

Interview with Prof. David Goode by James Kaser, Archives and Special Collections of the College of Staten Island, October 1, 2019.

JAMES KASER: Today is October 1st, 2019 and I'm James Kaser, the archivist here at the College of Staten Island. And, I'm talking with.

DAVID GOODE: David Goode, who's a retired faculty member from the college.

JK: So, as I explained, I have this life-history approach to doing any kind of oral history. Even though our main topic is The Willowbrook State School, let's start by talking about your life prior to coming to Staten Island, and you can be as detailed about that as you like. And, just a reminder, I always like to be as specific as possible about dates and names.

DG: Sure, sure, got you.

JK: So, you might start off by telling us when you were born, and where.

DG: I'm a baby boomer, and I was born in April 9th, 1948. My father and mother were people who knew each other from the time they were teenagers, and fell in love. While my father went to war he and my mother wrote letters back and forth that were fabulously passionate. My dad was very smart. They trained him during the war to do radar, and they sent him to a training program at Yale. After he was discharged, he could have enrolled in a degree program at Yale, but he never did, because he was so in love with my mother and he wanted to have a family. Like a lot of other people who came back, that was more important to him.

JK: Right.

DG: And, he couldn't have gone to college and gotten married at the same time. He wouldn't have enough money. So, he married my mother and he went to work, a very, very smart guy and had an extremely high IQ. I inherited a little bit of that from him.

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JK: And, your parents, did they both grow up in the New York City area?

DG: They grew up in the Bronx. And, I grew up in the Bronx. I grew up off the Concourse for the first eight years, and I mentioned to you beforehand that it was a problematic situation for my family because it was extremely violent back then...a lot of violence occurring among neighborhood children and organized crime had a big impact on the area. In fact, the incident that made my parents move was not the fact that my father had to commute six hours-plus a day to go to work at Idlewild Airport, but violence. I went down to the basement as an eight year old, and came back up to tell my father there was somebody asleep there and when I tried to wake him up, and I couldn't wake him.

JK: Of course, being a child, you were innocently talking about someone who was dead, I assume?

DG: Right, exactly. And, one of the things that my mother told me years later was that the everydayness of my reaction...the fact that I had become so accustomed to violence brought home to them that they had to get me out of there. So, they moved to Queens, and I grew up in Queens. I had the opportunity because I grew up in Queens to go to Queens College. This was in the 1960s. It was a somewhat bizarre experience because I was very, very young when I got into Queens College. I had skipped basically two grades.

JK: Oh!

DG: I told you I had inherited from my father a mind. It was sad on one level, because I was kind of too smart. I didn't work, do you know what I mean? I just could perform so well on a—and so I—

JK: Did you find you got bored in school?

DG: Yes. And so, what I did, I got into trouble with my friends. I used to say to somebody when they asked me once about my life, I'd say, "Well,

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when I was in public school my job every day was to get into as much trouble as I could. Actually, to get other people into as much trouble as I could, but I knew it would come in on me too, so that was my focus in school, although I graduated.

JK: Did you have brothers or sisters?

DG: I had one brother four years older than me. But, Queens College was a great thing, because it was at that time one of the premier schools in the country, had just raised its salaries and attracted really fabulous faculty. I was at that time a Chemistry major. I didn't do very well in high school, but I loved the sciences. And, I'll maybe mention something else about public school. Do you know in public school report cards, they have two sides. They have an academic side, then they have the subject matter, and then they have to social skills side.

JK: Oh, right, yes.

DG: On the social skills side, there was excellent, good, needs improvement, and poor. I was a straight P, straight. So, you could see what was going on was a battle between me and these teachers, but I just didn't respect them. I couldn't. I don't know how it worked out exactly that way, but.

JK: The grading system was such that when it came to tests and that kind of thing, you must have done well?

DG: Yeah, I did. I did well, I did well.

JK: To skip grades. And so, there was this disconnect between being a model student—

DG: Being smart and being disruptive. I was having constant problems between my teachers and my family, and that persisted pretty much.

JK: But, then when you get to college and you're younger—

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DG: I'm 16 years old.

JK: Did that make interacting with other students challenging?

DG: This was a social disaster, although I didn't understand it at the time. I was an athlete, but I couldn't compete against the other guys, I just couldn't do it. I did make junior varsity basketball, and the guys patted me on the back, saying, what an achievement; it was great. Because, they understood, you know, I was a little guy. But, the girls...everybody was my older sister and I'm their younger brother. It was just not—luckily, it was a wild time and I was able to have both my wild side and my intellectual side kind of satisfied. The level of the faculty there was so good it was—when I was an undergraduate Chem major, the Chemistry wing was right below the Physics wing. And, Banesh Hoffmann (1906-1986), who had studied with Albert Einstein, and was in a cohort carrying out investigations with him, was in the Physics wing.

JK: Great!

DG: I used to go up there all the time and walk into his office, and I would say, “Dr. Hoffmann, I want to introduce myself,” and you know, “I've read a little bit about,” he acted like a friend. I could visit him. So, it turned out there were a lot of people like that, in Philosophy, and all the different subject matters that I was taking. So, I was very privileged to be able to go as an undergraduate to an institution, pay as little money as I did, because the primary expenses were the textbooks. It was like \$137 to pay for your credits, but the textbooks could be expensive. To get a really fine education the way that I did when I was at Queens was phenomenal. In retrospect I think, boy were you a lucky guy.

JK: How did you come to major in Chemistry?

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DG: I was very, very good at it. I had absolutely—my father, again, was very smart, and he was scientifically oriented. So, when I started to study chemistry, I asked him once to help me do some of these equations here, you know balance, and he showed me kind of how to do it. Once he showed me how to do it, it was a snap to me. I would get 100s on tests. It was like nothing. So, because of that I said, “Well, I have a propensity to do this, let me major in Chemistry.” I did very, very well. I got straight As up until Organic 2, in which case I was on the border of getting a B, but I pulled an all-nighter and I was able to get an A-. So, I got an A, an A, and an A- in Organic Chemistry, was tough. So, they weren’t very happy with me when I came in and told them I didn’t want to be a Chemistry major anymore. In fact, the department chairman had told me, “You hang in here one more year, when you get to be a junior I can make you a teaching assistant. We’ll employ you.” I was kind of like a whiz kid, you know.

JK: I see.

DG: The problem was this was 1966, '67. It was right in the middle of the hippy era. All the people were outside on the grass playing their guitar, and smoking pot, and having a good time, and running around, and chasing the girls. And, I was in my organic chemistry lab looking out over the scene, waiting for a reaction to go from white to cadmium yellow. There were no computers, you had to wait. And, I couldn’t take it, I literally just couldn’t handle it. I just said, “That’s it, I can’t handle it anymore. I’ll find something else to do. I’m not sitting in these labs, it’s only going to get worse. So, I left.

JK: I’m just curious, though, whether there was any talk amongst the students in that program about the connection between chemistry, the study

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of chemistry, and warfare? Or, were your undergraduate courses so academic you could just make that disconnect?

DG: Well, there was also a very active life on campus, the student radical life, and faculty radicalism. This was, again, this was the end of the '60s. It was very—I was, in fact, very active in that. It was a way to focus some of my bad propensities, and so I became very militant against the government, and head of the Anti-Draft Union, and demonstrated a lot and got arrested, and was one of the masterminds of taking over the big tower at Queens College, the 10-story tower, which was the Administration Building. Almost got arrested that time, but that would have been more serious, because, it was interesting, we were up on the 10th floor and was the acknowledged leader. There were several, like four or five white guys who were the head of this or the head of that, I was one of those guys. And, I was up on the 10th floor, and the president's office is on the 10th floor, and we were trying to break in, but no one could break in. My father had given me a credit card. So, I whipped out the credit card and I was trying to get the credit card in the lock. At that moment, the men's dead and security comes walking onto the 10th floor, and they saw me do this. The guy said, I think, "Get him." You know? "That is illegal, you are under arrest. We are taking you out of here." Everyone surrounded him, and they kind of scurried me away down the stairs. And, there was violence that went on at that campus. It was interesting, too, because the Black Movement active, and at one point the Black Movement had its own issues it had to make. The difference between the kind of protests between the white guys and the black guys was pretty cool at Queens College. By the way, I wanted to write all about this. I proposed at the time when I was a master's student there that I write about the history of the radical movement at Queens College. I had started to do it,

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actually got an okay from the sociologists. They were okay with it, but once the administration got wind of what I was doing, they literally told the chairman of that department that I was not to do that. So, I had a real interest in this stuff, and I was part of it. It was good, it was going to be like an emic, from the inside out kind of thing. I had the whole thing organized in my mind. It would have been spectacular if I could have done this.

Because, I had the social analysis down, I had the different constituencies identified, it was going to be oral history. It was going to be fantastic, and too bad it didn't happen. But, the black guys—so, the white guys, we were out demonstrating, placards and speakers. The black guys went through the campus and in 5 minutes broke huge windows, I'm talking about, like, 20-foot high windows in the cafeteria, with chairs. "What? What happened?" The difference was so, it was so marked. I would think, "Wow. We've got to think about what we're doing and what they're doing. This is, like, this is different." There was a lot—it was a really interesting campus at that point, both socially and intellectually. And so, the intellectual part of it was so overwhelming as a chemist that I could take part in the social. [END RECORDING 3 / BEGIN RECORDING 4] And so, I went to the social, and also became a sociologist, because I accounted—I think for many people if you look back at your academic history, there's some person that you saw and counted that you see as a kind of role model to emulate.

JK: Right.

DG: So, I met this guy in sociology, I took a couple courses with him. He was one of the radical teachers of the time, his name was Mike Brown, ended up at Northeastern. He got pushed out of City University because he was a Marxist and very radical. He really appealed to me. I loved just loved him, I loved his teaching, and he turned me on to sociology, so I became a

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sociologist. I was very successful. It was another, sociology, the hardest thing you had to do in sociology was take statistics. To me, I'm from a natural science—

JK: Right.

DG: Not only did I take statistics there, but it was the same thing. The people who they had teaching they wish they had people like that now. I had a Paul Neurath, who was given a medal of honor by Austria, he was an Austrian. And, he had studied with Fisher, the very famous British mathematician. I mean, you're talking about in the history of mathematics, and he was teaching statistics for undergraduate students at Queens College, and he was my professor. It was just, it didn't matter. I went to study, but it was incredibly rich. The people there were just as cool as the people who I was studying natural science with. Neurath, his medal was partially for his achievements as a mathematician, but it began when he was a young man and the Nazis came into, I'm not sure which town in Austria it was. It might have been the main one. And, he and his friends stood in front of the tanks. They were 18 years old.

JK: Wow.

DG: So, he was not only a great teacher but he was a great person, he was a wonderful person.

JK: That's was sort of a point I was going to have you make, which is, you were benefiting from this movement of all of these scholars and intellectuals from Europe who were displaced and travelled to come to New York City.

DG: And then CUNY had upped their starting salary to \$52,000 or \$55,000, which back in 1969, that was a lot of money. \$55,000, that was really competitive. It was pulling in—not all of them ended up staying, you know. There were some of the people in Philosophy, like Carl Hempel, who

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if you look at the history of the philosophy of science, Carl Hempel is a giant. He's a giant. He was at Queens College for two years. Believe me, I buzzed around him like a fly, as much as I could get of him. Can I sit in on this lecture? I couldn't take his classes, I didn't have prerequisites to take his classes because he taught the upper-level stuff and graduate, but I wanted to hear him, I reckoned him. And, he was gone to Harvard in two years. So, you're right that we had a huge influx of largely European faculty who saw this as a great opportunity in New York City. While I was there I became, I went to their graduate program. I took a BA and started there on my MA and worked on my MA. I was becoming very—I was teaching for them. Very young, when I started to teach my first Sociology 100 course, I definitely remember. I was 22. And, I went to the back of the room and sat myself down there in the middle of the students, and I sat there. I let the time go, and it was like 10:10. I said something like, "How long do we got to wait for this guy?" "Someone said he's an adjunct, we can leave after 5 minutes, I think." So, I said, "Should we leave, then?" No, no, let's wait another five minutes. So, at like two minutes I walk by and I just got up and I started to walk, and he said, "No, don't leave, wait." I said, "No, I'm the teacher."

JK: [Laughs]

DG: So, talk about student rapport, it was complete. I was just one of them, that's what it was like. But, intellectually I was smart enough to be—I mean, I really never had a lot of trouble in my classes. Even when they opened up the university later on about five years, I [END RECORDING 4 / BEGIN RECORDING 5] came back from UCLA when I was teaching over the summer, and they had made a real open university. Then problems, but I'll get to that in a second. So anyway, I was doing very well. It turned out

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that I couldn't do my master's on the campus. I wanted to do my master's thesis on the history of the campus, but that fell through. I don't know how much detail you want me to get into?

JK: No, this is good.

DG: You let me know, right?

JK: We can always decide later. I think this is good. Okay, so I went to one of the faculty members and I told them, I said, "I don't know what to do now. I want to get out of here." He says, "Well, I've got some data here. I can give you some data, do you want to analyze this data?" I said, "I guess. What is the data from?" He goes, "Oh, it's from the Rapid Rural Industrialization Project." I said, "What's that." He explained to me that some sociologist had studied Chicago, and they had studied the outlying communities of Chicago, and they were trying to sort out what was happening in these communities as the city spread and you had more industrialization in the area. How did it affect social life? They had this panel data, this extensive panel every five years, this extensive panel data for two data points so far. I think they were five years apart, and they were in the midst of collecting more. So, when I look at this data, and there were a lot of variables. At that time the way you got data was in IBM cards, Hollerith cards. So, he gave me this big box of it must have been 500 Hollerith cards, and he gave me a data guide, and he said, "This is what is in there. Go to it." So, I spent a long time with this data. Again, to me, once I had given up this meaningful project, I just wanted to get out. So, I said, "I'm smart enough to do this, I can do something." So, I'm reading this data, I'm cleaning it. The first thing I did was you had to print all these cards, make sure that everything was in the right column. It took me a long time to get it clean. And then, once I cleaned it I kind of got to know the

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data better by doing that. I decided, well, I went to the guy and I said, “Now, here, I got it clean, this is what it is. What do you think?” He says, “Why don’t you,” I said, “I don’t know much about rural sociology. This is really rural sociology. I’m a city kid. What should I do?” He says, “Why don’t you take up some journals, rural sociology journals?” I started to read the journals, and I saw, “Oh, well there are some things that look like I could possibly address.” And, I was smart enough or intuitive enough to pick the issue of community leadership. One of the reasons I did that was because one of the heads of the *Journal of Rural Sociology*, at that time the editor of it, was a guy named Charles Bonjean, and his area was community leadership. So, I said, “Oh, that could work here.” I picked the appropriate data, I did this analysis, and what I was able to do, to make it short, was to powerfully upgrade the methods that were used at the time. I had ratio-level data, no one else had ratio-level data. I could actually talk about how much and they couldn’t. And so, I was able to use a regression analysis to kind of form a statistic, minimal suspension of assumptions, because many statistics are often misused and inappropriately used. But, I had Paul Neurath, so I was able to do this in a way that really was pretty sophisticated given the limitations of most data. And so, I wrote this article, and I submitted it—well, first I wrote a paper. I wrote a long paper, about 35 pages, which got slightly expanded, and that was my master’s thesis. And then, and the guy I was working with was extremely happy. He said, “Really, for a master’s thesis to come up with something that’s really a contribution like this to the literature, that doesn’t happen a lot. You should really be,” he says, “You’ve got to write the article now, let’s get the article together.” So, he helped me get the article, I submitted it. Within a week, I get a phone call from the office saying, “We really like your article, we like it. But, the reason we’re

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calling you—we're going to publish it. And, the reason we're calling you is because Dr. Bonjean wants to let you know that in a month there's going to be a Columbia University panel on rural sociology [END RECORDING 5 / BEGIN RECORDING 6] in New York City, and he wanted to know if it was alright to share your name with the organizer of the panel, and that way you could participate. So, I said, "Well, sure." So, I go back and I tell my mentor there about this. And he says, "Fantastic, you're kidding me." I said, "No. They want me to be on this panel at Columbia University." He says, "You know Dave, I don't think many people on the faculty have been a panel member of Columbia University. So, I started to think, "Wow. This is too cool." Sounds great, huh?

JK: It does sound great. [Laughs]

DG: Now the irony of the story, because I started to think about this. I started to think about—I accepted. I started to think about going to do this panel, what I was going to say except my paper. The more I thought about it, the more nervous I got. Finally I walked into my advisor's office and I said, "Lauren," his name was Lauren Stiler, "I don't think I can do this." He goes, "What do you mean you can't do it." I said, "Lauren, I don't know crap about sociology. You know that. I spent the last seven months in a room with computer cards. I wouldn't know a community leader if it came up to me and bit me on the nose."

JK: [Laughs]

DG: I said, "I feel like I'm being fake, like I'm being hypocritical, like I'm going up in front of all these learned people like I know something, and really all I know is what they could teach in a methods course, in undergraduate. I don't know anything more than that. And, I won't do it. I'm not going to—if this is what it's going to mean to be an expert in

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something I don't know anything about, if that's what sociology is, I don't even want sociology." It created a real crisis in my life. I actually was—I said, "I want to complete the master's. I assume the master's is still acceptable. He said, "Of course." I said, "I just want to tell you that I'm not going to go to the panel, and I'm not going to have the article published. I'm going to withdraw the article."

JK: Wow.

DG: Mm-hm.

JK: So, how did he respond to that?

DG: Well, you've got to remember the time, again. It's a kind of real wild time. I was a young man, but I had made a decision, what I was willing to do and what I wasn't willing to do, and I didn't want to spend my life in a masquerade. Sociology, on the one hand there's a lot of people who are involved in ground-level work, but there are a lot of people who sit in the offices and just look at data that's collected from other people, and never really come close to the thing itself. At that time it was very dominant that way, because the quantitative sociology was by far the dominant sociology. Qualitative was a small, little portion of sociology. And, I—in the end there are some books that put this in a more codified way, but I saw real problems with what these guys, these quantitative were doing. From the epistemological point of view I said, "There's something wrong about that research, it's not right." You shouldn't be so far away from what you're studying and make these strong claims, strong claims on basically best hearsay, secondary form filled out, something somebody told you, without ever being at the subject itself. It bothered me. So, ironically what happened was, just as I'm completing the last—no, it was the end of the first year of the master's, and I had stopped midstream and I said, "I'm just going

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to complete my coursework and get out of here.” Someone came back from UCLA, a wonderful lady who had studied with Harold Garfinkel over the summer. She was in my class, she was the same year as me and I had known her very well, beautiful woman who later on told me about all the horrible sexual abuse she suffered while she was at Queens.

JK: At Queens?

DG: Yeah. She was a provost here actually, Martha Nestle, over at a college, Ramapo College. And, I visited her years and years later. I was laughing with her about, I said, “Martha, I think everybody was in love with you back then because you were just incredibly beautiful.” [END

RECORDING 6 / BEGIN RECORDING 7] Still beautiful, but she was really like, ugh, like the kind of person that everybody would turn and look at her. And, the guys, the men there were just pigs. When she told me the people who were doing it, I lowered my head and I just go, oh God. I’m glad I didn’t know about that, but then—but at any case, he had studied with Harold, and I told her about this, being all trained to be an expert in nothing.

JK: Right.

DG: And, she said, “No, you have to read Harold’s work.” That’s when I discovered Harold Garfinkel, and when it came time, I thought about when I read his work, and I said, “You know, I wouldn’t want to study under him.” Because he has exactly the same problem that I, which is, how to really be a genuine social—you know. He did something called ethnomethodology. He was the first sociologist to record a conversation.

JK: Oh!

DG: It occurred to him, there was a lot of philosophy about what a conversation is and what the words mean, and [unclear] and all these things. People, Lichtenstein, but no one actually recorded the conversation and

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actually tried to analyze what we were. This is the kind of precedent he gave. So, he had a very radical sociology that was out there. I'll tell you a little but about it, because it does lead into how I got into part of the disability field.

JK: Yeah.

DG: And so, I decided that, okay, I'm going to apply for a graduate school at UCLA and at Berkeley, because there was another person kind of part of that clique who was at Berkeley at the time, and I'll see if I can get him there, that would be great. Didn't get into either of them, even though I had a 3.8 index. I'm the kind of person, who gave me the B I still remember—Tobin. [?] He was, he gave me the grade because I didn't agree with him, not because of quality of the work. He just didn't like the fact that I wasn't agreeing with his analysis of Marx. So anyways, I got a letter of rejection. I remember feeling, "Oh, cut it. That's it, it's over for me." So, I decided that I would follow the maxim of, sometimes it's not what you know but who you know. And, I said, maybe I can go to—it was a former chairman of my department who was then dean of faculty, and he was an older man but very well known in sociology, and I said, "Maybe he will even know someone at UCLA and he will help me." So, I rode to his office, and I explained my situation. I was, again, their top graduate student, one of their top graduate students. The three top graduate students they produced that year all went to the finest schools, and became faculty at really big universities. Like, I'm the, what do you call it, the black cousin, or—

JK: Black sheep?

DG: Yeah, black sheep, because I'm the guy who went to CUNY. They went to University of North Carolina or, you know, Wisconsin. But so, I went to him and I said, "Can you help me out, do you know anybody at

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UCLA?” And he goes, “Hmm, I happen to know somebody at UCLA. He’s the chair.” Gets on his phone and calls the secretary and says, “Will you get Ike Rusky on the phone at UCLA.” So, I hear the conversation. He gets another call. And he said, “So, he’ll contact you.” The end, you’re in.

JK: Wow.

DG: Now, the details were that there were some obligations, and you needed to call this person and discuss it with this person, because I was an out-of-state student, and as an out-of-state student you have to establish residency in California a year before in order to get in-state—

JK: Oh, in-state tuition.

DG: Yeah. So, out of state tuition, phew, really high.

JK: Right.

DG: So, when I called this guy at UCLA who was in charge of the graduate program, he says to me, “Well, it’s okay because the way we handle this is we have these teaching assistants who do research assistantships, and they come with the tuition remission, and you get a salary, too, so you don’t come in here,” you know. “Oh, that is so great, that is so cool.” He says, “So, just go ahead and apply, and when you get here we’ll come here and you’ll get your teaching assistantship, and you’ll be able to go to college.” So, at that time I was living with my current wife. We weren’t married yet. I proposed to her. I told her that I want to go to California, I think it’s a time to commit to you. If you want to come with me, and we’re marrying. So, we got married and we moved to California. [END RECORDING 7 / BEGIN RECORDING 8] In LA, it was la-la land, it was 1973, it was just, it was not LA today. It was really a cool place, and I loved it back then, not so much now. So, we got there probably in July, and towards the middle of August, I

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said, "I'm going to take my bike over to UCLA to check out what's going on there, and find out where I'm working, and all that kind of stuff."

JK: Right, yeah.

DG: This is how I got into the disability field. So, I go and, beautiful campus, go onto campus, meet this department secretary, woman of, as many department secretaries are, spectacular woman, absolutely a wonderful Japanese-American lady, Lucy Arada, who didn't run the department, but ran it in ways the secretary had the department.

JK: Right, yeah.

DG: And, she was great. Anyway, she said, "Oh, you want to go see, you have to see Dr. Groits [?]? Dr. Groits is on sabbatical, but the person handling that is down the hall." So, I go to the person's office, and I knock on the door, and I come and introduce myself. She says, "You're David Goode." "Yes." "I saw your name on the list." I said, "Yeah, I talked with Dr. Groits and he said this is the way it's going to work." She said, "Okay, let me just check and see what we have for you." She opens up this folder and she starts to go through the assignments. She says, "Oh, there's no assignment for you." I said, "What do you mean?" She said, "We have 30 and you're number 32. So, the 30 are used up, you can't get one of those."

JK: Wow.

DG: So, now I'm up the creek.

JK: Yeah.

DG: I had a total anxiety attack. As she said that to me, my stomach felt like falling out. It was really not feeling well. I said, "Nothing can be done at all?" She says, "Nothing. I can't, it's already committed." She said, "If you wanted to wait until the semester starts it's always possible that somebody could be ill, or this or that. And, so you could register and maybe

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we could retroactively get back your tuition.” I didn’t have the \$8,000 or \$12,000 they wanted. So, my reaction was to go upstairs to the bathroom and stare out the window for a while and say, “What the fuck am I going to do? I’m in real trouble.” My wife and I, none of us, we don’t have jobs. We’re out here. So, I started wandering the halls, and I was looking at the billboards for posts, wanted, wanted. Good computer skills, can run such and such. And, I’m reading all these things, and I’m writing down all the numbers, and I’m making calls. One of the ads, mostly reading messages on peoples’ message machines. One of the ads says, “Wanted, people to work in the field of mental retardation, research in mental retardation.” I call that one and someone’s on the phone. He said, “Yes, hello?” “Oh, my name’s David Goode. I’m looking at your ad here and I’m wondering, do you still have positions available?” “Yes, we have positions.” “I’d like to apply, maybe. Can you tell me about it?” I say, “I’m in Haines Hall on the second floor.” She says, “I’m on the third floor.”

JK: [Laughs]

DG: So, I go upstairs, I go into this office. I give her a little background, the same sort of background I kind of gave you. I told them why I was there, to study with Garfinkel. I told them about being all trained up to learn about nothing. She laughed about that. She said, “We’ve had good success with Garfinkel students. Would you want to interview for this? I’ll give you an idea, it’s to do field research with people who have mental retardation, people who have been let out of institutions. I said, “That sounds interesting.” So, I went down to interview that afternoon, and met a man named Bob Edgerton, one of the great, at that time the only anthropologist who was seriously studying this phenomenon, the phenomenon of mental retardation as a social phenomenon, and ended up as one of the great

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research scientists of his era. At that time, having brought into UCLA I'm sure over \$10 million as a behavioral researcher. [END RECORDING 8 / BEGIN RECORDING 9] If you contact Staten, I won't go into that as an aside, it is a spectacular [unclear], it really is.

JK: [Laughs] Right.

DG: So, he was a character. He was really smart, and within 10 minutes of talking to me, he looked at me and he says, "You're hired, we'll take you." And, he was a type—so, they hired me, and not only would I have a tuition omission, but I had a staff research associate title at the medical school, and appointments in three hospitals. One of them was Pacific State Hospital for the Mentally Retarded. The other one was two veterans, Wadsworth and [unclear] VA, appointments at both of those as PAs. And, my salary was better.

JK: Oh! [Laughs] And, all of that happened so quickly.

DG: So, I went from hell to heaven, you know. And then, when I went back home, I said to—as I'm going back home, I'm on my bike. It's a long ride, and I'm thinking, "Should I say anything to Dianne?" I could pretend like nothing happened. "Yep, got my assignment. Everything is really cool. No problem." I couldn't, I had to tell her. I broke down, kind of. It was just so intense for me. I wasn't crying, but I just had to explain to her what had happened and unburden myself. She was, like, horrified, but we got over it. But, I always teach my students, I say, "What's the lesson behind that? The lesson is simple. When someone says to you on the phone, you have a job here, and it's at such-and-such a date in the future, I'd like that in writing, please. That's it. If I had had that in writing, the problem would have been solved. It would have been on them. They would have had to go and make

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their calls and say, “Look, we made a mistake and we goofed up.” But, the way it turned out without any verification.

JK: Right.

DG: So, the job that I had was, and I started to do it, was to go out into the field and visit people who had been let out of the state hospitals, like Willowbrook. Out there was Lanterman State Hospital. Pacific State then became Lanterman.

JK: So, can you just remind me, so the date is?

DG: '74, around '74.

JK: Around '74? Okay. How does that—so, how does, in terms of this phenomenon of people being let out of institutions, were people living on their own, or they were living in supervised settings somewhere?

DG: Well, I guess one of the insights that Bob had was that no one was really following these persons up qualitatively. There were studies being done of them of various kinds, but no one would actually go and live, and share their life, and then see how things looked from their point of view. We didn't really know about places they were living, and what they were like. So, these were early studies, since the institutionalization movement had just kind of come into fruition. Willowbrook was '72 when the exposé happened. It took a while for a lot of these other places to kind of get going. So, by the time I entered the scene, it was still pretty early out, early on in that phenomenon. And, that work itself was interesting in its own right. I published some research based on work I did with a team of people, they were occupational therapists, trying to find out how they could help the people who had become the institutionalized? What were their living circumstances? What services did they need? What kind of life were they trying to achieve? What were their dreams? This was the kind of project, it

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was a fantastic project. And, there was nothing else like it that was going on, certainly not out there, and probably not too much around the country. And so, I spent a lot of time with these folks, and I learned a little bit about them. But, at one point in the—

JK: I'm sorry to back up a bit.

DG: Mm-hm?

JK: You literally, you go to this campus and you had expectations of doing one thing and you end up doing something quite different. And, what if any, what awareness did you have of this population before you started talking with them? You could have written my lectures for my class, really. I mean, I would exactly talk about that in my class. I said, "It's funny, because I didn't recognize this really as an [END RECORDING 9 / BEGIN RECORDING 10] opportunity at first. I had very meaningful experience with people like that. I had a neighbor, who I met many years later, 40 years later. I met her, she was a client in the HRC, one of the big [unclear] organizations in New York. I remember seeing her, and I looked at her, and I said, "Laurie?" She said, "Are you Dave?" And, I said, "Laurie." I mean, she was 50 then, and I was 53, or whatever. At the time, when I was very young, she grew up across the street from me. And, people teased her because she had a fairly severe disability. I remember, I used to beat the shit out of them. I was her savior, you know? She had a younger brother, and the brother couldn't protect her. I said, "That's no problem." I didn't mind. Because, I told her, I actually liked fighting, so. So, whenever I saw anyone bug her, you know.

JK: Yeah.

DG: And, they stopped. Their family loved me. I went to their family and, you know. And so, I did have an emotional relationship with her and with

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that family, and I recognized—my mother supported this. She said, “Yeah, you do this, you do that. You protect her.” So, I had a kind of emotional disposition, maybe, sympathetic and have empathy. And then, I had a camper who also was on the spectrum, and I was about maybe 17 or so. I had a camper in my camp group who was a wonderful kid, but very strange. Today, we would know how to handle it. Back then, it was not so easy. He would have fits, and angry, but he was a haiku expert. He wrote the most beautiful haiku poems. I remember that, but that was it. I didn’t know any more than that. But, what happened, I guess I did have a conversion. I did have an insight that when I went into the field—the first time I went into the field, I had this insight about, something is—you’re going to be able to write about something very cool here. There’s something really interesting going on here. And, what had happened was that in order to begin in the field, my boss said to me, “Usually we recommend people take the tour of Pacific State Hospital. That way you can become familiar with all the various kinds of syndromes and circumstances of life that are out there.” And, know where these people came from, because, I was going to study these people who came from there. So, I went out there with a fellow worker, both of us in the same boat. We didn’t know much about mental retardation. We made an appointment with a woman who was the public relations director. And, she had a regular program for people, basically for doctors, physicians. It was a medical education program, so when the doctors went they got a medical education unit. This was, you know, probably just instituted at the time when you started, you had to have further education. In medicine you couldn’t just get your doctor’s degree to be a doctor.

JK: Oh, sure. Yeah.

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DG: So, this was pretty early, when that just about first started, if my medical sociology memory is correct. So, they were out there to get a medical education unit. And, the tour was a three-hour tour. My friend and I drive out, and it was interesting, because you see, it says Pacific State Hospital, freeway there. Immense distances we're not used to in New York, you look at a map and you go, "Oh, it's only there." It's an hour and 15 minutes, you know. It looks like a 10-minute drive.

JK: [Laughs] Right.

DG: And, you couldn't ever tell that there was a state hospital. All you'd see was this green sign, and it says left, so you take the exit and you go left. When you go underneath your upper road, and it says Pacific State Hospital, left. You drive down this road, and suddenly you take a turn and this huge institution, immense, one-story institution—not quite like Willowbrook, but similar in architecture, but only one story. I mean, there were a number of differences that existed because of the ecology of the place, and the fact that it's a desert environment, and you know. For example, all of the windows had screens because too many bugs. You couldn't not have screens. Like, here we didn't have screens in Willowbrook. They had to have them. In fact, it was a major thing. When you opened up a door ward, a door of the ward, a huge, as the [END RECORDING 10 / BEGIN RECORDING 11] metal with this lock disengaged, at that moment a huge fan would come on and would blow out the air, because you didn't want the insects to go in there. So, it was a bad insect problem. But, so we're driving down, we see [unclear], and it smells like cow manure, because there's farm country right next to it. It's a bad smell. And, we drive down, I'm going onto campus, and we see our first people. They're walking on the campus in a group. And, I look at my friend, she looks at me, because these people are very,

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very disabled. Wow. These people are really, really disabled. And, she goes, “Yeah.” We were apprehensive, I admit it. So, we go to the—we ask the person, “Where’s the administration building?” They say, “Just go down there and park in the back down there.” So, we go down, we find their office and we go to talk to her, and she says, “Oh, I’m Gladys Henderson, and come back at 9 o’clock here at the ward, at the office. There will be five doctors joining us.” You know, for the.

JK: Right.

DG: We’re the only NARDs, Not a Real Doctor.

JK: [Laughs] I’ll have to remember that.

DG: So, she says, “Why don’t you go and get yourself a cup of coffee?” This is the first day in the field. I’m going to take some time with this. Again, if it’s not relevant just go ahead.

JK: No, no. I think this is great.

DG: So, she says, “Go to the cafeteria.” So we walk over to the cafeteria, and they say, “Welcome to the cafeteria.” There’s this big, right at the entrance—you could see where the entrance was—there’s this big, big bush, big evergreen bush. And, I’m walking by the bush and here’s the door in front of me. I see someone to my right, and I go, I scream, I go, “Aaah!” like that. And, Judy, who’s the woman with me, she goes, “Oh my God! Oh my God!” Because, there’s a guy standing there, and he has his arm out in front of him, and there are three pins, like diaper pins, and they’re stuck through the arm. It was beyond—I didn’t know what to do. So, I just ran in and I yelled, “Oh, my God. Help, help, help. There’s a guy out there, he’s stuck the pins in his arm, he’s bleeding.” You know? I remember this—too bad I didn’t have the tape recorder on yet, because I always have my tape recorder on. I use a tape recorder, I had a tape recorder throughout the

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whole day, other than this, because it was before the tour started. So, I had to reconstruct it from memory. But, it was fantastic what happened. I should have known right at that moment. If I was really, really smart I would have known right then, “Oh, here’s your calling.” It was, this is the reaction. “Oh, I’m so sorry you had to see that. Willie, Jaime’s out there. He did it again. I told you to keep those fucking pins out of his reach. You get out there, you take him. I’m not taking him.” Now, that is the clearest example of the social construction of disability that you ever want to get, where you realize that the intrinsic properties of the person and the act are not primary in determining the meaning of what it is. Because, for one set of people the meaning is so different than what it—and that turned out to be kind of what I made my career on in the long run, the insight of the social construction of disability and what it meant.

JK: Yeah, interesting. That all happens within a few minutes of you getting on campus. [Laughter]

DG: The next thing that happens that we meet the tour, and we go to a HIP ward, a hospital improvement plan. And, at that time that was, the federal government gave money for model services. How could you produce model services within the context of an institution? Because, they were under attack, and they wanted to save these places, especially, that you have good quality of life, and this and that.

JK: Right.

DG: So, we went into this one ward, and they take us to see this person, and the person is very severely disabled, so much so that my friend and I really had trouble. He was in a slant board, he’s lying back kind of with the restraints around his body. And, his head was kind of moving back and forth, and his eyes were nystagmic, meaning they were darting back and

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forth in his sockets. And, he had no arms. [END RECORDING 11 / BEGIN RECORDING 12] He had digits coming out of his shoulders, and he had feet coming out of his knees. And, it flipped me and my friend out. We didn't know what to do. We literally held on to one another, and we walked towards everybody—because, the doctors had just gone, the doctors were on him. They were all around him. They were looking. They were asking questions about, “Oh, well, this—is there enough articulation in the handle that we could add a prosthetic.” You know? They had such a non-emotional reaction that it was my second encounter, and the second instance of the social construction of disability, now not with the staff members, but with these medical doctors who are medicalizing this person, who have these lenses now that allow them to just cut through everything we were experiencing. It was, it had been trained out of them, basically, I think. That's probably what a medical education is, just to get you used to seeing this stuff, so that you don't freak out when you have to deal with it. So, they weren't freaking out at all. They were like, “What's this?” We went to some other wards. My friend—I had my tape recorder on, so this was all on tape. It's good. I always recommend to field workers that they do that, because that way you don't have to trust your memory.

JK: Right.

DG: You have these great mnemonics, even if they're just sounds, you know, they bring it right to mind what was said, instead of making it up, really. So, we go through some of the wards, then at one point we go through, the final two parts of the tour are a tour going through this ward, the tour ward. The ward had been set up particularly for this occasion, for when we bring professionals through the—and what they had was they had about 30 people living in this ward. Today, this is a gross violation of civil rights.

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But, what they had was they had these people living on this ward just to be inspected by the tour people who came through. And, so we go onto this ward, and we were told, “This is a kind of ward that has different kinds of syndromes and mental retardation, so you can become familiar with these different syndromes, and we’re here to explain them to you. There’s a nurse here and a nurse here, and they’ll take you down. And, there is a doctor and the doctor can answer any questions that you want.” So, Judy and I at that point, we’re a little shell-shocked, I admit that, but you know, we’re kind of like, “Okay, let’s do this.” They were smart, though, because they had set up, they had architecturally set up the ward in a very intelligent way. They realized that most medical doctors don’t give a hooey about this stuff. They don’t care. This is from their point of view, from a medical point of view, in terms of professional development, this population is the bottom of the barrel. You don’t go to work there unless you’re a drunk. So, they understood this. They understood that they weren’t highly motivated students who really wanted to know about it. So, how did they lay out these rooms? They laid them out for those people, the first ones with cute kids. In fact, the first room was Lorenzo’s Oil. Do you know that story about Lorenzo’s Oil, where they were treating people who had this genetic condition, polyphenol [unclear] [?], I can never say it. phenol—

JK: Oh, I’ve seen it spelled. I know what you mean.

DG: Yes, right. Yeah. Phenoclyarmedia. [?]

JK: Right.

DG: Anyway, they had a genetic—they couldn’t absorb certain proteins. The proteins would end up poisoning their brain, toxic to the brain. They would have a horrible degeneration of the brain and die as, young. It was horrible, horrible, a horrible disease. And, they had this oil that they were

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testing at the time. I actually knew the guy who did this work. And, it turned out to be that the kids in this room receiving this oil—and they would never get that disease, but we didn't know that. They were still presented to us as phenolcindol neurics. [?] And, they were being given—so, luckily, the first room that we ever saw was one of the only—at that time, the only—medical cure for anything like that. And, but then as you went farther back in, the older, the more severe the disabilities. I remember, and I noted in the tape recorder, I said something along the lines, “Like doctors turning back.” They had had enough. They would go down halfway, they would look in and ask some questions, and I've seen enough. And, they have a very bad attitude toward disabilities, they still do. It's research, you know. [END RECORDING 12 / BEGIN RECORDING 13] My friend and I, we decided, well, if we're here, let's just see what we have to see. And, I particularly—she was not as strong as me, but I particularly said, “I'm just going to the end. I'm going to see every room in there.” And then, I have this wonderful set of notes about the last room, which to this day shows me that on the first day in the field you can come to extremely critical knowledge of something, even if you can't formulate it, that the phenomenon can be there in the first day. And, this had a goal. I go into this room and there's a big bedstead. I can only see the back of the bed, I can't see who's in the bed, and there's music playing, and the windows in the top were that breeze coming in. It was quite pleasant. I go into the room with some apprehension, because the guy in the room before was not great to look at. And, I see this thing that, it hit me viscerally so hard that what you hear on the tape is you hear, I won't hit the table, but you hear me [smacks table] grab the bedstead. Then you hear, because the tape recorder was up on my shoulder, my breath goes [choking gasp], like that kind of thing. Actually, I was going down, I was

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fainting. And, I was holding on to stand up. I didn't have even any thoughts in my mind. Like, my friend said to me, "Oh, you must have been worried you were going to blow it on your first day, they'd never let you back." You know? And, I said, "Good joke. No, I was worried of staying up." That's what I—everything else was not important at that point. And luckily, someone had grabbed me from behind, and they're holding me and they're talking to me, but I had had no idea what they were saying. It was like [whispers quietly]. [Whispering] Help me, help me. I'm hyperventilating over this. And then, she takes me out of the room and the doctor's running down the hall, saying, "Oh, I'm so sorry we didn't prepare you. You shouldn't—we didn't want people to go down there alone. The nurse should have been with you." I just was thinking, "Okay, thank you." I just wanted to get out of there. What I had seen was a man who had hydrocephaly. I didn't even know he was a man at the time, I couldn't tell how old he was, because his head was so big, and his body so small, that he looked like an alien. He had a 48-pound head. He had a body like, tiny little body. He was covered with bedsores. He was so disgusting to me that I literally couldn't stand it. You could take that as a metaphor. So, that social construction of him was as a monster. When I get back home, I say to my friend, I said, "I'm going to my office. Something happened at that, I want to find out, like, what happened there." So, I go to the task of transcribing notes from the tape. [Coughs] Give me a second.

JK: Mm-hm.

DG: And, when I go to do that, I hear, the person who came into the room, I hear what you're saying to me. He says, "Oh, you've met Bobby. I know he's very hard to look at, but he's really a very nice guy. I'm his mommy, you know. I take care of him every day." You know? "He has his likes and

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dislikes. Sure, he can be tough, but, you know, we have a lot of games, too. He loves the red flashlight.” The narrative was so starkly in contrast that I literally got up out of my chair, went to the boss’s office, this guy Bob Edgerton. I said, “I want to play you this tape of a nurse describing one of the people I met today.” “Oh, sure.” I play him the tape, and he goes, “So, what’s notable?” I said, “Nothing. But, let me tell you who this person was.” Then I told him who the person was and he goes, “Oh.” So, there—now, the other thing I heard was the doctor. And, the doctor in calming [ENTER RECORDING 1 / BEGIN RECORDING 14] me down, and is giving me his version of the nurse’s thing. But, it’s not the same relationship, it’s now, he’s the doctor. So, this terrible list of medical flaws, of, this guy has this, and he has that, and he can’t see, and he can’t hear, and he’s in pain all the time, and we can’t even move him because the torque on his neck, to even move him slightly he could snap his neck quickly, you know. So, they literally don’t move him. He’s in that position, that is it. And, when you listen to his narrative, it has a trajectory. I’ve lost the tape, I wish I still had that tape. The trajectory is—and it would be better of course if he had just died, that’s the way it heads, it’s just hopeless. So, when I wrote that up, I can’t say I had a clear understanding of the meaning of it then. I didn’t, but I knew this was important. Somehow this says something profound about these people. And, in that case there were three very clear different constructions of that person. There was the monster, there was the, he’s my baby—which, of course is the most competency granting and most informed of the three. In other words, she really knew who this person was better than the other people involved. And then, you had this medicalized fault-finding version of who the person was. But, there are others of him as well. I asked him, does he have any relatives? No. Do you know who the

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family is? No. So, he has no brothers or sisters, or parents, that visit him? No. But, those would have been, if they had been there, yet another identity for him. And, I guarantee you it would have been just as inconsistent as the other ones that we were seeing. In other words, this has to do with the primacy of the relationship you form with a person as determinative of literally how you interpret the person's bodily existence. So, years and years later, within a couple of years maybe, I got to the clarity about what that really was about. It turns out to be that I didn't end up doing what Bob Edgerton wanted me to do. He wanted me to, you know, look at people who were the institutionalized.

JK: Right.

DG: But, I had the happenstance of coming upon the deaf-blind ward. And, the way that happened was that I was wandering—I still was looking at the wards because I, and I said to Bob, “I want to keep on visiting the wards, especially the adult back wards, because that's where these guys lived and I know it's not so easy to find out what's going on back there.” Because, they had the same thing like they had here at Willowbrook. They had certain wards that were like showcase wards, and then they had them where they dumped the people and it was really, really, really bad. And, those were the ones I was interested in, because that's where these guys we were studying lived. And, in the course of scouring the campus I walked by the gymnasium one day and I see these people. They have blindfolds on, and there's a big kind of like jungle gym that they built in the middle of the gymnasium, and something's happening. I don't know exactly what's happening. I walk up and I'm watching, and this guy's watching. I said to him, “What is this?” He says, “Oh, that's the pre-service training for the deaf-blind ward.” He says, “We take the new staff and we put earplugs in

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their ears, and we blindfold them, and then we try to make them do what we would ask the kids to do. No talking, no speaking, because the kids don't have language, so we can't give them instructions. So, we just want to give them a sense of what it's like to be in that state." And, this was after the rubella epidemic, the 1960s. A lot of these kids had rubella, deaf and blind. So, I said to him, I said, "That's interesting." He said, "Well, do you want to try?" That was it. From then on I became a deaf-blind researcher. I was so fascinated by what happened to me that day, and how it felt to be in that position. Again, I'll shortcut this story because there's a lot of detail in that alone, in what happened to me there, but I was interested enough that I said, "Can I visit the ward?" He goes, "Sure you can visit, we would love to have you come up and visit the ward." They invited me to do that. There was a separate ward for deaf and blind, and [END RECORDING 14 / BEGIN RECORDING 15] same thing with the air, except this time when the air came blowing out it was so strong, the smell of urine, and feces, and disinfectant. It hit me like, whoa, that is not good! He even said to me when we were in the vestibule, the double-locked door in this ward, because these kids were, they could get out, and if they're deaf and blind and they got out they were in terrible, terrible danger of being run over, or whatever.

JK: Right.

DG: And so, it was a double-lock, and Mike the ward charge said to me, "For some people, this is as far as they get." I said, "No, no." So, he opens the next door and it was lunchtime, and I see all these people coming, walking down to lunch, and it was, it was again, like, beyond any—it was another planet. I didn't know—I never saw anything like it. And, without getting into a lot more detail, it captured my interest. These people captured my interest. The ward captured my interest. I realized that there's

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something special going on here, there's something I'm going to be able to write about. There's something that will really contribute to an understanding of human beings and human behavior. And, I spent a lot of time on that ward researching and doing all kinds of things for many years—three years. And then, ended up writing a book in 1980 that didn't get published, about my experiences there. Because, it was just too far in advance of the field. I was studying a radical phenomenologist who produced extremely famous students with unbelievable analyses of things. Castaneda was one of his students. And, he had students, you know, famous writers, and doctors, and all kinds of people he made [unclear]. So, he was in charge of my research and helping me. So, it wasn't just that I had this opportunity, but I had this person supervising me who allowed me, forced me in a way, to take advantage of what—you know.

JK: Right. Yeah.

DG: So, it led to very radical knowledge that in 1980 was too far—like I said in this book, and they're working closely with two deaf-blind children, and one of them who has no testable IQ, and you know, most of these kids had basically no self-help skills, couldn't take care of themselves, couldn't do anything themselves. From the developmental point of view they were at the bottom of the ladder. They were considered to be impossible to work with. The lowest-functioning, is the way they would use it back then. In my work, I said one of my profoundest teachers. I demonstrated that in the writing, why that was true, and how the prejudiced ways that we had developed through these various fault-finding ways of being in their presence and not really allowing them to be who they were with us, in a less prejudiced, open way, letting them speak to us, if not in words, then in—and, it was the thing I'm most proud I ever wrote, were these two articles. One

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was about this child in the institution, and how she was transforming from an oblivion to an equal person to me with wonderful things to teach me about life. That was a great thing to do, period. And then, the other one in this book is about this family who had a child who, they were considered to be—I spent many months with them. They were living at home. My teacher wanted me to compare an institutionalized child with one that lived in a family.

JK: Right.

DG: He forced me to do this. I thought he was nuts. I'd just spent three years working with my soul, and I'm ripping my heart out, and really horribly, a burden of research that was incredible to take on, and really, really, almost destroyed me. I had a couple of very low points, I thought I was going to have a mental breakdown. And, then he says he wants me to go do it with a family. I thought he was nuts. It was interesting, years and years later I reminded him of the conversation. I said, "Mel, do you remember that day when you told me?" He goes, "I didn't do that."

JK: [Laughs]

DG: I said, "Are you kidding me?" He says, "I don't remember that at all." I said, "Well, I want to tell you that it happened, because I [END RECORDING 15 / BEGIN RECORDING 16] did not want to go back out into the field back then." But I did, and it turned out to be a wonderful thing, too. It was an opportunity, and I didn't see it then as an opportunity. But, very quickly I realized it was, because in this case what happened was that there was this kid who at school everyone regarded as extremely low-functioning, one of the most low-functioning children in the school by every measure. And then, clinically, when you looked at the file on her, all kinds of assessments have been done by various disciplines corroborating that

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there's really not much that you can do for this kid. And, the family of this kid, they brought them in, and were completely flabbergasted when they told them the results. They said, "What?" And they said, "Yeah." And the mother and the father maintained that, no, Bretta is not profoundly retarded at all. She tells me everything I need to know. And, the father says, "That's right, she tells us everything." They even brought in her younger sister. Same story with the younger sister. They said, "Oh, this is really a sick family." They actually had in the clinical record on them that this is a case of ecofolia fami. [?] Now, that—I said to them, I thought, "Wow, what am I stepping in here?" When I started to do this, I said, "I'm stepping into something that's not good, this conflict between the family and the school." And, I'd become aware of it because I was visiting the school, and I was also visiting the home, and I was seeing that these people kind of don't like each other, even. And, the family particularly didn't like the school. The school, it wasn't a question of affect, it was a question of, like, medical fault-finding. It was like, look, these are sick people. They're sick. They obviously don't understand their daughter. It's obvious, it's clear. They would appeal to me, they'd look at me and say, "Of course, you understand." You know? The only problem was that I was living with them on-and-off for extended periods of time, and it became clear to me after a while that they were right and they were wrong. The family actually knew this child so differently so differently and so well that they had been able to establish very practical, effective forms of communication with her that were not language-based. They didn't rely on words, that's all. But, they were very effective. You could see that they were effective. [Makes groaning noise] "Oh, I forgot to give her her milk." Then she'd run over and say, "I'm sorry honey, sorry honey." Well the [groaning noise] was embedded into a routine

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of a mealtime and it occurred in the same time in the meal, usually if she forgot to give her the milk. So, she would remember, “Oh, I forgot to give her the milk.” You see. If you didn’t go into the home, if you didn’t see that, if you didn’t spend, not an hour a year, which is what these people did, the clinicians, but if you didn’t live with them, you couldn’t see it. So, it was a fantastic opportunity to kind of give the voice to the underlings, to these poor families who were, I think, horribly victimized a lot by the medical profession. Their own experience kind of denied, taken from them, literally used to plan bad services to their children. It was really—

JK: Sure.

DG: So, it was great that I had the opportunity to do that. That research was, you know, it made me devoted to the field. I felt I could really actually help by doing this kind of research and helping. So, now, how did I get to Willowbrook?

JK: Now, wait a second. [Laughs]

DG: You’re okay.

JK: That’s a fascinating narrative. I’m still trying to get my head around it. So, I guess what I’m challenged by is this idea that you were, it seems as though these experiences just sort of took over your life. Because, it’s difficult for me to imagine how you—you were engaged on such a personal level in both of those instances, both in being in the institutional setting, and also in working with that family. It must have just entirely— [END

RECORDING 16 / BEGIN RECORDING 17]

DG: It was.

JK: —changed your perspective outside of those settings.

DG: It dominated. Mm-hm.

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JK: And, I mean, I can't imagine how transformative that must have been. It's just—

DG: It was kind of a quasi-religious thing. I mean, it really, the research was so intense it required that I be here now. I had to be present to the moment, as possibly mindfully as I could be. In fact, in our whole research, the whole ethnomethodological program the style of ethnography that we do, they do a lot of different kinds of analyses, video analyses, audio analyses, but some people do ethnographic research. And, what distinguishes ethnomethodology to some degree is this intense reflexiveness, reflexive ethnography. While you're doing it, you're aware of what you're doing. You're watching yourself in the doing of—so, it's being present to the moment in a reflexive way. And so, I would totally—during that period of my life I saw my wife sometimes, occasionally. I was completely, it totally took over my life, the research. But, it was good. Now in retrospect I can see, my son wasn't born yet. He was born in '78, which I was just completing up most of that research when he was born, and by '79 I was kind of getting myself out, although I'll tell you about that in a second. And so, I had time to be with him, so it was good. It was interesting to get out of UCLA, because one of my friends was Carlos Castaneda. He plays in the story of how I got my degree at UCLA, because I was doing groundbreaking research. There was no one who could really supervise my research in the sense that they didn't know what—and, frankly, they refused to come out to the hospital.

JK: Wow, interesting.

DG: I said to them, "Come out." They didn't want to go out. They were probably, like, a little skeeved by the whole thing, you know, because they had heard and read my notes. They knew what was going on out there, and

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it was bad. And so, at one point I have these five committee members. I took my enterprise absolutely academically seriously. There was no gaming, there was no—today if you were to go to the graduate center and you were to try to get a PhD, you'd have a mentor, you'd have a main teacher. And then, you would have a discussion with your main teacher about, like, who to put on your committee. Part of that discussion, a lot of it would be, who is going to pass this work? Who is going to like it, you know? And also, who can give you good job contacts, possibly, afterward.

JK: Oh, interesting.

DG: It's a very career-oriented way of thinking about it. Back then, that's not what—with me, it was totally intellectual. So, I have these five characters on the committee who have completely different ways of thinking about things—a psychiatrist, an anthropologist, a psychologist, and two sociologists. And, it was a misery. It was—just handling the people, and unfortunately the youngest member of the committee was my chairman. So, he really—

JK: Oh, I see.

DG: He couldn't get it together, you see. At one point, Garfinkel, the heavyweight on the committee, the guy who's the most famous, said to me, quote, "You will never get a degree out of here. I will never allow it." Because, his—he had a kind of like, if, I wouldn't call it a coven, I would call it a group of practitioners that he surrounded himself with that he completely dominated, that were almost like slaves to him. And, he intellectually was so dominant that, one of my exams, I remember—one of my exams, here's what happened. They said, "You need to write a prospectus to do the research. We need to okay the prospectus. The prospectus has to include what you think you're going to find. So, I wrote

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this document, and I came to the section, anticipated results—blank. And, some of the people the committee say, “You can’t leave it blank.” And I said, “Well, I refuse.” “Well, why do you refuse?” I said, “Didn’t you read about who these kids were? Who, do you think I’m going to be able to figure out [END RECORDING 17 / BEGIN RECORDING 18] beforehand what I learn?” That’s stupid, and I said something like that. I said, “I’m not doing that. That’s anti-intellectual. That’s to fit your bureaucratic paperwork.” Garfinkel is sniggering away and laughing, you know, because he knew I was right. He absolutely knew that I was correct, that this was an empty exercise, this was stupid. And, refusing to take part of it just shows your intellectual, you know, courageous. You’re not going to just do this bullshit for bullshit. So, I remember him taking over the meeting, because my chair couldn’t handle it. He didn’t know what to say. And, he just says, “Look,” and he just gave the rationale. He’s being right, he’s doing what we really want. He’s telling you his position before the research, which is, you can’t anticipate the results. So, he was great to have on the committee, but he also could be miserable, he could be horrible. So, when he said that to me it created tremendous anxiety. I didn’t know what the hell was going to happen. What’s this guy going to do to me? You know, I spent like years, seven years, trying to get my degree at UCLA, and now he’s telling me I’m not going to get my degree. Holy shit. Bad. So, I went back home and had an anxiety attack. I was at the table with my friend from next door. We were drinking some—eating, my wife made a nice meal, and I was drinking wine. And, the next thing I know I had a pain in my chest, horrible pain in my chest, and I felt like I was blacking out. I was afraid I was having a heart attack. My friend grabs me, threw me in the car. We were about 15 minutes from UCLA. They drove me to the emergency room, they dropped me right

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in the emergency room. The woman taking me in, the guy says, “What’s the matter, what’s the matter?” He says, “His chest, his chest.” I’m holding my chest, and I’m bent over like this. I’m having trouble breathing. So, they have no choice but they have to take you. They still do, that’s the way it works. You have a chest pain, if someone else has an injury they’ll wait. They’re going to get you on the table and they’ll check out your heart. Because, it’s an emergency. The difference in even a few minutes can determine your life. So, I remember the guy grabbing me and he’s taking me from Diane and my friend’s wife, leading me into the back. He’s holding me like this and he goes, “You’re not having a heart attack.” And, I said, “What do you mean? What do you mean?” He said, “Are you in graduate school?” That’s how many people he saw back then. So, but I was having a terrible psychosomatic anxiety attack that was really bad. I could have trouble—I was having trouble physically. They put, they wanted to put me on miltam [?]. They gave me miltam. I started to take it and I thought, “Oh, forget that.” I could not take that. So, Carlos was my friend, Carlos Castaneda. I remember calling him and saying, “Carlos, Carlos, I have to meet you. I’m having terrible trouble.” So, he meets me in Bob Edgerton’s office, because Bob Edgerton had given him the key. Bob Edgerton was also on his committee, as Garfinkel was. So, I tell him what happened, and he’s listening to me, and he goes, “Oh.” He says, “It’s terrible.” He says, “The ally has you.” Because, he had this thing in his writing called the ally. “He is grabbing you like this, and he will not let go.” He says, “You need to confront your situation to let him let go.” He says, “When you are in graduate school, it’s like playing tug-ropes with your head down. You pull, and pull, and pull, you get nowhere. You just get tighter, and tighter, and tighter. You keep pulling and pulling. You need to pick your head up and

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look at who you're pulling against, and you will see that there are other peckerheads like you."

JK: [Laughs]

DG: I remember exactly, exactly the words, because when he said the word peckerhead, I felt this huge—I felt it in my body, a huge burden. I didn't laugh, but I just felt like this thing left me, you know? And I said, "Yeah, he's really an asshole, isn't he?" And he goes, "Yeah, he's that." He goes, "He is your problem. If it's not here, it's there." So, I said, "Okay, what do I do, what do I do?" He said, "Well, call the ombudsman. [END

RECORDING 18 / BEGIN RECORDING 19] Tell him your story." Now, at that point I had already published two articles on deaf-blind children. So, academically, from an academic point of view it was going to be hard to challenge my academic achievement. But, he wanted to read the dissertation. I told him I had two articles published out of the dissertation already. He goes, "Good." He says, "That really helps. Let me read, send me sample chapters. Send me chapter one and then two other chapters that you think, that you're proud of." So, I send it to the ombudsman. I think I had to wait two weeks. Told me to call him, he said—I called him and I said, "This David Goode." He goes, "[Gasp] David, I loved your work. I loved it, I thought it was great." He says, "How can they give you trouble on this?" I said, "What do you mean?" I said, "They don't think it's up to standards." He says, "Well, let me read you the standards." He reads me out of the contract what the standards are. He says, "You are beyond any of those standards. It's for original work, and it's not necessarily published. But, if it's published"—you know. So, he says, "I will absolutely defend you in this." He said, "This is what I will do." He says, "You go to each of your committee members and you say to them that they either are to sign

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your dissertation or resign from the committee. If they don't resign from the committee then I will bring them up on charges of violating their contract. Because, the standards they are supposed to uphold are clearly being met in this case." So, I had the privilege of walking into each of my committee member's offices and telling them this. Do you know what it's like?

JK: I would say it's terribly daunting to me.

DG: Disgusting, horrible, it was just a disgusting thing for me. It was like, you've got to be kidding that I've got to go do this. But, it worked.

Garfinkel, when I said this—well, the guy who was in charge, he said to me, he said, "Oh, I'm sorry you did this. You didn't really have to do this. I think I could have managed this, I could have." I said, "I'm sorry, Warner, I couldn't take it anymore. It's time for me to get out of here."

JK: Right.

DG: And so, but Garfinkel's reaction was, [Laughs hysterically]. He was laughing and laughing, "You're right. It's time for you to get out of here now." [Laughs] So, I said, "Are you going to sign or not?" He goes, "Sure, I'll sign. [Laughs]"

JK: Wow.

DG: So, now I have the signature and it's all done, but I call that a pyrrhic victory. Could not get the intellectual satisfaction of feeling that the people could just simply recognize that this was good work. It was not just good work, it turned out that it was really good work. And, years later that work got an award. I wrote this book, it didn't get published right away, but in 1994—1994 is when it was published, it was like 14 years after I left UCLA, and it won a pretty prestigious international award in sociology. And then, by the way, all these people who gave me trouble were like, "Oh yeah, Dave." It was like they forgot the whole thing. It was like they were proud

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of themselves because they were part. And, in a way, they should be, but they forgot the misery and the brutality of the way they treated me as a student. It was terrible. So, I guess I get the last laugh, in a way, but it was not a fun thing to go through then.

JK: Right. But, when you were talking about your experiences at Queens, when you were finishing your thesis then, you were reflecting on the nature of the endeavor that you had been engaged in. Then, when you finished writing your dissertation and you experienced this situation with the committee members, which is clearly an institutionally driven type of dynamic. So, but you don't at that point—you're still comfortable with becoming an academic, it seems, because you don't—. [END RECORDING 19 / BEGIN RECORDING 20]

DG: Well, I have to say that in my own life I never really understood the concept of the ivory tower. There was nothing ivory about it when I, as an undergraduate even, it was violent, it was hypocritical, it was all kinds of lying, and bad treatment, and bad behavior. And, there's a book called *The Case of the Midwife Toad*, which is written by Arthur Koestler, a wonderful non-university-based academic who wrote this book about Bateson and this mistreatment of a German Lamarckian, a man who believed that acquired characteristics could be inherited. And, he had proof of this by—what had happened was there something called the midwife toad, which has nuptial pads. And, what they would do is they would cut off the nuptial pads of one generation, and then the next generation wouldn't have them. And, they had proof to show this. And so, the Bateson family in England were against this way of thinking, and what they did was they got in touch with this German guy, his name was Paul Kammerer. And, they contacted him and said, “Well, let's see your evidence.” And, the short of it is that they take his

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evidence, they doctor it, they inject lies in it and all kinds of stuff to make it wrong. They invite him to England to be a professor, and when he gets there there's no job. They torture this guy so badly that he blows his brains out when he's 32 years old. That—when I read that book, I read it as a, I think, probably master's level student. That was the end of the ivory tower forever. I said, "Oh, this is it." And, these are famous people. These are really—it's just a human, it's just the same thing you find in any human enterprise. This is what you find here, this is no different. So, I never thought it was an ivory tower. I wasn't in some way disappointed, because I had the expectation that it was supposed to be better. I'll tell you this, a lot of people who study with Garfinkel and they were tortured—and they were—if you were to get them on the phone now and say, "Was it worth it?" Definitely. "Would you do it again?" Absolutely. It wasn't about that, it was about what we were learning. We couldn't learn it in any other way. We couldn't learn it from anybody else, and we couldn't learn it any other way. That's how he was, and you had to just deal with it. So, I made peace with it. And, when I got out of school I was very lucky, because I got an academic job. There were not many of them. There were 26 full-time academic jobs in the American Sociological Association newsletter. I got one of those 26 jobs, very luckily. They wanted to pay me \$13,000 a year. I walked out of the interview. I said, "I won't do it." They called me back in and they said, "Will you do it for \$16,000?" I said, "Okay."

JK: [Laughs]

DG: That was Wilkes College. That lasted a year and a half because—

JK: I'm sorry, and where is Wilkes College?

DG: Wilkes Barre, Pennsylvania. Lasted a year and a half. Beautiful campus, wonderful buildings, and the old anthracite coal capital of the

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world. Most wealthy people there, unbelievable buildings, fantastic. I have an office that you could die for, and it was—but, my students there were drunk.

JK: Really? [Laughs]

DG: My very first class I taught at Wilkes College, I walk into the room. It was 8 o'clock in the morning, because I was a new faculty member, I had to get the early classes.

JK: Yeah. Right.

DG: So they assign me the Soc 100 8 o'clock on Monday morning. And, I walk into the class, and it reeks. It smelled like alcohol. They were all drinking their ass off the night before. It was such a mismatch, coming from phenomenology to this blue collar kind of institution where a lot of the kids were first generation, heavy drinkers. Eventually—I stayed there a year and a half. Eventually, I kind of gave up. I realized, “Okay, I have to just be sensitive about where I am and what I’m doing.” So, I started giving them assignments like this, I would say, “For your Sociology 100 term paper, you have to find something you’re interested in and do observations of it.” [In whiny voice] “Well, what am I going to observe. I don’t know what to observe.” And I would say, “Well, let’s talk about it in the class. What can you observe?” So, you get, like, dating behavior. Oh, we had great drinking behavior studies. I said, “You guys drink a lot, right?” “Oh yeah, we can’t write about that.” I said, “No, it goes to me, I’m not telling anybody.” So I had to—I could have. [END RECORDING 20 / BEGIN RECORDING 21] I could have gone to the dean of men and told him how they were getting the liquor into the dorms, and—because I found out, by these studies. So I gave up, and I said, “Alright, I’ll stay here for a while.” Then it got so bad, and

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the administration then kind of turned on me, because I wasn't kind of taking on the Willkes College spirit.

JK: Right.

DG: So, I resigned in the middle of the year and left.

JK: I still have—because I don't know anything about this institution, that institution you're talking about. And, I think it's important maybe to explore it a little bit, because as you talk, we are talking about all these different institutions and your relationship to the institutions. So, with that institution that you're talking about, Willkes Barre—

DG: Willkes College.

JK: Willkes College.

DG: Now, Willkes University.

JK: So, it was—it sounds like it was funded by people who were in the coal industry, and they were creating this—

DG: Probably originally, yeah.

JK: Yeah. And the student body was—you're saying the student—when you were first talking about the place I was thinking, “Oh, you're talking about some small liberal arts college where the students are relatively privileged.”

DG: No.

JK: But, that's not the case.

DG: No. Small liberal arts college—

JK: So, what were you doing there? [Laughs]

DG: Well, it was part of—this was in 1980—'80 and '81.

JK: Okay.

DG: And, you know, it was kind of the consciousness of needing to go to college. And so, a lot of these were first-generation college students. Their

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parents were blue collar people, heavy drinkers a lot of them, some of them had been sons and daughters of miners. You know, anthracite mining was absolutely immense, and it was—that part of the world supplied New York with local coal. The roots that came in from there. And, some of the wealthiest people in the world were there, but also there was a huge under class, a proletariat and upper proletariat, and those are the kids that I was getting. Very culturally isolated area, very strange area. I taught at one of their satellite campuses in a town called Hazelton, which is a small city, 30k or 40k. And, I taught the course and I got this paper, and we'd always correct the papers. I corrected papers even while I was here. I was a diehard, even in my last semester I was taking the papers, and reading them and correcting them, because that to me was the minimum of responsibility. So, I was correcting the papers. And, I remember I had a kid who, I was going over his paper with him. I said, "Well, this is not a word." He said, "Oh, yes it is." I said, "No, no, no, no, that's not a word. D-J-E-E-T, I looked it up in the dictionary, there's no word like that." He goes, "Well, I don't know about no word like that, but that's a word for us. That's a word." I said, "What the hell does that mean?" He goes, "Djeet, man. Did you eat?"

JK: [Laughs]

DG: Now, his teacher taught him that word.

JK: His teacher taught him that word?

DG: That's how culturally isolated these people—inbred they were—it was unbelievable. You had like a holy mackerel, wow. If it were even for that to happen, it sort of defies your intellectual imagination. I mean, someone could actually go and get a teaching credential, and not know that the word djeet wasn't a word. Yes, because he had just accepted it from the time he

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was a little kid, and it never was raised in his graduate school, you know. So, it was a weird place to teach and I was really happy to get out of there. I came to New York without a job and without going through that, where did I get my job? I ended up as a researcher at a medical college, and in the field of developmental disabilities. I used again the technique of who do you know? I went to a big building, latched onto my most famous mentor at UCLA, the guy who was in the field, who I knew the most from, who knew everybody, was a past president of the American Association of Mental Retardation. And, I said, "Herb, I need a job." And, he says, "Just stand next to me." And I just stand, and sure enough, he talked a number of people, they didn't know what to do. He says, Ansley, my friend David, "Oh, I need a research director." [END RECORDING 21 / BEGIN RECORDING 22] So, I got a job, and it was up at Valhalla, and I was doing work there and this job came up at Staten Island. And, it had something to do with disability. I said, "Oh, wow. How do you like that? Is that cool? Sociology, wow. Sociology, disability. Do you know how many jobs like that there are? None." So, I said, "Oh, definitely apply for it." It was good timing, too, because they wanted me to bring in hundreds and hundreds of thousands of dollars in research money. And, I brought in some research money, but not to their liking. They were ready for more of a kind of, not a phenomenon, but they were ready for someone who was going to chunk out big, major grants and survey research, and stuff like that. So, it was good for me to leave them, although I liked them and they liked me. I apply for the job and I've got one other candidate I was against, who was a guy I knew, he was at Albert Einstein College of Medicine, he was a sociologist. Did very, very different kind of work from me. Most of his work was statistical, lots had scale data analysis. I was qualitative. And, once I got to the department

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here I realize, when I have my interview, I kind of realize, I have this job. I knew, I could tell. Because, he wouldn't have fit in here. They didn't need that, they didn't really want that kind of research. So, I remember coming back after I was interviewed and I said, "You know honey, I think I'm going to get this job." And, the fact that I had been told that—at that time the college was at these two campuses on the other side of the island. And, I had been told that they were looking to hire me because one of the reasons they were coming to this campus, to the Willowbrook campus and they wanted someone with some background in disabilities.

JK: Oh, how interesting.

DG: Yeah, so I said, "Oh how cool that is, that's great." And, the fact that we were coming to Willowbrook, because years ago when I came out of graduate school, actually it was the year I was coming out, I had a trip back here and I visited not this campus, but I visited the Institute for Basic Research right next door from here, to look for a job. And, I didn't get one at that point. They didn't have anything available, although they were interested in my background and they said, "Let's keep in touch, and maybe you can work there." And so, but when I heard the college was coming to here I said, "Oh, that's another way of getting there. But, this is going to be on the Willowbrook campus, and I thought that's cool, because I have an interest in that, and total institutions, and I'd had experience in it. And, it worked out perfectly. They hired me, the department liked me, and the intellectual quality of the department was, and still is, qualitative, overwhelmingly qualitative. Not that they don't have a couple people now who are quantitative and can teach the courses, but by and large the work that's done in Soc Anth now is qualitative work. So, I just fit into the department well. And you know, the school was an interesting school at that

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time. Ed Volpe was the president and Bressler was the vice president. It was a different kind of a school, it was very unique. The merger of a two- and a four-year college. Still is unique, giving it a certain kind of atmosphere which there's no place else in the city university where you can get an AA and a PhD degree, you know. And at that time there were great divides between the four-year faculty and the two-year faculty, because the two-year faculty felt inferior and the four-year faculty felt superior, and there was kind of this, kind of, tension between them.

JK: So, when you're interviewing for the job you were—the camp that, CSI was the College of Staten Island and the merger had already occurred. There were still the two campuses and they were anticipating the move.

DG: Correct. Volpe had, with the State Senator Markey, had made an arrangement that this campus was to be used, to reconvert it to—no, it took \$400 million and a lot of years to do it.

JK: Yeah, so what I'm interested is where were they in the process?

DG: They were doing it at the time. It wasn't just an idea.

JK: The construction—

DG: It was, no, we're moving there. They were doing it already. I knew we were going to move there.

JK: But, they were taking apart the campus, they were taking down buildings, they were constructing buildings. It was still a dream, I mean, it wasn't close to reality. It was reality in the sense it was going to happen.

DG: Right.

JK: But—

DG: It was going to be a couple years before they had it done. And, frankly, they just got it—I remember Volpe and his wife and I, and some

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other people, were walking the campus a week or two before it was to be opened, and it was in bad shape.

JK: Even a couple of weeks before it was supposed to open?

DG: Yeah, we were all [END RECORDING 22 / BEGIN RECORDING 23] worried. Yeah, you know, the people who—he wanted me walking that day because of the Willowbrook connection, because he wanted me to know, what can I tell him about the campus where this was. At that time I was worried about the cemetery and I was—remember on that thing—I said, “You’ve got to find out whether there’s a cemetery here, you need to do that.” Because, that could have been a big problem for us if it turns out there’s not one, people weren’t buried here. But you know, there was—walkways weren’t done yet, and there was a lot of mud, and there was still a lot of debris from the construction. So, we were worried that it wouldn’t be ready.

JK: It’s a different—so, I’ve talked to some other people about that time period, and about the, how the transition was arranged. And you know, some people, there were these almost like preview tours or something—

DG: Yeah.

JK: —where people, departments would come to campus, to see the offices they were going to have, and their classrooms, and so forth.

DG: Yep.

JK: The people—some of the people I spoke with paint a much different picture, as—

DG: Well, it was much better here for us. I mean, if the—

JK: Yeah. Compared to—

DG: It was horrible, those campuses. The other ones were terrible. There really, there was no privacy.

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JK: So, which campus were you on?

DG: I had my office on the, not the St. George one, the, what is it called now?

JK: Where the Petrides School is now.

DG: The Petrides School, yeah.

JK: Well, that was a fairly modern—I owned, I was [unclear]—

DG: But, no privacy, pig-pen offices, you know, terrible. A faculty member, full-time faculty member should have an office.

JK: Right.

DG: Some privacy. Counseling was difficult to do, and it was not a good situation there. It was much better for us here, but the grounds weren't really ready. And there was some worry, I know that Volpe had some worry about being sued and someone would trip, and this and that. That I remember very clearly, his worries.

JK: The other thing I'm curious about though is this—the merger had happened. Let's get exactly how many years before you should come, but the merger had happened but there's a, the tension as you had already touched upon, was still there. And, I just wondered if you had more to say about that? Because, as I understood it—because the St. George campus was, I thought the St. George campus was the Richmond College campus.

DG: Mm-hm.

JK: And that the faculty had been Richmond in fact, college faculty. I thought they mostly still had their offices there. Then when you were hired, your office was on what was the community college campus.

DG: Petrides, but we went back and forth.

JK: You went back and forth because you had to teach classes on different campuses.

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DG: Yeah, sure. It was one campus but two parts.

JK: So, it was considered one campus?

DG: One campus with two parts, it was one school.

JK: But, of course it really, it prolonged this feeling of this tension, in the sense the people—they couldn't be on one campus.

DG: Yeah. The four-year school was an experimental college where they particularly brought in people had kind of wild, fringe, very creative types—academic freedom. I remember for example, to give you an idea of the kind of conflicts, when we want to establish a social work program in the Sociology Department, because for a while it was Sociology, Anthropology, and Social Work, tremendous resistance from the four-year faculty members, not from the two-year faculty. From the four-year faculty in the department, “We don't train functionaries.”

JK: [Laugh] I have to write that down, we don't train functionaries, interesting.

DG: That's a perfect summary of the kind of, at least in the School of Social Sciences, I don't know about the natural sciences. I didn't know.

JK: Yeah.

DG: But, in the School of Social Sciences and that liberal arts part of the scene, that's what was happening. There was this conflict between people who wanted to do pure, academic, wild, crazy stuff, and then other people who wanted to do socially responsible, these students don't need that crazy stuff. They need, like, a living. So, let's get a Psychology Program, let's get [unclear]. So, it played out, you know, and it was also a bizarre administrative overlay, because at the same time [END RECORDING 23 / BEGIN RECORDING 24] there was a—Volpe was an Italian, very part of the Italian community here on campus, on the college, and also on the

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island. And then Barry Bressler, who was Jewish, very important in the Jewish community apart from being the provost here. So, you really did have an Italian and Jewish mafia here on the campus.

JK: [Laughs] Nice. Well, wait, wait, wait.

DG: Well, see, this is the kind of stuff you, you don't have to transcribe that. [Laughs]

JK: Wait, though, so as far as Volpe being an Italian-American, yes, I mean in the sense that he had Italian-American ancestry.

DG: History, yeah.

JK: Okay. But, [pause] I have heard people say that he, you know he— how culturally—

DG: You're having trouble picking the words.

JK: —I mean, culturally was he really Italian-American? His research interests, the things that he wrote about, the way he presented himself, is not really Italian-American, in the sense that people in that community often have certain interests.

DG: Got you.

JK: I know that it was, as I understand it, when they were choosing president, yes it was, that college is all Staten Island, and people involved in the decision-makings, as I understand it, again, third-hand or whatever, were thinking about the fact that there's this Italian-American community on Staten Island, and therefore if we choose a president who would fit into that community, that would be advantageous.

DG: He was part of the overall university's politics, because, you know, the Italian-Americans were for a long time the only nationality to have a program in the university.

JK: [Laughs]

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DG: There was only one, Italian—you know, why only one.

JK: No, but the other aspect of that of course is the, as a protected class.

DG: I think that, given what was going on in the university at the time, he was regarded kind of as a representing the interest of Italian-Americans here on campus. And, they would come to him, and—

JK: But, did you buy him as, you grew up in New York City, did you think of Volpe as, oh yeah, this is a guy from the Italian-American community?

DG: I had a different opinion of both of them in that I didn't like either of them as people. I didn't like Bressler, and I didn't like Volpe. Didn't trust him as far as I could spit. Did what—Bressler, I hope, was just a character that you had to be very careful what you said to him. Volpe, on the other hand, he wasn't quite as back-handed as Bressler, but he just had a horrible egotistical, and tight, and somewhat authoritarian attitude about things.

JK: Yeah. That's my understanding from talking with other people, he was an authoritarian, and he expected what he said would go.

DG: You had to conform to him. So, when I got here he would call me, he had told me in the interview was that part of the expectation when we move to the campus is that we're going to be leaders in the City University in developing curricula and programs for people who are going to work with people who have developmental disabilities. And, he made a promise by the board. In fact, I attended one of the board meetings, it was after the promise had been made, where this was discussed. I was sitting next to him during the meeting, and here listening to him and he asked me my opinion of what I thought. I said, "That sounds fantastic. I think you have a great opportunity to do a lot of cool things. We have a big campus, and bring in all kinds of people who can, you know, who can help to do that. So, at first I was kind of saying, "Alright, I'm going to work with this guy because he seemed to

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like that idea. He liked coming here. He was instrumental in really pushing for the idea. So, it worked fine for me, because I have the interest in disability, and we would start programs and be great. But, about maybe a [END RECORDING 24 / BEGIN RECORDING 25] less than a year after I got here, John Kennedy Jr. entered the picture, and that changed things very radically for Volpe. I haven't read his book, but, I'm not sure how he deals with this in the book, but he has this very terrible conflict with John Kennedy Jr., who when he met with the board of CUNY met with them because, his family has had a history of working in this field, the Joseph P. Kennedy Jr. Foundation.

JK: Right.

DG: You know, his mom had a sister, you know. So, he was very sympathetic with the idea of the university doing something, but he didn't like the idea of it being out of Willowbrook. He didn't like it because it was Willowbrook, and he didn't like it because it was Staten Island. So, he approached the board and he said, "I'd like to help you guys you, to help start programs. I'll give you a staff member. I'll pay the salary. But, here's the deal, you can't have everything at the college on Staten Island. He'll come on at City University of New York Central Office, and will work there, and will help develop these programs all throughout the university. That's the way it really should be done." He was right. Not that this place couldn't have its share, but there's no reason—it's out of the beaten path, and it makes it hard for students, and this and that. So, Volpe went nuts. He couldn't control himself, because he was authoritarian and he did have a bad temper. He got angry, I've seen that. He challenged, more or less, John Kennedy Jr., took him on, and that was it. That was the end of his career.

JK: Well, jumping forward. [Laughs]

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DG: But now, I want to tell you that the events were linked, and he got into a lot of trouble, a lot of pressure from Cuomo to get out of the school. I guess he really, the way I was told the story was that he had really confronted the board members. Not when I was there, but he had said, “Look, you can’t do this. You can’t make me a promise like that and then go back on it.” And, he was right in the sense that it was a terrible thing for them to have done to him, you know, because his planning and his thinking about moving here was kind of built in with this idea of this becoming the center, you know.

JK: Right.

DG: But, that was not meant to be.

JK: So, I have to tell you, some of this is just a big revelation to me, because particularly this attitude about Willowbrook and coming to Willowbrook. Because, what, apparently mistakenly, I thought was that the enthusiasm for—there was an enthusiasm for the site because it was a lot of land. I mean, it’s a big campus.

DG: It’s the only one like it in New York.

JK: And, in transforming the campus Volpe is able to create a college campus that’s the most college-like of any of the CUNY campuses, right?

DG: Correct. I think that’s true. I mean, I haven’t visited them all, but the ones that I’ve seen, I’d much rather come here.

JK: And, what you’re saying—and I would have thought that, and in fact I’m almost positive that some people I’ve spoken with have at least agreed with me—I don’t know if they’re the ones who originally said this, but I would have thought that there would have been some PR challenge in coming to this campus.

DG: Oh, there was.

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JK: Because of, you're drawing a student population that's a local student population and they and their families were all familiar with this as Willowbrook State School.

DG: Surprisingly not. Surprisingly, that's one of the first things I discovered, was that a lot of the kids—less so now, now it's really the case that if you come from Brooklyn, why would you know this was Willowbrook? That's why they have the doctrination in freshman orientation where they go through that with them. But, at that time, maybe more, but a lot of them didn't even know.

JK: Even Staten Islanders?

DG: Yeah. Oh, yeah.

JK: Okay, well that's a surprise.

DG: Well, I mean, it wasn't part of their—

JK: It didn't even register?

DG: It wasn't part of their—

JK: It wasn't a concern?

DG: It was already over when they started to grow up, and their parents didn't talk about it, so, you know.

JK: Not that much time had passed, though, really. We're talking about the first classes that were on this campus.

DG: Yeah.

JK: But, going back though to the PR issue, I mean—

DG: It was.

JK: —were you, [END RECORDING 25 / BEGIN RECORDING 26]
how would you articulate that PR issue?

DG: Well, the issue had to do with the contamination of the higher education site by the evil of the former institution, the perception of the

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public that this was a terrible, horrible place, and that some of the aura of that would leak out to the institution, and they would be perceived—if it sounds ridiculous, it's only because it is ridiculous. But, that's actually what the provost at that time, Anne Reynolds, told a president. And, she did not want to see the college's name associated with Willowbrook's name. This was not a phoenix rising up out of the ashes. I mean, these are the kind of phrases that I was told. So, the central administration seemed to have a problem when it came to the perception of the campus. Volpe himself, I think, less so. Volpe, if he hadn't have been politically naïve—see, I knew the Kennedy family already. I was interviewed for the Joseph P. Kennedy Jr. Foundation job, down in Washington, in their home. I knew who these people were, I had met them. I'd met Sargent Shriver, I'd met Eunice Shriver. So, I know—in an extended period, over several weeks I've interacted with them. I knew where they were at. And, as soon as he said that thing in the board about challenging John, because they were in the same room, I was sitting next to him when he started to say that. I slumped down in my chair. From then on I was the man on the stage who wasn't there. I really didn't want to be associated with him, because I knew what was going to happen. And, this is not good. He was taking on the wrong guy. They don't back down, and they're going to get their way. So, relax. But, he wouldn't do it. He was serious, though, about his vision of the campus as including this center for disability excellence. For all—people are very complex, for all the good and bad, and everybody. That was something he really wanted. He really felt that that was the destiny of this campus.

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JK: And you're saying that even what—so, you come for an interview, and of course you spend most of your time with committee members, and often that interaction with the president is a very—

DG: Quickly.

JK: Yeah. But in your experience, it's clear he's interested in you as a candidate specifically, because of this vision that he had for this campus. Yeah. And they too had disability experience. He came from Albert Einstein College of Medicine, which is a big disability center, both led with that experience, but different kinds. And, mine just happened to meet the intellectual style of the department, so we just flowed very well. But, once he had that confrontation with John Kennedy Jr., I absolutely became *persona non grata* as far as I was concerned. I didn't want to have it leap to me, I didn't want to have anything to do with it. I felt like, this guy is on the way out. He's not going to last. If he keeps on battling—and he was. He was very insistent that he had been wronged, that this was a promise made to him that they went back on. I remember him, I was talking to him on the phone and he goes, "I want to try to make this right. I'm going to go up to Albany, I want you to come with me." And, I refused.

JK: Well, I can't imagine he would take that very well, given his personality, that's.

DG: And, I wasn't going to stand there up in Albany and try to justify him against John Kennedy Jr., who's giving a \$100,000 job to—it just wasn't going happen, and I was smart enough to do that.

JK: Chronology-wise, can you give me a sense of when this was happening, of when this confrontation really?

DG: It was about 1990, I think.

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JK: The reason I'm interested in that was because, I don't know off the top of my head, it was about fall—

DG: It would be a little later, maybe '91 or '92, right before the campus movement. We got here in '93.

JK: This was before the campus?

DG: Yeah.

JK: Okay. Well, good, because I'm sort of interested in the chronology between that and the whole fiasco over the Center for Italian-American Studies. [Laughs] Because, if this had been happening after that, then I could see, oh, he felt like that was taken away from him and now this is being taken away from him, or something. I don't think that's the case. I think that the whole Italian-American Studies thing [END RECORDING 26 / BEGIN RECORDING 27] that happened—

DG: That's a fiasco, too.

JK: Yeah, that happened later, though, I think.

DG: They made many mistakes, and hiring that guy from Louisiana was typically the capper of that. That program went downhill after that hire. It was, I guess, a mistrust that was engendered when they hired a person that was so wrong, so—they did a minimal investigation. And, in administration, you do that, you hire quite a famous person and you don't do the most simple investigation of who he is, that makes the central office pissed off. They don't like that.

JK: Of course, yeah. Well so, how—I haven't checked in with you since we began talking. I just want to check in with you to see how you're feeling at this point, and whether you want to continue, or?

DG: How do you want to do it? Do you want to—it's been an hour, been about an hour. Do you want to break it up into parts, do you want to—

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JK: I'm fine, I'm actually—sometimes people have a flow going and it's good to stay with it.

DG: I'm fine.

JK: But, I'm perfectly open with, do you want to continue?

DG: Sure, we can do that.

JK: So, when you, even when you interview for the job, you come with certain expectations of what you're going to be doing. First of all, you have the understanding early on that people appreciate the fact that this was the Willowbrook State School campus, appreciate that fact to the point that Volpe is saying, "This then, that makes an appropriate center for disability studies."

DG: Yeah.

JK: And, appreciate the fact in the sense that, you know, people are aware of what—of the history of the campus. No one's trying to hide it or cover it up, or anything like that.

DG: But, it wasn't emphasized much, and the faculty did not relate to it much, and it had, up until our current president, a fairly low priority in the thinking of the faculty's mind—very wrongly so. Even though, you know, it could have been the case that—I think if Volpe had stayed and he was able to last out the political crisis, that there would have been a different history here than the one that we saw, because he kind of in some level got it, that the college should incorporate this history. But, all the presidents that followed him up until the current one were not interested in Willowbrook, not interested in seeing programs developed for disabilities, so much. They didn't see it as a central mission of the college, and that's sad because in a lot of places you have devalued properties they take that as kind of like a challenge to, how can the campus be incorporated into the college. They

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want to always think of it as Kent State where they had the shooting. And then, a few years later they established the Center for Peace and the study of peace in policy, because it just makes sense because of the history of the campus. I always thought that should happen here, but for 20 years or more, that idea was ignored.

JK: But, I guess that's really what I'm getting back to. On a personal level, you come into this situation, and I would think you had some expectations based on your interview, or talking with the president, working with committee members, and the very fact that your subject is disability studies. And then, you get here, and then it's not—

DG: No, it wasn't great.

JK: It's not quite at all [laughs] what you were expecting.

DG: Yeah. And, the faculty were very unsupportive, very, very typical. The Sociology and Anthropology faculty had no interest in disability whatsoever. It's a bizarre phenomenon. I even said it to them, at one point I was so frustrated with them. I said, "Look, you're sociologists. What's one of the greatest stratophiers in society that exists? Disability. Shouldn't that be central in your studies?" You know. "Well, yeah. But, I'm interested in the diaspora of—" They had their own little interests. Eventually those little narrow interests, which were mostly international, now is the dominant—the department is an internationally oriented department [END RECORDING 27 / BEGIN RECORDING 28] in Sociology, which is good, but it just disincluded disability as—and, never, never in the entire 27 years of that department did I feel other than one or two faculty members as individuals who would show up at the events that I would show, plan, and so forth, in support, that they people cared. That was my thing. It was David's thing. In fact, it was David's thing from everyone's point of view, from the

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administration's point of view too. They tolerated me to do stuff around Willowbrook as long as I didn't rock the boat. As long as I didn't try to make things, you know, change the rest of the college, let him go off there and do his thing. And, they kept me pretty much under control for many years.

JK: Do you feel that this who attitude about programs that were too closely linked to certain vocation preparation had played a role in that, in the sense that maybe people saw disability studies as, oh, it's part of this social work program. People are training to work with this population.

DG: Mm-hm, correct.

JK: And, therefore that's this kind of vocational focus that we're not really interested in. We're interested in pure—

DG: A lot of them were that way, yeah. But, over time as more different people came onto the campus, they made different hires, that realization kind of faded away and people became more, of course we should have the Social Work Department. Poor Tom Bucaro, who has his own issues in terms of involvement with the department and his conflicts with the department, which were very serious and eventually went to court surreptitiously—he was often at court and fighting the administration, fighting—you know, what he went through to establish the Social Work Program was unbelievable. But, you know, it was kind of like, this was the 20th century, so you were a college on an island that needs social work services. So, there was that kind of, like, simple common sense that eventually won out, you know. So, you have now a strong Nursing Program, and a strong, and the Social program is great, and the Psychology Department's strong. You know, so, peoples' attitude changed over time, but for a very long time at the beginning, for at least the first 5 to 10 years that I was here it was very clear that there was

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resistance. Well, there's always resistance to starting new, or developing more, programs, because the other departments feel it's going to take away from their resources, and from their hires, and so forth. But, it was pretty particularly strong here.

JK: Well, so, but that first however many years, that's when you're trying to get tenure, so.

DG: Mm-hm.

JK: Do you feel that that presented challenges for you—

DG: Well, if you look up my CV and you judge that record, that record would stand for any college or any university in the country. And, the fact that I was at a place where I was teaching—at first I had some courses release, because I had administrative time release, which is very complicated, I don't want to go into the issues there, but there it was terrible. Because I was teaching, because of the expectations that the City University had for our campus, they wanted us to be helping out in the other parts of the city, I was teaching courses all over the city, while administrating and teaching courses here. It was pretty overwhelming. I had, it was an overwhelming amount of work. And, at the same time I was doing this writing. Everything that I published was after I got here. And, if you look at that writing and how many articles, it was pretty hard to do that, you know. This college does not—well, now it does more, but back then very little even travel budget, even to go to a meeting. We each had one meeting a year that we would go. So, it was really hard to maintain that academic performance, which I felt important to do. And, I also felt that when I did come up for tenure that I wanted the case closed.

JK: Right.

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DG: I didn't want any doubt. I didn't want any room for doubt. I wanted them to look at that record and say, "Well, you know, there are only three books."

JK: [Laughs]

DG: Right. So, that's how I conducted, so I worked my ass off. And by the way, also during that period, in order to get tenure I traveled a lot. I went all over the world to give lectures. Again, to show the administration—not only to show, I wanted to do it, you know. [END RECORDING 28 / BEGIN RECORDING 29] It was in part to show that, look, this is the kind of person you want to have there. You want a person who has a reputation internationally for what they do, a known expert, you know, and so leave me here, let me stay here.

JK: Right.

DG: And, that worked. I was able to, that record I think is really what put me through. It wasn't the administrative achievements. I didn't get grants. I tried, but that was another thing I took. I went to the administration and I said, "You guys, you're not set up to get grants. You look at me and you say you want me to get a grant, but I can't get a grant out of my department. It doesn't work that way. You don't get grants in disability from single departments, you get them in interdisciplinary projects. You need to have other people to work with on the campus. You need to be working with the Nursing Department, or the—a sociologist can't just simply apply for some of these program grants and get money. It's ridiculous." Plus, the institution doesn't have a record, there's no track record. You want the money but you have no record of having gotten money. And then, the whole campus is set up with these different departments and schools that do not promote cooperative, it's the opposite. So, it was—so, I failed miserably in that. I

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couldn't get money. But, it wasn't that I didn't try. I wrote grants, but it was always—I know how the grants are judged because I did it. I used to go into Washington, into the hotels, and read all these grants, and I could tell, look, when it comes to institutional capability, we lose two points, we're done, we're gone, it's over. You're not going to get the money. So, it was very difficult, it was very—and the relationships with my department were terrible. My department was one of the worst departments, probably in the country. I would tell people the stories of what was going on in my department and I would hear silence at the end. Not even, like, "Wow." It was just like they couldn't believe it, because people really fucked up. Without getting into a lot of details, but it was gender-based. Being a white male at a certain time in our history was not good. It didn't matter what the fuck you said, anything you said. The only people who were accepted in that department were gay, white men who were not likely to say anything to rock the boat, or do anything. They wanted weak men without masculine characteristics. And so, once they saw I'm a martial artist, you know, I'm not afraid, I'm a male, I don't mind that. I don't think it's wrong, you know. I think I have empathy, and I have female characteristics too, but I'm not going to hide my maleness. And, that was it, I was—I almost became chair of that department because it was so badly run, and it was so badly run women, that I challenged the woman, Judy Ballard. [?] At the last second I said, "This is so fucked up. I'm going to run for the chair." And, that was like a few days before the election. That created such a stir in the department. It was such a controversial thing. The women's caucus, as you might call it, just banded together. They got every single woman in the department to vote against me. And, I almost won.

JK: [Laughs]

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DG: But, it was a—there were times in that department when everyone's door was closed. No one talked to each other. The only time you talked was at a meeting. So, I mean, there were a lot of things here that were so wrong that many people advised me to leave, just get out. Why don't you just leave, you know?

JK: That was going to be my question. But, I understand, though, given the difficulty of getting a tenure-track academic job, and you had already had that experience, the experience you had at Wilkes College, which was very negative, sounds like a very negative experience.

DG: Mm-hm.

JK: So—

DG: I was actively looking.

JK: Oh, you were?

DG: It's not like—what happened was that I, one, I said, "Well okay, look, I'm doing pretty good here, and I think I can get full professorship here. So, here, what I'll do, I'll get my full professorship and then I will really active—you know." And, it wasn't fun teaching here, because also the department wasn't supportive of me, so they assigned me nighttime courses. It was like, it was just terrible on some level. But, I said, "I don't want to leave for a lesser position, I want to go to a better position." So, I looked for places like that, and I almost got a job at the University of Illinois in Chicago, an endowed chair. I was very close. I got, was the last two finalists, but one of whom was a PhD MD. [END RECORDING 29 / BEGIN RECORDING 30] That worked, and I understood. Even the dean who called me, he said, "You see why we had to do this." I said, "I understand. It's okay, it's not a problem. I really would have loved come there, but I understand why you did that, and I don't take it as a rejection of me." And then, there was

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Syracuse University, a very good possibility of me going there, and the guy I talked to who was the dean of the School of Education said, “We could undoubtedly work it out that we can write an ad that will make you a strong candidate. I can’t absolutely guarantee you, but if you’re interested in coming, I’ll put out an ad like that.” And, I talked about it with my wife, and she hates Syracuse. She had relatives there. You know, it is, it’s a funky town for living. It’s very, very hot, and very, very cold. And, for some reason all my friends there died of brain cancer, and I don’t know exactly why.

JK: Oh, how awful.

DG: Yeah. So, I tried Syracuse, and then I tried a few schools, good schools, but I wasn’t able to do it, so I kind of just settled in. I said, “Alright, looks like I’m not going anywhere. I have my family here.” And, I kind of settled in for the duration, and things kind of, I just kept to myself, did my scholarship, teaching. I think I taught well. To this day, my Psychosocial Aspects of Disability course is famous for the kind of course I taught, the quality of it, and very intense. I worked very hard at my teaching while I was here.

JK: Just because, for many people, I think, there are people here who find teaching very challenging, especially once the open admissions policy began and there were so many students that had minimal preparation.

DG: Preparation, right.

JK: So, how did you deal with that, or what was your experience?

DG: Well, it was probably very similar to other people. In my generation, the way I look at the university and the education in America is that it’s been, the quality of education has been eroded, eroding very seriously for a very long time. And, it’s not at one level, it’s at all levels.

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JK: Right.

DG: So, I look at some of the junior faculty who came in that we hired over the years, and over time more and more I was seeing that these people were not as well-prepared as I was.

JK: Yeah.

DG: Especially, they're much more narrowly focused, and they don't have a very, a good grasp on basic issues in philosophy, or basic issues in theoretical sociology. They know a particular area very well, and they can be very lively, and this and that, but they're not as well-prepared educationally. I think the scholarship has kind of just gotten worse and worse over time. So, people like me, we were all prepared to go teach to nobody. By the time I came out of graduate school and I walked into my first class I realized within about an hour that, uh-oh, you're so over-prepared. I learned after a time of being here that, don't prepare for class. Don't do it. If you prepare for class heavily you're just going to snow them. They won't be able to—just get your 10 outline topics and extemporaneously engage, and do that kind of thing, because you'll get better results. It's not for me that I'm teaching, I'm teaching for them. So, over time I realized that the student body here has certain kinds of characteristics that demand certain kinds of ways of teaching, that if you don't do that you'll have a bad time, you'll have a conflict with the kids. And, it won't work, because it's for them that you're doing this in the first place. They won't get the subject matter, they won't like you, and they won't get anything. So, insisting that they conform to the traditional idea of the student who will read everything and become enthusiastic, it's not going to, just not going to happen. So, I adjusted my teaching and my expectations about teaching, and sat aside myself with the wonderful students that I had,

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that were really wonderful—some of them were great students—learned to appreciate the problems of the ones that weren't able to be great students, and not define them as faulted as I did at first. You know, at first it would bother the hell out of me that, why the fuck are you in the class? Why do you come here? And, I started to realize that, no, I understand why they're coming here, and if I were in their position I would probably be doing the same thing. But, I'm not going to be able to make them into intellectuals, or create intellectual [END RECORDING 30 / BEGIN RECORDING 31] curiosity in a person who doesn't want to be there.

JK: Right.

DG: But, I can accept that they're there, and I try to—I would say, “Okay, let's see what we, what can we do with them?” And, I tried to give them experiences and stuff, and lectures that were engaging. I brought a lot of outside lectures into my classes always. I always had guest lectures, because I thought that was good for them. Audio-visual stuff, we'd watch films and we'd talk about them. You know, give them what can be useful to them. And, it remained a disappointment, you know, throughout my teaching career here that the student body kind of wasn't the ideal student body, and it was also ironic. I'll tell you a kind of funny story. One of the last teaching experience I had here, I saved Willowbrook for the end, and I did a tour of the campus, like we just did the other day. I took my class, and it was the, I think it was the last class, substantive class. The next one we were going to hand our papers in and so forth. And, so after we were done, I said, “And now to cap off the tour, I have the best movie ever done on Willowbrook. It's only, like, 17 minutes long.” It's the one about the doctor, you've probably seen that one.

JK: Yeah.

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DG: Yeah. I said, “I just think it’s so great, you know. And so, meet me back in class in about 10 minutes and we’ll see the movie.”

JK: [Laughs]

DG: And so, I remember I’m starting to walk up the far staircase on Building 4S, not the one closest to here but the far one.

JK: Yeah.

DG: And, I’m walking up the staircase and I had three women in the class who, one of them had an autistic brother, the other—they all worked in the field, they were all—and, frankly they had kind of participated more than some of the other students, because they had—

JK: Sure.

DG: So, I call them my good students. And, I’m walking up the stairwell and I see them running across the grass, away from the class. And, I had this terrible thought of the *Schindler’s List*. [Laughs] I remember in *Schindler’s List* that the commandant, he’s up where, and he’s watching this, and he takes his rifle out and he’s shooting. Do you remember that in *Schindler’s List*? There is this scene where they show the commandant of the concentration camp shooting the Jews that are running across the opening, for sport. And, I had this terrible image of this, here were the Jews running away. But, what it was I just so sad for myself and for them. They’re running—here they are at the end of the course, I’m going to show them a movie that I thought would be really good for them to see, and they’re going to be in the field, and yet it’s more important for them to go running off to see their boyfriends, or whatever it is they were going to do. And, that was kind of like a summary of the problem here. The problem was getting through to them, and getting them to see that learning is a great thing and that you should really embrace it. It’s really—I would say this exactly to

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them. I would always tell them in the beginning of the class, I would say, I was lucky, because my dad when I was younger, he couldn't go to college, but he loved learning, and he was always—so, when I was a baby, from the time I can remember, he would recite this poem to me. And, the poem went like this, it went, “Study, study 'til you grow old, for learning is better than silver and gold. Silver and gold will vanish away, but a good education will never decay.” It was like a mantra. I didn't understand what the hell it meant, until I got older. Then it really hit me, especially when I was in undergraduate school at Queens, I went, “Oh, yeah. That's it. I can learn and make me better, and they can never take it away from me. It always will be there.” You know, so I was like, “This is so cool.” Once it penetrated my mind, what he was really telling me, and I would tell them the same thing. I would say, “Look, you're here. As long as you're here, try to learn something.” I would tell, always say, “But, you shouldn't be here.” That's how I would always start my class. I would say, “Most of you shouldn't be here. You'd be better off if you were just out in the world, learning about the world, having a job, making some money, and then coming to the realization that, I think I want to go to school.” You know, and then coming back here and then really wanting to be here. I said, “And, you know, if you don't really want to be here, then it's a real service to you or to me. Don't tell the administration that I'm telling you this, but we know already that a lot of you are not going to graduate—a lot of you are not going to graduate—so, what should you do while you're here?” I said, “Learn to read, learn to write. [END RECORDING 31 / BEGIN RECORDING 32] Learn to do something that makes you a stronger person, makes you a better person, makes you more employable, makes you—you know.” I said, “Don't just pick your nose and sit there like this the whole time. It doesn't make any

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sense.” How many people would listen to that? Not, I don’t think a lot of people. I really don’t, you know. But, you can’t help it, and I think a lot of the teachers here who are better teachers, they try, they do what they can. And then, some of them are just very skillful. If I was 22 again and I was teaching here, it would be a different story. I remember, I saw some of the younger teachers, and they could get through to the students. Somehow or other, they knew how to do it. I remember, there was one teacher here, Lisa Moore, I had to do her teaching evaluation, I had to do her observation. So, I come walking into her class, she’s sitting on the front table with her legs crossed, talking to the class. And, I said, “Oh, how cool is this?” She was just going to impose relax-ness. She wasn’t going to take it, you know, she was going to say, “You’re going to relax in my class. You’re going to take it easy. You’re going to learn something here.” And, she was able to do it, she could pull it off. I couldn’t pull it off. I found it very hard to do that. So, it was a, teaching was very bittersweet. I have no students who keep in touch with me, no students who ever call me. None, not one.

JK: That’s surprising, particularly because the people, a number of them went into the career they’re working with. It seems like at a later point they would—well, that’s.

DG: Yeah, it was. And, then the other thing is that I’m not alone in this, but the faculty of my generation in the Psych-Soc-Anthro Department, Psych-Soc-Anthro-Social Work Department at one point, no friends. I remember one of the guys, Harvey Taub was retiring, and he was a psychologist. I think he was moving somewhere. And, I said, “Harvey,” I said, “What do you think about retirement?” And, he goes, “It’s great.” He says, “I don’t have any friends here.” The guy had been there for fucking 35 years. It was the same thing, I left there, no friends, no contact, no calls, no

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nothing. It was bad. And so, it was I would say not the most pleasant experience on some level, but you make do with what you can under the circumstances. So, I tried the best I could, to educate and to be a good intellectual.

JK: Well, I find that all very interesting, because there are a number of these things that I reflect on personally. And, there is something about the nature of the institution that I don't quite—I've never understood.

DG: Yeah. No, me too. I remember I was talking to a good friend of mine, Wolfensberger. I said, "I don't get it. I don't understand these people here. I don't understand either the faculty, the administration, or the students. There's something weird." And he goes, "It's the basement." I said, "What do you mean?" He said, "The basement built by Dante." So, I said, "Oh." He said, "There's something here that's not seeable that seems to contaminate something about this place, that makes it, I don't know, less than what it should be, and maybe on some level, not good."

JK: Well, so the—I'm sorry, there's much more we could talk about, about that, but I wanted to bring us back to the fact that you were, it seems as though you were always the lone voice when it came to Willowbrook and the importance of remembering where we are. And, I just wondered if you could maybe start by talking about why you thought that was important, what happened.

DG: You know, the study of institutions was in sociology a main topic in the '60s. A guy named Irving Gauthner wrote a book called *Asylum*. And, it was, everyone read it, everyone. And, the idea of total institutions and their effect on society was very deeply appreciated in sociology. That went away. That was bad, because the total institutions didn't go away, just the sensitivity to their importance in society went away. [END RECORDING 32

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/ BEGIN RECORDING 33] So, from one level I always felt people should be knowing about this because it permeates everyday society, whether you're talking about nursing homes, or hospitals, or—

JK: Colleges. [Laughs]

DG: Yeah, right. They're all over the place. And, especially once you get to appreciate that the controlling aspects of institutions are, they're relative. So, even a family can be a total institution if the control is overwhelming. If you can't act independently and everything you do is controlled by somebody else, you're in a total institution, it's just a small one, right? So, I always kind of felt that way, so I always felt it was really important that people understand this. And, when I got here I could see that there wasn't there wasn't the same feeling, that the people, the faculty and others, didn't feel that way. But not only that, but they were—the college made some promises. I read stuff when I got here about Willowbrook and about—and the college signed this document that it was going to be responsive to the community, and it was going to actually do things about Willowbrook, have events, and, you know, make it a part of its history. And, this is in writing. So, when it wasn't happening I said, "I'll try to make it happen. I'll be the guy who will follow up on that, and make it."

JK: I was just curious about that, about this commitment, a written commitment, in the sense that I guess the idea is, I mean the state could have done other things with this campus. And, once it's going to be the college campus, what you're saying is that there was a commitment on the part—an administrative commitment—saying, "We take this seriously, our presence in this place seriously."

DG: At first, yeah. But, then that went away. Volpe was I think taking me seriously, but then the hires that they made after Volpe were of persons,

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particularly persons who kind of primarily agreed to minimalize the role of Willowbrook on the campus here, to not mention it, to not have a lot of programs about it. And, but it was worse than that. I would talk to the administration and I would say, “What are you doing for the community, the disabled community on Staten Island?” Nothing. Nothing. Not at all, zero, nothing at all. I said, “Well, you know that’s not right.” So, I started going to the Staten Island Disability Council. This was when it was called Staten Island Developmental Disabilities Council, which is parents, people with disabilities, and providers. They all meet together and discuss issues having to do with developmental disabilities. They called me the Lone Ranger. That was the title they gave me, because I was the only one who showed up at these meetings. And, I did work with them. We did research together and so forth, because I wasn’t going to let the administration’s lack of responsibility in this matter affect my behavior. They can’t stop me from doing research like that. So, I went and I just did it, and I helped them out. And, they got—

JK: Just to clarify, because someone who is looking at this transcript in the future may not immediately appreciate this, but of course the college campus only takes up part of the former Willowbrook site at this juncture, which might change in the very near future. At this juncture we have the Institute for Basic Research on part of it. Can you just explain—the point I’m trying to make is that it’s not like—that disability community was very present here, because of the fact that we have these—

DG: They’re our neighbors.

JK: Yeah, they’re our neighbors.

DG: Literally. But, even if they weren’t our neighbors, still we should be

—

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JK: Of course, but it makes it even more troubling in a way that they're present here, they're right here, adjacent to us. So, you know.

DG: And, over time the overwhelming contiguity, the overwhelming fact of the contiguity did penetrate the administration. They eventually did do things where they tried to—like the Center for Developmental Neuroscience was a cooperative effort from IBR and the college. Can we create an institution kind of that bridges our interests? So, they tried to do this, but it was very minimal, and it was also, the college's attitude was very ambivalent towards the Center for Developmental Neuroscience. [END RECORDING 33 / BEGIN RECORDING 34] They didn't really want to run it. It could be on the campus, they could provide classes, but you get the instructors, IBR, you take the control of it, you administrate it, not us. So, they hired a lot of people who really shouldn't have been the head of a program like that, because they worked at IBR. I have a series of them in my mind who were basic researchers doing basic—and to take up, our students know diddly about that, and they're not that interested in it, even. But, on the other side of it, they could have—I even went to the administration, I said, “Make me co-director.” I said, “I'll take the other side. I'll give you a fine program on the graduate level that will deal with more issues in the field, rather than basic research and how to use data, and stuff like that.” But so, there was kind of an ambivalent attitude towards cooperation with them, and no cooperation on the clinical level, as far as I could see, or no interest in doing that. And then I entered the picture, I tried to get some of that started and did some myself, but also went to other faculty members and talked with them about the needs of the community. And, some of them did, some of them over the years have worked in the community, but the college never took that really seriously until more

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recently. Now we have, like, Social Work Program with a Developmental Disability concentration. We're training people to work in the field and to be effective in the field, but there was very little interest in that at first. And, the campus, the IBR is a bizarre institution. It's a kind of state-run National Institute of Health. It's funded by state moneys and by federal grants. Well, federal and I'd say probably private too. I don't actually know the analysis of that. But, you know, very difficult. One of the reasons that they're having problems with it is, my friend told me in the 1980s when I first came here and was interviewed there, he said—I said to him, he says, “Well, go there. It's a strange bird. The problem is where they get their money. How are they going to keep this thing open, because it's really expensive.” And, he already saw the problem and it took a long, long time, but it did reach exactly what he said 25 years later. They don't have the money to run this. They can't run it, it's too expensive. While Willowbrook was open they could get a lot of grants, because they had a population here that was, you know, they could get tons of research money.

JK: Oh, I see. Yeah.

DG: But, now they can't, so they—its future is somewhat suspect, even. They don't know what's going to happen with the researchers at least there. They're trying to preserve the clinics. [Coughs] But, you know, so you have these three parts to the campus there, not really strongly related at this point. I'm not sure what's going to happen in the future. I know that a lot of their disability community value the Elizabeth Conley Center. It's a very important thing for them to have space. But, at the same time a lot of them at the same time understand that it really shouldn't exist. You shouldn't have a center that big only for persons with disability, where the model had

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been for a very long time providing integrated services and community-based services, that's not community-based.

JK: Oh, I see.

DG: So, what the future will bring I can't tell you, but I'd like to see the fence come down. It's an ugly reminder of the past. Hopefully they'll incorporate the history of Willowbrook more on campus. They seem to be—we're in a, we've discussed this—we're in a phase in the college's development that's been influenced by the new president. When he came on, he totally got it. He didn't have the prejudices some of the previous presidents have had. His wife is a social worker. He may be a geologist but his wife is a social worker, and so he's sensitized to the issues. And, I've talked things over with her. She's very appreciative of the opportunity that exists here on the campus because of what it was. So, once Bill Fritz got here a lot of the resistance that I had met just kind of melted away. It seemed to kind of correspond—I'm not sure about, I think my book was published in 2013. I'm not sure when he got here, maybe 2012? He's been here for a while, so I think it's 2012. I think in the year after he got here, my book came out. He read the book and immediately got it, he just immediately assigned it to all the administrators in the college, told them that it was their responsibility [END RECORDING 34 / BEGIN RECORDING 35] to read that book. He wasn't joking. And then, devoted a whole convocation, the entire hour about Willowbrook, the history of Willowbrook, the book that I wrote. And so, he made it clear where he was coming from, and since that time a lot of the problems that I experienced are kind of going away, at least. And so, it's very good, and it just took a lot longer than I thought it was going to take. I expected this reasonable attitude that wasn't there, and that didn't happen until they brought in someone from

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the outside who had a—the president before him had his own priorities and issues, and it wasn't a good match for the college. He came from California, went back to California. The president before that, she just had a very bad attitude about disability and about, in general, and about Willowbrook.

Really disliked me personally, because I wouldn't give up, I kept on bugging her. I don't mind that. I was a full professor. As long as I didn't do anything illegal then I could express my opinions, but she didn't like that.

So, it was Bill who changed the situation here at the college almost kind of single-handedly, because it really wasn't going anywhere. Despite all the efforts I made, and all the meetings, and the surveys, and faculty surveys on, how do you disabilities in your courses. Nothing, very little. There's

nothing, nothing happening. It really does require, for something like this, an administrative substrate of people who have power who can call attention to the chairs, to say to them, "Look, you need to do something about this." I could have screamed my head off for another 20 years, but it wouldn't have happened unless the administration came around. And, thank goodness it did. So, it makes me happy. I'm happy as a pig in you-know-what.

JK: Sure. Well, so, if you would still—

DG: That's not a nice thing to say.

JK: —like to continue, I was thinking if you could talk a little bit about that, about the kinds of things you tried to do, and the resistance that you met during those years of—I guess it's mostly, so during the Volpe administration it sounded like Volpe was interested.

DG: Yeah.

JK: But, was just so focused on his plan having been thwarted.

DG: As you said before, he was a somewhat authoritarian figure. He wanted to do things his own way. But, when I got here I told him, "Well,

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look. We should develop curricula. That takes time, and you need to get the buy-in of the faculty, so I'm going to start running some disability events, and I'll have some conferences, and bring people on campus, try to generate some interest." So, at the beginning that's what I was doing. He was very together behind it, and I did actually put together a couple of really nice conferences. It was right after, I got here right after the Americans With Disabilities Act was passed, so I got together some of the movers and shakers in the field to come into, at that time that campus, the old campus, and give talks. And, he complimented me very much, and was hoping these things would develop the way he wanted. But then, he got into this trouble, and so I kind of—at that point, I said, "Well, alright. Now that I kind of have to lay low, what can I continue to do?"

JK: Right.

DG: And, they had a new president, who I didn't see as an ally, so kind of decided that I was going to do a yearly lecture. That was one thing that I—because, I didn't absolutely need to depend upon the administration to do that. I could do it even without—I mean, they could say to me, "No, you can't do it. You can't have the space." Right? But, so that was something I was able to achieve, and able to do through departmental support. I appealed to my department that I need a speaker fee, I need some travel funds, and my department was at least supportive enough to say, "Okay, we'll support you in doing that." It was funny, when I was running these events, I would videotape it, I would be the, introduce the people. I was doing everything myself. It was crazy, it was running back and forth. And, eventually those lectures became institutionalized. It became a yearly lecture, and once they saw this was going to be a yearly thing I was able to get some more support out of [END RECORDING 35 / BEGIN

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RECORDING 36] the administration, and get the Tony Gaego and Mark Llewyn to help me videotape it and get the bigger venues. So, I was doing that, and that was sometimes successful, sometimes not. Largely it was, when we'd have a big event and I'd invite some famous people, and we'd have 13 people attend, it was very sad. And, that was with advertising it, with going into the paper. There was a kind of indifference to Willowbrook for a while. It came from a lot of sources. Some of the people who were involved with Willowbrook just didn't want to hear it anymore, so they wouldn't come. Then the faculty seemed that they didn't have a big interest, because even though I would do sometimes during free hours, they wouldn't come. They wouldn't bring their classes. And, but every once in a while there would be an event for whatever reason that it would work. So, it became institutionalized, and that was good, I was proud of that. I had a committee that was working on—small committee. I always felt anything I was working on, I wanted to have community members, I wanted to have students, and I wanted to have faculty at the meeting. Administration wasn't happy about that, says, "It is not in the purview of students to develop curriculum." I said, "They're not going to develop it, we're just going to listen to them. I think it's a good idea to listen to them."

JK: Right.

DG: You know what I'm saying? [Laughter] But, it didn't result in a lot. I was able to over the years, because I had a Disability Studies minor, I made it—first of all, I created the minor, and then I made it richer by getting other departments to develop courses. But, it was always tugging, it was like tugging teeth. It was very difficult to do that. That does exist today, that committee still exists, the Disability Studies Minor Committee, but they were always resistant and seem to be continually resistant even today, of

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creating something that's stronger, that's bigger. I said, "You need a Disability Studies Committee, not just a minor, you need to develop curricula and you need to have a baccalaureate here. You should probably have a PhD, and a master's level at least, in Disability Studies." I don't know why it's such a hard thing for them to get through. I brought people here, experts, world experts, telling them that. But, it's hard, I understand that. It's hard to—resources, competition, and all that kind of stuff. So, I don't know if it will happen, but I hope eventually that committee will take on what it really should be doing. So, I am proud that at least it continues. I had a tremendous resistance in establishing the archives, as you know.

JK: Right. Yeah, if you could talk a little bit about that.

DG: I mean, before you got here, I was able to set up the idea, and—

JK: But, how did you go about that? Who did you persuade?

DG: Well, what happened was that I, there was a point when the administration had a very anti-disability president and a very pro-disability vice president. And, Angelo Ponti [?], when I told him about the problems that I was having, and interest in the library to start an archives related to disabilities—I admit my idea was not so good, because I wasn't an archivist. And, you remember, one of the first things you said, I could see in your mind, was like, "This guy doesn't have a focus. He doesn't really have a focus, it's too broad."

JK: Well—

DG: No, you were right. You can't collect everything, right? And so, I didn't really kind of know what I was doing, but I knew there should be something here.

JK: Right, yeah.

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DG: And then, Angelo, who is pretty skilled as a politician told me, he said, “Oh, if you depend on the president, forget it.” And then he told me the famous remark about me that you made in a meeting, where immediately to mention me, I said, “Oh, he’s right. You know, I’m not going to get any support from this person, she’s not going to help me.” So, I went behind her back.

JK: Wow.

DG: I made a call to the state archivist, and I talked with her and I explained to her the situation. And, I said, “I think you could help me out. If we could get some seed money here I could put the college in the position where they’d have to say no to money that’s already being offered to them to do this. And, I think that would be hard for them to do, because frankly if they did that, I’d fucking put it in the paper.” [END RECORDING 36 / BEGIN RECORDING 37] I told her that. Because at that point Angelo said, “You’ve got to play a little hard-ball here. You can’t just keep on, because she’s not your friend.” So, I said, “Okay.” I don’t know if that ever got back to her, or whether she was smart enough to just say okay, if she realized she was in a bad position at that point. But, then suddenly I got the kind of—in fact, we had a meeting. You were there, and Wilma was there. And, you could hear that Wilma had been given the marching orders of, go along, but be careful. Like, she never said anything on that phone call that would have led the person to believe that we weren’t interested. But, she said to me a number of things during that phone call that led me to believe that, you’re not in charge. That I knew. But, it’s okay. All I want, I want the collection started.

JK: Yeah, right.

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DG: And then, that seed grant, which I think was \$10,000 or something like that, coupled with the visit to Bob Witkowski off campus, created this unavoidable situation where the college now was in the business of having an archive. The archives were coming over here, even though they weren't legally coming here, because the story was that Bob Witkowski, who was the head of the state agency here off-campus, had all of this material related to Willowbrook that was over in his building, and without really consulting anybody, agreed to me to bring it over here to the college. And, I, really not understanding the whole legalities of it, accepted and said, "Sure, we'd love to have it." So, now we have a \$10,000 grant and materials coming here, and even the state agency I think was somewhat constrained at that point. They said, "Well, what are we going to do, take it back from them? That don't look good."

JK: Right.

DG: So, it kind of all melded together, like the state had to kind of go along, the college had to kind of go along, and then you came on and I said, "There we go. We've got it." I didn't know how successful your involvement would be at that point, but it worked out obviously very well in the long-run. So, things have developed well, but it was not easy to do. It involved a little, not just cajoling, but in a way insipiently threatening the situation by embarrassing the college. That particular president ended up with an embarrassment anyway, because she wrote something in the newspaper about using the land on the other side of the fence for our dormitories, which made the disability community flip out. They had things on her in the newspaper. There was a *Staten Island Advance*, what do they call it?

JK: A caricature, or cartoon, or something?

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DG: No, an opinion.

JK: Oh, op-ed.

DG: Op-ed, there was an op-ed there. But, it said words and things about her that really hurt her. Even as a human being, I think she didn't like seeing those words in there. And then she'd try to do some retraction and other kinds of things. She sent people to the Staten Island Disability Council, finally after all those years. There were was Angelo Apunti, [?] who's a parent, and another member of the administration, and me. And, I was sitting there, and they were going nuts. They were just screaming at her. Even Angelo, who's a parent of a severely disabled child, who is one of them so to speak, was being blasted not only about that incident, but about just the general indifference of the college to them. And, I think that also in the long-run, it did get through to other members of the administration even though she didn't respond to it. They understood when the next president, I forget his name.

JK: Oh, Morales.

DG: Morales. He, one of the first things he did was meet with them.

JK: Oh, interesting.

DG: Yeah, because these are powerful people. You don't want to screw around with them. You know, they were very kind to us for a lot of years by not coming down on us, but they have a lot of power politically. They could have created a lot of trouble for this college, but they didn't. And, I accept them with a—it was partially because of me and my urging to just give it time, that they didn't. At one point they were really ready. They were going to demonstrate here. And, I said, "Don't do that. That's not going to help. Wait until the next president, because she's not going to—you're just going to end up in a fight with her that will just blow up, and you won't go

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anywhere with it.” So, in the end, that [END RECORDING 37 / BEGIN RECORDING 38] archives got established, and the administrations changed, and then there were a lot of other ideas which haven’t happened but maybe one will happen one day. There’s the idea of making the museum about Willowbrook here. That was a recommendation that’s 25 years old.

JK: Right, yeah.

DG: There’s the idea of having an institute, summer institute. That idea is about 20 years old. Even before we had the dorms I said to the people, I said, “You want to run a summer institute, book hotel rooms. This is the way they do it internationally. You go to a hotel, you go to the conference.” I explained to them how we could do it. Have stuff here on Willowbrook and about Willowbrook, and then have people go to Manhattan and view the state-of-the-art services. It could be a lucrative thing.

JK: Sure.

DG: That may be happening one day, I hope. And so, a lot of the ideas, they were not being accepted by people, but I still think they were right. It’s a difference between biographical time, what I wanted while I was here, for me and my work, and then institutional time. I have now accepted that, but I’m happy as a clam that in institutional time it seems to be that the kinds of things I was talking about are now being embraced. We have a very wonderful community project, the Willowbrook Mile, in cooperation with the community, about Willowbrook, on here on campus, that will really change I think the image of Willowbrook here on campus. That’s a wonderful, wonderful thing. And so, I think in the long-run we’ll, if I came back here in 10 years I’d even be happier.

JK: [Laughs]

GOODE

DG: James, you can leave your job in a lot of different circumstances, you know. You can leave your job and be bitter. And, I think if Bill hadn't come and hadn't done what he did, I would be a very bitter person. I probably wouldn't have the kind of attitude I have now, which is to say, "Okay, so it wasn't great for me, but in the end it's kind of worked out the way I hoped it to work out, and now I can see that people are going to go forward." You know, when we had a meeting recently, and Kenny Weimar [?] saying—I think it was one of the faculty in education. He says, "I'd like to develop some faculty support for this idea of having a real program around the Willowbrook." [Laughs] That's nice. And then, to hear Ken said, "Oh, yes." So, now there are going to be people from other faculty, because the administration wants that to happen.

JK: Right.

DG: And, we have more sympathetic people, too, who they've hired over here. So, to me, I left and I see the things happening and I'm very warmed by it, and I'm warmed by the fact that the administration acknowledges—Ken has heard this story, not in nearly as much detail as you have, but he knows this story and he supports me. And, every time we have a meeting and I'm there, he'll say, "And, here's Dr. Goode." He makes a very specific point of repeating over and over again that, without this guy. You know, good, good. I think the honesty of that and the willingness of the administration to acknowledge my role is very heartening for me. I wouldn't want to claim undue credit, but I want to be acknowledged for what I did, too.

JK: Of course, yeah.

DG: So, you know, I'm okay. I'm personally okay with it. I just hope that things continue on the way that they are happening now.

GOODE

JK: Right, yeah. Well, that's such a great place to stop.

DG: Yeah, it is.

JK: At least for today. So, I'm going to turn off the recorder.

[END OF RECORDING]