

A DAY AT SANTA FE REVISTED
TWENTIETH ANNIVERSARY SPEECH TO SANTA FE COMMUNITY COLLEGE
GAINESVILLE, FLORIDA - APRIL 17, 1986

1. NOT AN OUT OF TOWNER COMING TO MAKE A SPEECH -- FEEL LIKE A NEIGHBOR DOWN THE STREET WHO USED TO LIVE IN THIS HOUSE WHO HAS STOPPED BY FOR A VISIT TO ADMIRE THE NEW ROOM YOU HAVE ADDED, TO INSPECT THE POTTING SHED TO MAKE SURE YOU HAVEN'T CHANGED THAT, AND TO TELL YOU ONCE AGAIN HOW WE FIRST PLANTED THE RED BUD TREE IN THE BACKYARD THAT BLOOMED SO FULLY THIS SPRING.

2. I WOULD LIKE TO REMINISCE ABOUT HOW SANTA FE STARTED, PLACE SANTA FE IN PERSPECTIVE IN TERMS OF COMMUNITY COLLEGES NATIONALLY, AND END BY TALKING ABOUT SOME OF THE SPECIAL PEOPLE AT SANTA FE.

HOW SANTA FE STARTED

1. JOE FORDYCE THE KEY -- I WAS HIS AND ART COMBS UNDERGRADUATE STUDENT ASSISTANT IN 1959 AND 1960 -- WAS JOE'S DEAN OF STUDENTS AT OCALA -- FLORIDA JUNIOR COLLEGE AT JACKSONVILLE -- SANTA FE COMMUNITY COLLEGE.

2. WE DREAMED OUR IDEAS PRIMARILY OVER LUNCH IN THE HOLIDAY INN -- STARTED IN THE OLD POST OFFICE THEN WENT TO BUCHOLZ JUNIOR HIGH.

3. READ LETTER FROM FORDYCE, AUGUST 17, 1967.

MAJOR ELEMENTS AT SANTA FE

1. THE SANTA FE COMMITMENT:
 - A. THE STUDENT IS THE CENTRAL FOCUS FOR THE PROCESS OF LEARNING

- B. TEACHING OCCURS ONLY WHEN STUDENTS LEARN
 - C. EFFECTIVE EDUCATIONAL EXPERIENCES WILL MODIFY HUMAN BEHAVIOR IN A POSTIVE MANNER.
 - D. ALL HUMAN BEINGS ARE MOTIVATED TO ACHIEVE THAT WHICH THEY BELIEVE IS GOOD.
 - E. EDUCATION SHOULD BE AN EXCITING, CREATIVE, AND REWARDING EXPERIENCE FOR THE STUDENT AND THE TEACHER.
 - F. ALL HUMAN BEINGS HAVE WORTH, DIGNITY, AND POTENTIAL.
 - G. EXPERIMENTATION AND INNOVATION ARE REFLECTIONS OF ATTITUDES; WHEN THEY ARE TRANSLATED INTO PRACTICE, THE PROCESS OF EDUCATION CAN BE SIGNIFICANTLY ADVANCED.
 - H. TRADITIONAL CONCEPTS OF EDUCATION (THE LECTURE, THE THIRTY STUDENT CLASS, THE FIFTY-MINUTE PERIOD, THE STANDARD TEXTBOOK, THE TERM COURSE, THE "F" GRADE, THE RECTANGULAR CLASSROOM, THE STUDENT DESK) ARE SUSPECT AND IN NEED OF CAREFUL TRIAL AND EVALUATION AT LEAST EQUAL TO, AND PERHAPS MORE THAN, NEW AND INNOVATIVE PRACTICES.
2. THE GENERAL EDUCATION COMMON CORE: SOCIAL STUDIES 100, THE SCIENCES 100, THE HUMANITIES 100, MATHEMATICS 100, AND ENGLISH 100, AND BE 100 - THE INDIVIDUAL IN A CHANGING ENVIRONMENT (WE COULDN'T CALL IT BEHAVIOR SCIENCE 100 AS WE ORIGINALLY PLANNED BECAUSE BS 100 WAS PROBABLY TOO CLOSE TO THE TRUTH).
 3. HOUSE UNITS.
 4. NON-PUNITIVE GRADING SYSTEM WITH MINIMUM COMPETENCIES (DOUG FOLS)
 5. NO BEHAVIORAL REGULATIONS, NO PROBATION AND SUSPENSION, NO TESTING (COLLEGE BOARD EXPERIENCE).
 6. SELECTION OF FACULTY - A CLEAR PHILOSOPHY - FACULTY SELECTED ON BASIS OF

COMPETENCY, SKILLS, EDUCATION, BUT ALSO ON VALUES AND COMMITMENT - SHEPAK DISSERTATION.

SANTA FE AND THE COMMUNITY COLLEGE MOVEMENT

A. SANTA FE A HOTBED OF HUMANISM INFLUENCING COMMUNITY COLLEGES NATIONALLY..

B. QUOTE FROM A DAY AT SANTA FE - SERIES OF LECTURES AT SANTA FE COMMUNITY COLLEGE IN 1970 - MY ATTEMPT TO ARTICULATE THE SANTA FE POINT OF VIEW -

THE JUNIOR COLLEGE HAS BECOME ONE OF THE MOST USEFUL INSTRUMENTS OF OUR PRODUCTION-ORIENTED SOCIETY. INDEED, MANY JUNIOR COLLEGES EVEN TAKE THE NAMES OF SUCCESSFUL PRODUCERS, CORNING COMMUNITY COLLEGE IN NEW YORK FOR CORNING GLASS, KELLOGG COMMUNITY COLLEGE IN MICHIGAN FOR KELLOGG CEREALS, AND THE MOST OBVIOUS OF ALL, HENRY FORD COMMUNITY COLLEGE IN MICHIGAN. THE JUNIOR COLLEGE IS THE HORATIO ALGER OF HIGHER EDUCATION, OUR OWN HOMEGROWN DARLING. FEED HIM WELL, AND HE WILL TURN OUT BIGGER AND BETTER PRODUCTS. ONE JUNIOR COLLEGE PRESIDENT SAID THIS TO ME VERY CLEARLY IN A RECENT CONVERSATION, "WE HAVE TO GEAR OUR PRODUCTS TO WHAT THE UNIVERSITY WILL BUY."

IN THE DEHUMANIZING PRODUCTION MODEL OF EDUCATION, WE HAVE DEVELOPED A SOCIETY IN WHICH THE OLD ARE PLAGUED BY HEART ATTACKS AND THE YOUNG BY HEART BREAKS. OUR NONCOGNITIVE CAPACITIES HAVE ATROPHIED LIKE AN APPENDIX. BUT NO MAN IS SO DIMINISHED, SO EMACIATED, SO RETARDED OR POLLUTED THAT HE CAN ESCAPE RESPONDING TO BE HIMSELF, TO BE NATURAL, TO BE MORE FULLY HUMAN WHEN OTHERS CALL TO HIM TO BE SO AND ALLOW OPPORTUNITIES FOR HIM TO ANSWER THAT CALL.

WE ARE BEGINNING TO MOVE IN THIS COUNTRY AWAY FROM THE PROTESTANT ETHIC TOWARD THE HUMANISTIC ETHIC, AWAY FROM WHAT IS WRONG WITH MAN TO WHAT IS RIGHT

WITH MAN, AWAY FROM EDUCATION AS A DEHUMANIZING PRODUCTION MODEL TO EDUCATION AS A HUMANIZING MODEL. THE AGE OF AQUARIUS WHERE "PEACE WITH GUIDE THE PLANETS AND LOVE WILL STEER THE STARS" MAY STILL SEEM FAR AWAY, BUT IT IS AT LEAST WITHIN OUR GRASP.

EXAMPLES OF HUMANIZING THE EDUCATIONAL PROCESS

1. IF WE ARE TO HUMANIZE THE LEARNING PROCESS, THEN THE STUDENT MUST BECOME THE SUBJECT MATTER RATHER THAN THE ARTIFICIAL DIVISION OF CONTENT WHICH HAS SERVED TO GUIDE EDUCATION FOR THOUSANDS OF YEARS.
2. THERE IS NO TEACHING UNLESS STUDENTS LEARN.

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IF WE ARE TO HUMANIZE THE LEARNING PROCESS, WE WILL BEGIN TO REMOVE THE BARRIERS TO LEARNING, THE PERIPHERAL HINDRANCES THAT ENCUMBER STUDENTS WHO WISH TO BECOME ALL THEY ARE CAPABLE OF BECOMING. WE HAVE, PRIMARILY THROUGH TRADITION, BUILT A WHOLE SERIES OF EDUCATIONAL TRAPPINGS THAT GREATLY HINDER AND EVEN DIMINISH A STUDENT'S MOVE TOWARD SELF-DEVELOPMENT. TESTING PROGRAMS, GRADES, AND PROBATION-SUSPENSION REGULATIONS ARE EXAMPLES.

BEFORE THE STUDENT EVEN COMES TO OUR CLASSES, WE BEGIN THREATENING HIM WITH A TESTING PROGRAM. BATTERIES OF TESTS BEFORE SCHOOL BEGINS, EVEN IF USED FOR COUNSELING AND NOT FOR ADMISSIONS, IS FOR MANY STUDENTS, AN ACT OF JERKING THE SHEETS OFF THEM AND EXPOSING THEIR INADEQUACIES OF WHICH THEY ARE ALREADY SO PAINFULLY AWARE. IF THEY ARE NOT PROPERLY EQUIPPED, THEY ARE CHASTISED BY BEING PLACED IN APPROPRIATE CELLS TO BREATHE THE TEPID AIR THEY KNOW SO WELL. TESTING IS TOO OFTEN THE PROCESS OF REDUCING GROUPS OF STUDENTS TO THE LOWEST COMMON DENOMINATOR. MANY TESTING PROGRAMS ARE BUILT ON THE ANTI-LIFE

PHILOSOPHY THAT THERE ARE ZEROS IN HUMAN NATURE. A TESTING PROGRAM THAT ATTEMPTS TO DISCOVER WHAT IS RIGHT WITH STUDENTS SO THAT THE COLLEGE CAN PROVIDE PROGRAMS TO SUPPORT AND DEVELOP THAT RIGHTNESS MIGHT BE A YEASTY AND WELCOME DEVELOPMENT IN EDUCATION.

JUNIOR COLLEGES HAVE CLAIMED TO BE STUDENT-CENTERED INSTITUTIONS DEDICATED TO HELPING STUDENTS MEET WITH SUCCESS. BUT ONE OF THE MOST VICIOUS EDUCATIONAL TRAPPINGS YET INVENTED GUARANTEES FAILURE. THE PUNITIVE AND PRIMITIVE GRADING SYSTEM OF "A-F" HAS BEEN THOUGHT TO BE A UNIVERSAL LANGUAGE UNDERSTOOD BY ANYONE WHO NEEDS TO KNOW ANYTHING ABOUT ACADEMIC PERFORMANCE. COLLEGES GRADE DIFFERENTLY; INSTRUCTORS GRADE DIFFERENTLY. INSTRUCTORS TEACHING THE SAME COURSE DO NOT GRADE THE SAME. TWO INSTRUCTORS GRADING THE SAME STUDENT FOR THE SAME COURSE WILL DIFFER. IS GRADING A UNIVERSAL LANGUAGE? PERHAPS. BUT FEW HAVE LEARNED TO SPEAK IT WELL.

THE "F" GRADE IS AN EXTENSION OF THE SCARLET LETTER AND REPRESENTS THE WRATHFULNESS OF THE PROTESTANT ETHIC IN THAT ALL WHO FAIL MUST BE PUNISHED. A STUDENT IS REQUIRED TO WEAR HIS FAILURE ON HIS TRANSCRIPT FOR ALL TO SEE FOR THE DURATION OF HIS LIFE. MANY JUNIOR COLLEGES ACROSS THE COUNTRY ARE BEGINNING TO HUMANIZE THE LEARNING PROCESS BY BANNING THE "F" GRADE. INSTEAD, THEY HAVE DEVELOPED GRADING SYSTEMS OF "A", "B", OR "C". SOME COLLEGES HAVE RETAINED THE "D" GRADE SINCE IT DOES INDICATE A LOW LEVEL OF PASSING AND WILL, ON OCCASION, TRANSFER TO OTHER INSTITUTIONS. PERHAPS ONE DAY, WE WILL HAVE THE COURAGE TO MOVE TO A SYSTEM THAT USES MORE MEANINGFUL AND RELEVANT INDICATIONS OF PERSONAL DEVELOPMENT THAN EVEN "A", "B", OR "C". IT SEEMS TO ME WE ARE NOW READY TO MOVE BEYOND THE BEGINNINGS OF THE ALPHABET.

ANOTHER ONE OF THE GREAT THREATS USED AGAINST STUDENTS HAS BEEN THE TRADITIONAL PROBATION AND SUSPENSION SYSTEM. THE PROBATION-SUSPENSION SYSTEM,

AS IT PRESENTLY EXISTS, IS OFTEN A THINLY DISGUISED SCHEME FOR GETTING RID OF UNWANTED STUDENTS. BECAUSE OF OUR INADEQUACIES, WE HAVE NOT LEARNED TO PROVIDE A GOOD LEARNING ENVIRONMENT FOR THE STUDENTS ON PROBATION AND SUSPENSION. WE SAY THAT WE HAVE AN OPEN DOOR PHILOSOPHY IN THE JUNIOR COLLEGE, BUT WE CONTINUE TO KICK STUDENTS OUT, SEMESTER AFTER SEMESTER BECAUSE OF OUR OWN FAILURE. SUCH A PRACTICE IS AS RIDICULOUS AS IF HOSPITALS WERE TO DISCHARGE THE SICK AND KEEP THE HEALTHY.

4. INSTEAD OF EVALUATION AS THE PRIMARY RESPONSIBILITY OF THE TEACHER, EVALUATION OF ACCOMPLISHMENTS SHOULD BE THE RESPONSIBILITY OF THE STUDENT.
5. IF WE ARE ABLE TO HUMANIZE THE LEARNING PROCESS, THEN THE DISTINCTIONS BETWEEN STUDENT AND TEACHER WILL PROBABLY BECOME LESS DISCERNABLE.

SANTA FE WAS A CONFLUENCE OF HUMANISTIC PSYCHOLOGY AND SOCIAL CHANGE -- SANTA FE, AN EARLY BEACON OF HUMANISTIC EDUCATION PHILOSOPHY -- A CHARTER MEMBER OF THE LEAGUE FOR INNOVATION BEGINNING IN 1968.

SANTA FE'S MAJOR CONTRIBUTION NATIONALLY CONSISTED OF:

1. A STRONG GENERAL EDUCATION PROGRAM WITH INTEGRITY
2. HUMAN DEVELOPMENT EDUCATION - PERSONAL DEVELOPMENT COURSES
3. CREDIBILITY FOR THE ENCOUNTER GROUP MOVEMENT
4. NONPUNITIVE GRADING SYSTEM
5. A FREE ENVIRONMENT WITH NO BEHAVIORAL REGULATIONS, NO PROBATION-SUSPENSION, NO TESTING
6. A MODEL STUDENT PERSONNEL PROGRAM
7. BEHAVIORAL OBJECTIVES, PARTICULARLY IN THE AFFECTIVE DOMAIN

1. IN THE 70'S A KIND OF NATIONAL LIMBO OCCURRED-- SOCIAL CHANGE CURTAILED THE HUMANISTIC MOVEMENT.
2. IN THE LATE 70'S AND NOW THROUGHOUT THE 80'S THE EDUCATION REFORM MOVEMENT AFFECTING ALL LEVELS OF EDUCATION. OVER THIRTY NATIONAL REPORTS AND 175 STATE TASK FORCES IN EVERY STATE -- EVERY STATE HAS IMPLEMENTED NEW REQUIREMENTS FOR ASSESSMENT IN HIGH SCHOOL AND MANY STATES ARE CALLING FOR REFORM IN THEIR COMMUNITY COLLEGE SYSTEMS. CALIFORNIA, NEW JERSEY, FLORIDA HAS BEEN A LEADER.
3. SANTA FE, AS USUAL, IS AHEAD OF THE GAME AS YOU HAVE IMPLEMENTED NEW REFORMS IN YOUR OWN ELEGANT AND UNDERSTATED WAY. QUOTE FROM ALAN'S LETTER.
4. AS I VIEW THESE CHANGES OVER A TWENTY-FIVE YEAR PERIOD, AT FIRST I SAW THEM AS A CHANGE FROM A 60'S VALUE BASE TO AN 80'S VALUE BASE, AND I SAW THOSE CHANGES AS CONFLICTS IN VALUES -- RELATE MY DALLAS EXPERIENCE.
5. I AM BEGINNING TO SEE THAT THE VALUE CHANGES MAY BE A DEVELOPMENTAL PROCESS, A KIND OF SPENGLERIAN DEVELOPMENT FROM THESIS TO ANTITHESIS TO SYNTHESIS. HOPE WE DON'T LOSE SOME OF THE VALUES WE HELD IN THE 60'S WHICH REALLY UNDERSCORED THE IMPORTANCE OF INDIVIDUAL HUMAN BEINGS AND THE NEED TO CARE FOR AND NURTURE THEM. WHAT WE NEED IN THE LATTER PART OF THE 80'S AND ON INTO THE 90'S IS A KIND OF PRACTICAL HUMANISM IN WHICH WE AS STAFF MEMBERS ARE BOTH WARM-HEARTED AND HARD-HEADED, BOTH TOUGH AND TENDER. MY OWN STATEMENT OF VALUES IS AS FOLLOWS:

"I STILL WANT STUDENTS TO HAVE THE FREEDOM TO GROW, BUT I FEEL MORE

PRESCRIPTIVE, MORE DIRECTIVE. I STILL WANT STUDENTS TO HAVE A SECOND CHANCE, AND EVEN A THIRD AND FOURTH, BUT I WANT THEM TO MAKE SOME COMMITMENTS, TAKE SOME RESPONSIBILITY, SHOW SOME PROGRESS. I STILL WANT EDUCATION TO BE ACCESSIBLE TO STUDENTS, BUT I WANT TO SEE EXCELLENT PERFORMANCE AS AN OUTCOME FOR SUCH AN OPPORTUNITY."

THE PEOPLE OF SANTA FE

1. JOE FORDYCE - JOE WAS THE DRIVING FORCE BEHIND THE ORIGINAL SANTA FE IDEA AS APRIL O'CONNELL AND I SAID IN OUR DEDICATION OF THE BOOK WE WROTE THE SHARED JOURNEY: AN INTRODUCTION TO ENCOUNTER. WE SAID, "TO JOSEPH W. FORDYCE, A VISIONARY, WHO DARED TO PUT INTO PRACTICE WHAT THIS BOOK IS ALL ABOUT."

HE WAS IN MANY WAYS AN ALOOF MAN, BUT ONCE KNOWN, HE WAS AMONG THE MOST GENTLE, LOVING HUMAN BEINGS I HAVE EVER KNOWN." I WROTE THE FOLLOWING ABOUT HIM YEARS AGO.

THESE HAVE BEEN MY TEACHERS

MY EDUCATION HAS DEVELOPED AS A RESPONSE TO THE CONFIRMATION OF OTHER PEOPLE -- OTHER PEOPLE WHO SAW IN ME MORE THAN I KNEW IN MYSELF.

MY EMPLOYER GAVE ME A CHANCE TO DO THE JOB -- AND IT DID IT WELL. HE TOOK A RISK ON A TWENTY-FIVE YEAR OLD, INEXPERIENCED, IDEALISTIC KID WHO HAD NEVER BEEN IN AN AIRPLANE, OR TASTED A MARTINI -- AND I HAVE SELDOM FAILED TO RISK GIVING ANOTHER HUMAN BEING A CHANCE. HE TAUGHT ME HOW TO FEEL COMFORTABLE IN A CROWD AND EVEN TO HELP OTHERS FEEL COMFORTABLE. HE TAUGHT ME TO OPENLY CONFRONT CIRCUMVENTION, COUNTER-STRATEGY, MISTRUST, AND MANIPULATION IN THE

ADMINISTRATIVE STYLE OF OTHERS. INSTEAD HE TAUGHT ME TO TRUST IN THOSE WHO WORKED WITH ME, TO ENCOURAGE THE DEVELOPMENT OF THEIR OWN POTENTIAL, TO COMMIT MYSELF TO A POSITIVE APPROACH IN HUMAN AFFAIRS. I SHARED IN THE DEEP PAIN THAT WAS HIS BECAUSE HE CHOSE TO REMAIN A TOTALLY HONEST AND GOOD MAN WHEN OTHERS ABOUT HIM HAD GIVEN OVER THE STRUGGLE. HIS GENTLE BEAUTY ASSURED ME THAT MY GOAL WAS SET RIGHT. WHEN I WAS SAD OR EXPLOSIVE OR IRRATIONAL, HE WAS GENTLE AND BEAUTIFUL -- AND I CAME TO BE MORE SO. HE WAS THE FIRST MAN I EVER LOVED."

2. ANN BROMLEY - ANN WAS A SIGNIFICANT FIND FOR US, SHE HAD BEEN THE YOUNGEST DEAN OF WOMEN IN THE UNITED STATES AT THE CHICAGO CIRCLE CAMPUS AT THE UNIVERSITY OF ILLINOIS, AND SHE BROUGHT A GREAT DEAL OF EXPERIENCE AND TALENT. ANN ALSO BROUGHT A MORE CAUTIONARY PERSPECTIVE WHICH WE NEEDED SINCE MOST OF US WERE FROM THE RUNAWAY, KISS AND TELL SCHOOL OF HUMANISM PROMULGATED BY ART COMBS, SIDNEY JOURARD, AND TED LANDSMAN AT THE UNIVERSITY OF FLORIDA. I DON'T KNOW HOW ANN PUT UP WITH ALL OF OUR GURUISH NONSENSE, BUT SHE PROVIDED A BALANCED PERSPECTIVE THAT KEPT US FROM GOING OFF THE DEEP END; THOUGH IN RETROSPECT IT LOOKS AS IF WE WENT OFF THE DEEP END A GREAT DEAL MORE THAN I REMEMBERED.

3. APRIL O'CONNELL - APRIL WAS SANTA FE'S FIRST MASTER TEACHER, AND WE ALL LEARNED FROM HER. WE USED TO PLAY WITH STUDENTS TOGETHER AND WOULD WALK INTO A CLASSROOM --- APRIL INFLUENCED ME GREATLY IN THOSE EARLY DAYS AT SANTA FE. IN THE AREA OF KNOWLEDGE, SHE WAS A COSMOPOLITAN AND I WAS A PROVINCIAL. HER WORK WITH ME ON THE BOOK THE SHARED JOURNEY HELPED ME GROW MORE RAPIDLY AND INTENSELY THAN PROBABLY ANY OTHER PERIOD OF MY LIFE.

4. ALAN ROBERTSON - ALAN CAME A FEW YEARS LATER AS A BOARD MEMBER AT SANTA

FE AND THEN THE PRESIDENT WHEN JOE MOVED TO ST. LOUIS COMMUNITY COLLEGE. ALAN IS THE IDEAL PROTOTYPE OF A COLLEGE PRESIDENT. HE'S TALL, ELEGANT, PRACTICAL, AND IS GIFTED WITH AN ENLIGHTENED COMMON SENSE. HE MAKES THINGS WORK, AND HAS A PERSPECTIVE ON THE WORLD THAT HAS BEEN ABLE TO STEER SANTA FE FROM AN EARLY EXTREMIST LEADERSHIP POSITION TO A POSITION AS ONE OF THE FINEST, MOST SOLID COMMUNITY COLLEGES IN THE COUNTRY. ALAN'S BEST ATTRIBUTE IS, OF COURSE, MARY ROBERTSON, ONE OF THE LOVELIEST LADIES OF THE LAND.

5. ROBERT MYERS - BOB MYERS WAS THE FIRST PROFESSIONAL STAFF MEMBER I HIRED AT SANTA FE IN SPITE OF HIS HAVING GRADUATED FROM SLIPPERY ROCK STATE COLLEGE IN PENNSYLVANIA. MY ONLY CONCERN ABOUT BOB WAS THAT HE WASN'T SOUTHERN, BUT I QUICKLY OVERCAME THAT CONCERN THE FIRST TIME HE AND SHIRLEY INVITED ME TO DINNER. THEY SERVED ONE BIG PLATE OF NOODLES COVERED WITH MASHED POTATOES ALL TOPPED-OFF WITH GRAVY. AFTER THAT, I KNEW HE COULDN'T BE ALL BAD. BOBBY WAS STEEPED IN HUMANISM LIKE THE REST OF US, BUT HE HAD A KIND OF NO NONSENSE APPROACH TO GETTING THINGS DONE AND THAT HAS STOOD HIM IN GOOD STEAD AS ONE OF THE MOST HIGHLY COMPETENT ADMINISTRATORS I HAVE EVER KNOWN. YOU ARE FORTUNATE TO HAVE HIM AS YOUR VICE PRESIDENT.

6. TALMAGE EUGENE MULLIS - NAMED FOR THE LATE SENATOR FROM GEOGIA, WAS THE SECOND PROFESSIONAL STAFF MEMBER I EMPLOYED AT SANTA FE, AND I THINK I SHOULD GET PRETTY GOOD MARKS FOR HIRING TWO COUNSELORS WHO BECAME TWO VICE PRESIDENTS. TAL WAS A LITTLE DIFFERENT FROM THE REST OF US THAT FORMED THE FIRST CORE GROUP. HE HAD LIVED IN AFRICA, HE HAD SKIIED IN SNOW, HE HAD RIDDEN IN AN AIRPLANE, HE KNEW WHAT BOUILLABAISSE WAS, AND HE COULD HANDLE SCOTCH WITH A SPECIAL KIND OF GRACE AND SKILL.

WE WERE QUITE A LITTLE GROUP, BY THE WAY. IN FACT, WE GAVE SIDNEY JOURARD HIS FIRST OPPORTUNITY TO LEAD AN ENCOUNTER GROUP WHICH INCLUDED TAL, BOB,

MYSELF, CHARLEY MERRILL, STAN LYNCH, ED EDDIE, AND SEVERAL OTHERS --

STORY ABOUT TAL'S PH.D. -- TAL IS A KIND OF CHARACTER OUT OF A SOUTHERN NOVEL, SORT OF JAMES DICKEY PROTOTYPE - HE GLIDES THROUGH THE WORLD TO THE VERY SPECIAL BEAT OF HIS OWN KIND OF DRUM. HE HAS SOME SENSE OF PERSONAL POWER THAT OTHERS RECOGNIZE AND RESPECT. HE HAS RAISED THE ABSURD TO AN ART FORM. WHEN I FIRST MET HIM, I WAS A STRAIGHT-LACED BAPTIST DEACON CANDIDATE WHO KNEW VERY LITTLE ABOUT LIFE. HE IS THE SECOND MAN I EVER LOVED AND HAS BEEN THE MOST SIGNIFICANT TEACHER I'VE EVER HAD. HE IS MY BEST FRIEND, AND A GODS PLENTY.

I WANT TO THANK YOU FOR THE OPPORTUNITY TO COME OVER FOR A VISIT THIS EVENING. THANK YOU FOR LETTING ME RAMBLE AND REMINISCE ABOUT THE PAST. I REALLY APPRECIATE THE OPPORTUNITY YOU HAVE GIVEN ME. IT'S GOOD TO BE HOME AGAIN.