did. And there were reasons for that, but the person responsible for hiring said, “Why haven’t you applied? I want you to apply.”

Then I was happier than a pig in slop, and the Vice President for Development of Alumni Relations, who has since retired, asked me to take the alumni job. I actually said no to him seven years before I said yes to him, because I’d only been Admissions Director and I loved the job, and I thought, “I’m Director of Admissions! I was the last person admitted and I’m now Director of Admissions! Is this—what a great world!” You know? [Laughter] So I said no because I was having too much fun. I thought, “Oh, my God! I’m Director of Admissions!”

So then seven years later, the person in the job was leaving, that they had hired, and he came to me. I said no two times to him. I said, “No.” Then finally my wife said to me, “Will you take your blinders off?” So then he came a third time and said, “What am I doing wrong that I’m not—you get paid more money, it’s less pressure, and it’s a more fun job, and I can’t understand why you won’t even talk to anybody about it.”

I said, “Okay, I’ll talk.” So I talked to a bunch of people, and I thought, gee, maybe this would be nice after fourteen years in the Admissions Office, try something different. Getting older, had white hair. Do eighteen-year-olds, seventeen-year-olds don’t want to talk to someone with white hair?

So I took the job. Then I thought to myself, “Gee, I could retire from being the Alumni Director, have all the freedom in the world. I can be creative. I can do stuff. Nobody bothers me. We’re off campus. I’ll stay here till I retire.”

Then Bill Brody asked me to go to lunch and says, "I'd like you to come over and be my chief of staff," although that's not the title, "and secretary of the board. Take Ross Jones' place." I thought, "This can't be!"

So what I'm saying is, I'm the luckiest guy at Hopkins, and I'm working for a guy, Bill Brody, who is the salt of the earth. He is one of the brightest guys I've ever met, who also happens to be smart. He's six months older than I am, so we're about the same age. He defers to me. He asks me the common sense stuff. He asks me and then he goes and does it. I go home at night and think, "Oh, my God! He's doing what I suggest he does!" You know what I mean? You know, I'm just this guy who nobody thought I should come to Hopkins.

So the lesson for me personally is, I was a hard worker in high school, and whether it was studying or playing ball, I've always worked very hard, and I carried it over to my working life. So, for me, my lesson is, it may not always work this way for people, but I learned here you work hard and you do the right stuff. You don't lie, cheat, steal, and you do what's best for Johns Hopkins and not what's best for you, what happens is, good things happen. So it's happened for me.

**Warren:** A very nice lesson. I need to stop because the tape's running out, but I hope we can continue a little longer.

**Schnydman:** Sure.

[Begin Tape 2, Side 1]

**Warren:** This is Mame Warren. This is tape two with Jerry Schnydman, June 17, 1999.

We were just talking about how your father felt about you coming to Hopkins.

**Schnydman:** Well, he was afraid that it would be too hard for me, because everybody said, “Johns Hopkins?” But I told him I wanted to go to Hopkins, and it was a struggle for him to send me, because he really never made a whole lot of money. But the day that I graduated, he told me it was the proudest day of his life. My brother had gone to Penn, and my sister went to Maryland, but, you know, from his point of view, there’s only one Johns Hopkins. He was beside himself.

**Warren:** Did you stay right then? Did you ever leave Johns Hopkins?

**Schnydman:** Yes, I was away for eight years. My brother, who had gone to Penn, had gone to the Wharton School, and he went into the insurance and pension business. Originally I was going to teach school. I even took all the education courses and student-taught at my old high school. But he convinced me that I should go with him and we’d both make a lot of money and run off into the sunset together. So that kind of appealed to me, since we always had enough money to do what we needed to do in the house, but we never took big vacations or any of that stuff. So I thought, well, you know, the idea of money kind of appealed to me.

But after about seven years in the insurance and pension business with my brother, and I was doing fine, you know, the Million Dollar Club and all that stuff, which I guess in those days meant something, now a million dollars doesn’t mean anything, I just decided that’s not what I wanted to do with the rest of my life and that money wasn’t going to be everything. So I let Ross Jones know that I was interested in coming back to Hopkins, and he’s the one who kind of networked for me, and I got hired to come back into the admissions office.

**Warren:** Somebody told me that you consider, at this point in your life, you consider yourself Ross’ understudy. [Tape recorder turned off.]

All right. I think I threw you a curve ball by saying that somebody told me that you're Ross' understudy.

**Schnydman:** Well, I've taken his place, so I used to joke, when—see, Ross has been a mentor of mine since I was a student. Okay?

**Warren:** Tell me about Ross.

**Schnydman:** In terms of my relationship with Ross, (A), he's the one that made it possible for me to come to work here. He connected me and then made sure that I—because by then I'd been out for eight years, married, two kids. You know, I had an income level which was maybe a little bit higher than what the starting salary for this particular position at admissions office. So Ross kind of went to different people and said, "How about we take a thousand out here and a thousand out there, and let's put it in the admissions budget for a year." So he kind of finessed the salary so I could make the switch.

Then I became director of admissions. If I had questions, I gave Ross a call to get his opinion on things. I was actually admissions director for just about eleven years out of the fourteen, so over a period of eleven years, I'd call Ross, "What do you think?" and whatever.

Then I moved to the alumni office. I would call Ross. "What do you think about this, Ross?" and, "How do you think I ought to handle this?" So the same kind of thing with Ross.

Then it was actually Ross who came over and asked the question, "Jerry, would you be willing to meet with President Brody? Because he's interested in having you take my place." So, of course, I looked at him and I thought, "Ross, are you kidding me? Is this a joke?" [Laughter] And actually, at the end of the conversation, I hugged him, because I was sure he must have had something to do with it.

**Warren:** [Laughter] Maybe a little bit.

**Schnydman:** So Ross has really been a mentor of mine. As a matter of fact, I still call him if I have some questions about some things. I still call him. As a matter of fact, on my telephone—because he'll go for three months up to New York, to his summer home in New York, he'll be there July, August, September.

**Warren:** Thank you for warning me.

**Schnydman:** Yes. But you can reach him there by phone. So, of course, he was there last summer. I have a number of lines that can be programmed, so I actually have his house phone up in upstate New York programmed so I won't have to even know the phone number, I can just hit his button. So I've had a relationship with Ross since the mid '60s.

**Warren:** And you knew him as a student?

**Schnydman:** I knew him as a student. Sure, there's the great story which he loves to tell. I was president of Interfraternity Council, and the summer before my senior year, when I was president of the council, he called me up. I was working, so he called me up and said he'd like to see me. So when I got off of work, I came in to see him, and he said Dr. Eisenhower had gotten a call and one of the fraternity houses on Canterbury Road, the lawn has not been cut and it's very, very high, and Dr. Eisenhower, because he was president at the time, he wants it cut.

I said, "Ross, don't worry. I'll take care of it."

So Ross likes to tell the story that he just happened to be driving by the next day and it was all cut. So he called me up and said, "How did you get it cut so fast?"

I said, "I cut it myself." So he likes to tell the story of how, you know, I didn't waste any time. Ross told me to get the grass cut, I cut it myself so I could make sure it got cut right away.



So, you know, that's how I knew Ross when I was a student. If there was a problem, if Dr. Eisenhower was upset about something, Ross would call me or it would be Dr. Morrill who would give me a call. But I always thought, "Boy, I'm pretty lucky because I know Ross Jones, I know Milton Eisenhower, and I know Kelso Morrill."

**Warren:** What was Dr. Eisenhower like?

**Schnydman:** Great man. He was a very bright guy, very down-to-earth guy, very kind, a leader, had a real good feeling for students, cared about students. Dr. Eisenhower had a light on. He was the first one—Nichols House was built for him, and Dr. Eisenhower had a light which he would leave on. He was always happy to speak with students, and if this outside light was on, that meant he was up and students could come see him. They'd knock on the door and go in.

**Warren:** At any hour, as long as the light was on?

**Schnydman:** As long as the light was on. If the light wasn't on, don't come to the door. That was Dr. Eisenhower. Dr. Eisenhower would come to lacrosse games. Didn't go to all of them. Here's a guy who'd advised a number of Presidents, including his own brother, I mean a number of U.S. Presidents, including his own brother. He had like a hot line, a phone, it was directly to the White House, so that if his brother needed him, if his brother picked the phone up, that phone would ring and a light would go on directly to his brother in the White House.

But Dr. Eisenhower, if he went to a lacrosse game, when you'd leave the field, you'd go through a gate into the athletic center. You'd have to walk through this gate. Dr. Eisenhower often would stand at the gate, shake my hand, say, "Great game, Jerry," and then he'd go home. He'd go to the gate to shake my hand. Very nice, you know.

So that's the kind of guy Milton Eisenhower was. He had a relationship with students that he had with those same students till the day he died. Remarkable guy. He was one of the great people I've ever met.

**Warren:** Who have been the other special presidents? You've had a bunch of them here in your time.

**Schnydman:** Yes. Actually, after Eisenhower, Lincoln Gordon was here for a very short period. He was a brilliant Latin American scholar, but not a very good president, so he didn't last more than a year and a half or so.

Steve Muller then came and was here for eighteen years. Steve Muller was a great president. Steve Muller took us from being a regional college, regional university, to being a national and international university.

**Warren:** How did he do that?

**Schnydman:** (A), insisted that we start recruiting for students beyond the mid-Atlantic region, and we did that. He insisted that we go beyond our borders. We had the Hopkins-Nanjing Program on the campus of the University of Nanjing. He's responsible for that.

He's responsible for the Institute for German and American Studies, and that's in Washington. It's sort of a cousin to Hopkins, somewhat independent, but there's a tie to Hopkins. So Hopkins was built on the idea of a German university, and so he helped to develop relationships in Europe, including Germany. We have kind of come full circle, because in January we will open up an office in Berlin, to try to help pull together all of the activities that we're currently doing and expanding our activities. Steve McClain, who is the associate provost, is

going to go over and—as a matter of fact, he just came back from Germany. I think he’s pretty much picked out office space, so he’ll do that. To me, that’s the culmination of Muller’s thinking.

The Bologna Center is part of SAIS He really encouraged that. Now we have lots of students from Europe and Asia in our graduate student body, but he was pressing to make our student body a more well-rounded one. So he was a prime mover in making us an international—being known internationally and not just known as a regional place. So Steve Muller was, in my view, a great president.

Dan Nathans was an interim president. He was just here for a year or so. He just kind of held things together, although he’s a wonderful, wonderful man, a Nobel Prize winner.

Bill Richardson was only here for five years, but I thought he did a great job. I thought he brought together the various constituencies, each of the eight schools, to try to work closer together. I think that was probably one of the great contributions he made. “Let’s be independent, let’s be decentralized and take advantage of the positives that develops from that, but let’s be friends. Let’s not have one dean taking a snip at another dean.” He really helped to change that problem.

It’s probably somewhat self-serving for me to say after three years that Bill Brody will go down as one of the great presidents, especially if he stays another four or five years, but he’s already done some great things. He’s making people accountable. He’s making people think more broadly in terms of how to run a university. It’s not a business, but you need to use some businesslike practices. Maybe we need to outsource. Maybe we need to make us more technologically advanced. He’s doing that. He’s doing both. We are cutting costs, which is a real necessity. He has responsibility for the university and health system. Pretty big responsibility. But

the fact that he is an M.D., trained radiologist, trained cardiac surgeon, an entrepreneur—he's helped put together three start-up companies—and chair of the radiology department, he's a very intuitive guy. So I think he will go down as one of the great Hopkins presidents.

So we've been very fortunate. We really have been. We've had great leadership.

**Warren:** Sure seems like it.

**Schnydman:** Oh, yes.

**Warren:** Sure seems like it.

**Schnydman:** No question about it.

**Warren:** A while ago, you made a passing reference that, just because of your age, in particular, I've got to pursue, to coeducation.

**Schnydman:** Right.

**Warren:** You were here in some of the last classes to be all male, but did you have some women graduate students in your classes?

**Schnydman:** Yes.

**Warren:** And when they said coeducation was coming in, what was your response? Talk to me about coeducation.

**Schnydman:** My initial reaction, when I heard that there were discussions about going coed, was that we shouldn't go coed. I'd gone to an all-male high school, City College. At the time it was an all-male high school. I'd gone to Hopkins, an all-male school. That's what I was used to. So many people have difficulty changing, and I'm probably one of those people. But we went coed. I didn't feel super strongly about it. I just thought it should stay all male. But I was wrong. The best thing that ever happened was that we went coed.

There was that thinking—this was part of the thing—“Well, let’s go coed because the women who apply will apply in non-science areas. They won’t be pre-med. And since we’re trying to build up the humanities and social sciences, that’s where all the women will apply.” Well, of course, it wasn’t true. The profile of women applying looked pretty much—maybe a little bit more humanities oriented, but looked pretty much like the profile of the men, you know—pre-med. And it’s a realistic living experience. That is, you live and work in the coeducational world, so why should we be any different?

So there’s no question that going coed was, I think, a very, very important thing for Hopkins to do, and it’s been very successful. There have been a number of committees in terms of equity in salaries for female employees versus males, and there have been a number of committees to look at issues like that. So I think that the student body and the workplace has come a long way.

There is still sexual harassment. Most of it is men harassing women. But my sense now is that it’s very, very few and far between now, whereas, before, heck—you mentioned that our graduate student body has always been coed, so that I would have female students in the class. Truth is, I never even gave it a thought, you know, (A), maybe because there weren’t that many in the class, but, (B), you know, to me it didn’t make any difference. It really didn’t. I think the only reason that I thought we shouldn’t go coed is because why should we change? It wasn’t an anti—heck, I knew my wife, my wife and I dated in high school. She went to Goucher [College], I went to Hopkins. Because if you were staying in Baltimore, the best school was Goucher, and if you went to Hopkins, that was the best school for men. But she’s a heck of a lot smarter than I

am. She ended up getting a master's here and got straight As. But if Hopkins had been coed, she would have gone to Hopkins. She's have gotten admitted before I was. [Laughter]

**Warren:** One of the things I have to thank you for very much is you're the only person who told me about the Spring Fair.

**Schnydman:** Oh, really?

**Warren:** And if you hadn't told me about it, I wouldn't have known to come up here for it. I made a special trip up here before I came to work.

**Schnydman:** Terrific.

**Warren:** Just to come to the Spring Fair.

**Schnydman:** Oh, great. Did you enjoy it?

**Warren:** Of course I did. So tell me about the Spring Fair.

**Schnydman:** Spring Fair actually started after we went coed, so I was no longer a student here. This is just another example of students deciding we should have a fair. So they were told, "Okay, you raise the money, you go do it." And that's what they've done. They raise every nickel themselves. It's not a for-profit activity, but they hope to have money left over to help the next year's group get off the ground. Soliciting craftspeople to participate, and ads in the book, and contacting the set-up people, the kids do all that themselves. It's a great activity. It brings community people onto the campus for a festive occasion.

**Warren:** Describe it for me. Describe what happens here.

**Schnydman:** The campus turns into a fairground. It turns into an outdoor amphitheater for music. It turns into a place for the community to see a different face of Hopkins. It's an opportunity for students to learn how to put a show on. It's an opportunity for students to let

loose, to relax. It's an opportunity for people to have fun, for high school students to come on campus and to see Johns Hopkins and maybe think about coming to Hopkins, seeing what a neat place it is. It serves so many purposes, most of which the students probably could care less about.

But it's a three-day weekend of fun and relaxation, accomplishment. Students see what they can do. They probably have three or four hundred students who volunteer on various committees to do this. That's a great learning experience. And we're not telling them to do it; they do it themselves. They come in here and ask for money. They go every place and ask for—you know, some of the stuff these kids are doing, I could never have done that when I was a student. It's called *chutzpah*. To me, it's just fabulous. So I just think it's a wonderful, wonderful opportunity to learn, to have fun, a great community relations thing. I'm not sure how we can buy better community relations opportunity by inviting all these people on campus.

**Warren:** It was pretty impressive.

**Schnydman:** Yes.

**Warren:** Last question, although you can talk for the rest of the day if you want. I'd be perfectly happy to sit here, and I have lots of tape. Hopkins myths. There are Hopkins myths floating around. What do you think the Hopkins myths are?

**Schnydman:** Wow. You know, I've never thought about it. I really haven't. Well, "everybody at Hopkins is pre-med." When I was a student here, sixty percent of our students were probably pre-med. Now it's about thirty percent. So that's a myth. We're not a pre-med school. We do produce pre-meds and we produce doctors, but there are more non-pre-meds than there are pre-meds.

There's a myth that Hopkins lacrosse is very, very important here. It's a true myth.

[Laughter]

Gosh, you have me stumped on that one.

**Warren:** How do you think lacrosse came to be the sport of choice here?

**Schnydman:** Gosh, you know, I don't know. It was played in Baltimore. Scotty might have a better idea about that. But St. John's [College] played lacrosse and there were some club teams. The club teams brought it to Hopkins, thought this was a wonderful sport for boys to play. It may be sexier than that, but I really don't know.

**Warren:** But today there is a football team, I presume.

**Schnydman:** Sure.

**Warren:** There is a baseball team, all these other teams, but you never hear about any of those.

**Schnydman:** Yes. Well, you don't hear about it the way you do in lacrosse, that's for sure. And lacrosse is Division I, whereas the other sports are Division III. You hear about lacrosse now at Hopkins because we've always been very good, and people care about it in earnest. If we don't win in lacrosse, people get very upset. Alumni get very upset.

The myth—I have to admit, except for the pre-med thing, I just—

**Warren:** I'm curious about what other people—I think that's a fun question.

**Schnydman:** Yes.

**Warren:** I've heard a few.

**Schnydman:** Well, it's a myth that everybody at Hopkins is brainy. I can prove that's not the case. [Laughter] I guess another one is, Hopkins is full of nerds. Well, we have our share, but everybody else has them, too. We just happen to be a smaller place. In defense of the nerds, my



guess is that it's the nerds of the world who are going to find the cure for cancer. It's the nerds of the world who are going to one day operate on somebody and replace their heart with a plastic heart that some nerd figured out how to make work.

**Warren:** And it'll probably happen here. [Laughter]

**Schnydman:** Right. [Laughter] Right. So there is that myth, a lot of nerds. There's a myth, Hopkins is too serious a place, there's no fun at Hopkins. Well, I think there is fun at Hopkins. I think it is a serious place. In some ways students are sometimes more serious than they need to be. I'm not sure that students today have as much fun as I did when I was a student or when my friends were students here. But I don't think it's a serious problem. That's a myth, I think, that people talk about: it's a place for nerds, people are always in the library.

When I was in the admissions office, people would say, "It's Tuesday afternoon, and I walk across the quads here and there's no people. Nobody's around." And my response is, "That's right. They're either in the library studying or they're in their room studying. Now, at four o'clock when different groups would meet or teams practice, Student Council meets at night because of labs, there's a little bit more activity, but during the day people are studying. That's why they're here. And I don't apologize for that." But that's part of the myth of this being not a fun place.

**Warren:** Well, Jerry, we're coming down to the two-hour limit here. Oops, we're slightly over it. Give me some last words. What haven't I asked you that you'd like to talk about?

**Schnydman:** Gosh, I don't know. I gave you my slobbering about what a great place it is.

[Laughter]

**Warren:** You did a pretty good job. The table is soaking wet here. [Laughter]

**Schnydman:** I'm sure. I'm sure. Oh, gosh, I don't know. I think I probably said it. I may think of some things as soon as you walk out the door. You might think of something that you want to know about. But, gosh, I don't know. I come across as being sophomoric about this thing, but I just feel that way. I felt lucky to be accepted here. I felt lucky to be able to do the work here. I felt lucky to be able to accomplish all the things that I really wanted to accomplish. And so it's all thanks to Hopkins. I was the right person in the right place at the right time, and I've always been in the right place at the right time, and people have always been nice to me. So that's why I'm indebted to Hopkins.

If I think of something else, I'll call you up. [Laughter]

**Warren:** I'll be waiting for your call. You have given me just what I hoped to find when I came in here, and I had very high expectations.

**Schnydman:** Thanks.

**Warren:** I thank you. Of course, the problem is how we keep this from being the Jerry Schnydman book.

**Schnydman:** Oh, my God.

[End of interview]