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Sarah Smith Velman Tintor
University of San Diego School of Law

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CONVERSATIONS IN LEGAL EDUCATION:

ORAL HISTORIES OF THE FIRST HALF-CENTURY OF THE UNIVERSITY OF SAN DIEGO SCHOOL OF LAW

Narrator: Sarah Smith Velman Tintor

Interviewer: Ruth Levor

Recorder: Ruth Levor

Date: November 8, 2005

Accession No.: OH-LRC-Tintor-2a

TAPE 2a: SIDE A

RL: This is an interview of Sarah Smith Velman Tintor for the project: Conversations in Legal Education: Oral Histories of the First Half-Century of the University of San Diego School of Law. The interview is being conducted by Ruth Levor in Mrs. Tintor's home on November 8th, 2005. This is the second session of this set of interviews. Tapes and transcripts of this interview will be archived at the University of San Diego's Copley Library.

Thank you for giving more of your time and your ideas. In between our two interviews, you've thought of some things that might be interesting for listeners of this interview, so I'm going to turn it over to you.

ST: Okay.

A student that I remember and probably everyone else does that was there at the time, except I can't remember his name, but he was blind, and I think it was the result of an accident after he was in his twenties. He was a very good student. He sat up in front and participated. He had a guide dog, and it was a Doberman. I believe her name was Gretchen. She knew when it was time for the class to be over, because she would get up.

When it came commencement time, Gretchen walked across the stage with him, and the secretaries had made a diploma for her too. I believe the picture made the L.A. Times.

The sad story is that he also had another little dog, and I think he lived in Linda Vista some place, and he let Gretchen but not the little dog out to do what dogs do in the yard, fenced yard, and the next morning he found out that Gretchen was very sick. The guide dogs don't

belong to the students. They belong to the guide place, and this dog had come from Columbus, Ohio. Anyway, Gretchen had been poisoned, and she died, so that was pretty sad. He was studying for the bar at that point.

He did go back to Ohio and got another guide dog from the same place. My aunt happened to know the sister of the man who ran the place. But anyway, he got a Vizsla. It was a much smaller dog. But I thought, "There isn't anybody that wouldn't have remembered him during that period of time, because he asked for no favors, and everyone just loved the dog."

RL: Do you know whether he used Braille materials for his reading? Did you notice?

ST: I don't really know how he studied. I don't really remember if he used a tape recorder or not. I just don't know how he got that information, but he was something.

RL: We think law school is hard enough when we're sighted and when our hearing is fine.

ST: I don't know if you're going to talk to Bob Simmons or not.

RL: Yes, I haven't asked him yet, but I'm going to ask him if he would participate.

ST: Okay, well, you know Bob went blind right over Christmas recess practically, and I think he and this student got to be pretty good friends.

RL: I see. When I came, Professor Simmons was already blind, and I never really kind of knew how that had come about. I knew that he had been sighted.

ST: Yes, it had happened very suddenly. It was, like I said, almost over Christmas recess, and I don't know the cause of it, whether he was on some kind of blood pressure medication that went awry or what happened.

RL: Well, he and his wife were at the alumni award luncheon that I just attended today before I came here, and he looked well. I didn't get an opportunity to speak to him, but one of his special students was one of the honorees at the luncheon, Michael Shames, and so he sat at the table with him and was mentioned in the acceptance speech.

ST: Well, Bob continued to be quite active in community events.

RL: You still see his name sometimes on the ballot when you're trying to make head or tails of the propositions.

ST: I thought I would tell you a couple of things about how the offices have changed a little bit. The only furniture that we got was supplied by the law school then. That was a desk, a chair, a bookcase, and a filing cabinet, and everything else was probably a castoff from home or purchased. When the third floor was being changed into the library, I managed to get another filing cabinet from up there, another bookcase, and maybe a table, but my office basically looked like it was furnished by Good Will.

One summer, the fire hose located in the hallway of the street level floor managed to break loose somehow, and there was water everywhere. Apparently, the building tilts to the east, which is the side my office was on, and so everything had to come out into the hall, the carpet, everything had to be sent out to dry.

We furnished our own typewriters. When computers started to come out in the eighties, I think Bill Velman was probably the first faculty member to have one, because he built it. He built it during the summertime from scratch.

Bob Fellmeth put together a Kaypro package with a computer and a small printer, and I recall that was over two thousand dollars, which each faculty member who wanted one purchased. That might have been about nineteen eighty-two. It was like a suitcase, and it could be carried home, like a rather large suitcase. There was no hard drive to it. WordStar was the word processing program that we used, and we got some instructions as a group, maybe three times.

Later, Bill put together a computer for me, after the Kaypro ...

RL: ... debacle?

ST: Yes, well, it wasn't capable of taking a hard drive, and the law school had gone to Word Perfect. There wasn't any computer help or assistance then. There was no Internet. We used the big floppies. At one point, we got the huge sum of seven hundred dollars for a computer. It took a very long time for me to get a connection in my office so that I could access Westlaw from my office. I could do that finally.

RL: Did you need to do that through one of those telephone couplers?

ST: Well, it was a telephone line, but you could get onto Westlaw finally. First, it was only from the library that you were able to get to Westlaw.

The first time I saw Windows was when I bought a Compaq notebook, which cost me about five thousand dollars, and that was in nineteen ninety-three. I had had a great research assistant who was able to help me a little bit with that. Unfortunately, he was then studying for the bar exam, and so he did not have very much time, but he had been great the previous year. I was on sabbatical the prior year and was writing a law review article on premarital agreements, and he was a really good researcher and writer and knew a lot about computers.

It was a really difficult year to be doing that because the computers were changing all over the campus. You had to go one place to get something printed. There were also changes made in, what did they call it, the white book, that accompanies how you cite things in the law review?

RL: The Bluebook.

ST: Well, it's a blue book, then maybe it became a white book, I don't know.

RL: I know what you're talking about.

ST: That all changed, and so anyway that was my computer experience at USD, DOS and big floppies.

With the sabbaticals, I think I was entitled to three during the time I was there. I let one go by. One, I did a variety of things, including writing a law review article with Virginia Shue. I took one semester off, and the second one I took the full year and wrote that article about premarital agreements, which was published in the Idaho Community Property Journal.

I'm not sure how one got paid. I can't even remember. Was it full pay with one semester off and half pay with the entire year off?

RL: That's what I've always heard.

ST: Okay, that's what I thought, but then I got to thinking, "Is that right?"

RL: I think it's been that way for a long time.

ST: You asked me about teaching load. I think that was two courses with a minimum of seven or eight hours a semester. One of those would be a repeat, but that was odd classroom hours.

RL: So a repeat meaning you taught it during the day and then in the evening program.

ST: Yes. Now, it's possible that some second-year courses have two day divisions, but I never did that in a day division, but I think some people have taught the same class twice in the day division. The three-hour courses became classes that met for ninety minutes twice a week. Until nineteen eighty, I always had a night class, and then after that, I had one night class for one semester, but until that time, I always had a night class both semesters.

RL: And is that kind of how it worked by seniority? Was it that after a while, you could ...?

ST: No, finally somebody decided it wasn't fair to have to teach at night all year long, and some people just refused to teach at night.

RL: That was the big bone of contention, wasn't it?

ST: Well, they had a lot of part time people teaching at night as well, but they had to have so many full time people teaching at night. I really didn't mind teaching at night. It wasn't fun to start at seven thirty. You sort of ran out of gas, but if it was a six o'clock class, I didn't mind.

Talking about classes again, we had an experiment—I think it went for two years—on midterm exams. I don't know if anyone has spoken of that.

RL: No one has spoken of that.

ST: It was a real fiasco in my opinion, which meant that there was a week out in the middle of the semester for midterms. Some people just lopped that off of their final and put that in there. It had to count something, I think, on the final, but I made up a separate midterm, and it just ruined October. We always reinvented the wheel, reinvented the curriculum, and somebody wanted to try the midterms. I don't think it was very well accepted. I haven't heard about it for a while.

RL: No, I believe that some professors give midterms more for a practice, and it's voluntary. They can choose to do it or not.

ST: Well, that's fine, but when you have to do it and it all has to be scheduled, and it's just like another mini final exam week.

Again, with the classrooms, I hope this has all been changed, but I never had a satisfactory podium after they got those two classrooms upstairs, the big ones. They were always little things, and if you had more than one or two things to carry, like a book and a notebook, you were just out of luck if you had a book of statutes or regulations, four or five different things.

RL: Which most law professors and Tax professors must sure have. Were the podiums the kind that sit on a table or was it just a narrow podium?

ST: A narrow podium. They changed that shortly before I retired.

RL: I think that a lot of the rooms now have something that sets on a table so you can put some materials to the side, and in the small library classroom, I actually had a wider podium.

ST: It was a bone of contention for me.

RL: Who could you bring those kinds of problems to?

ST: The associate dean.

RL: Okay, so maybe Doris.

ST: No, Doris was teaching then. She wasn't in administration any more. So it was whoever was the associate dean at the time.

RL: And did that change much? I know Bert was the associate dean for a while.

ST: Oh, that was a long time ago. Ginny has been the associate dean for a long time dealing with faculty matters and the other dean for students.

RL: Carrie Wilson.

ST: Yes, Carrie Wilson. I didn't have much contact with her, because she was with the student difficulties.

We could talk about the foreign programs?

RL: Yes, definitely, can you tell me which ones you taught in?

ST: I taught in Oxford and Paris. I had told Bert that I wanted to teach, and I think the Paris one was the one that was more or less earmarked for me, but then, Professor Maudsley was going to teach in the Oxford program, and he was unable to teach because of illness. He passed away because of leukemia.

So I taught Comparative Estate Planning for two weeks. That's as long as the course was, which was at the end of the program, so by that time, people had settled in, and this was two weeks following a three-week tour of Europe, which was really wonderful. It was lots of fun, and I met people, well, at least one, that I stayed in touch with on a very regular basis, a nice group of people. I had a great time, so it was kind of grim to be all of a sudden in this room at Oxford close to the bell tower and no TV. I bought myself a little radio. I would get up in the morning and do my studying, teach my class in the early afternoon, and then walk downtown—the stores closed early—and get a bite to eat, and that was about it.

RL: Was the tour part of the USD group?

ST: No, no.

RL: You did that on your own.

ST: I did that on my own. I had never been, well, I had been to Scandinavia, but I hadn't been to the ... It was the kind of a tour like if it's Tuesday, it's Belgium, but we did get through a lot of countries. We had an excellent guide, and it was a very great group of people. I don't know, we just kind of all jelled. That was the year that the prince and Diana got married, nineteen eighty-one, so some of the kids went in to London, but I think they probably didn't see much of anything.

RL: I can imagine it must have been packed.

ST: I did get into London once for a ballet with one of the students. It rained when we went in, and we met a group of other students that were there from the Paris program. We went to the

ballet, and it was raining quite hard when we got out, and we had a terrible time getting out of London that night, because I'd say, "Okay, now, we're going to turn at this next circle," and then we couldn't make a turn. I didn't try driving in England. She was pretty adept at it at that time.

RL: Who was doing the driving?

ST: The student, the one I went in with from Oxford. She said she went on a tour with a bunch of her friends before that, and the car showed up, and it was a stick shift, and she was the only one who could drive a stick shift, so she had to learn quickly how to stay on the right side of the road, or on the left side.

RL: On the left side, which is the correct side.

ST: The other foreign teaching was in Paris, and this followed a two-week tour with my sixteen-year-old niece, or my niece that was about to be sixteen. Bert had arranged for an apartment near to where he was living with his family. Actually, the little house that they had was at the corner of this complex of apartments, which was like built in a square, so we had nice courtyard. The apartment was fine, but there were fifty-six steps to reach it, and we arrived with a lot of luggage because we each had one big suitcase. I had a heavy suitcase full of stuff I needed to use to teach. Fortunately, Bert and his family arrived shortly after we did and helped get the baggage upstairs, because we were going to have to unload it piece by piece.

The classes were downtown, but the Metro was safe. We were there about a week before I had to teach, so Bert took us around on Sunday and showed us where the Laundromat was, where the grocery store was. We got acquainted a little bit that way with where things were. I relied on my niece's French, which was a big mistake. She could barely read a menu, and I don't speak French at all, so we ate a lot of hot dogs and vegetables.

Unfortunately, there were no other faculty children for my niece to be with. There was no TV, or they had locked it up. There was something locked, a closet, at the end of the hall. Bert's girls were a couple of years younger than my niece, and of course, two years when you're about to be sixteen is too young.

One of my former teachers from OSU, his name is Bill Van Alstyne, he was married to one of the women teaching in our program, Pamela Gann. Well, they were very nice to my niece, and we went out for dinner two or three times together. My niece turned sixteen when we were there, so we went to the Eiffel Tower for her birthday, but unfortunately, it was a cloudy day. It was a good experience being in Paris for that long.

RL: Was that also a two-week class?

ST: Yes, that was two weeks. That's why we were there a week ahead of time, to kind of get acquainted. The tour had to match when I had to be in Paris, when it ended.

RL: How many students would you have in each class that you taught?

ST: Well, it was not a very good class to offer, frankly, because they were small. I'm trying to think, maybe around ten. It was entitled Comparative Estate Planning. The problem was that many of these students had just finished their first year, so they hadn't had Wills; they hadn't had Trusts, so you spent a good bit of time dealing with just those basic issues before you could talk any further. There was probably one day spent on trying to compare.

RL: You had to do so much background.

ST: Yes, for them to understand it.

RL: Did you have European students in the class as well?

ST: No, they were all Americans from other law schools. I don't recall having any USD students in my classes, but my classes were small.

RL: Were you able to get them to do the work with all of the distractions of Paris and of Oxford?

ST: Yes, they did. They got a final, and it was basically just conducted like any class would be, so it worked out okay.

Well, just a couple of other things. You wanted a little humor in this. There used to be skit night. I don't know if they still have that at the law school.

RL: They don't do it any more.

ST: Well, I think I went to one actual skit night, but one time I was told that they were going to do me, and the girl that was going to do me was, I think she was a research assistant for Bill Velman at the time, so I watched the dress rehearsal. I often wore a turtleneck sweater and a jacket and a skirt, and sure enough, she came in with a turtleneck, a jacket, and a long skirt on, and dropping books, as I did, because I had plenty to carry. Then she said, I don't remember what her dialogue was, but she did manage to get off those clothes and underneath was a belly dancing costume. She was quite good at that. She had obviously had some training in that respect. I never did that, never in my life, but it was funny. It was well done.

RL: Can you tell me a little bit about the support staff at the law school. I know that you're still friends with Sylvia Loza, and maybe you can start by telling us a little about her and how the two of you sort of struck up a friendship.

ST: Well, Sylvia started out as my secretary. That was when all that area that's now Admissions was across the hall from Records?

RL: Yes, it's the registrar's office.

ST: Okay, there was a room in there for secretaries, and Sylvia and one other person sat in there. That's how we became acquainted. She was my secretary, and she went from that to another position. I don't know how people, there's a bonding, I guess, so no matter where she was working in the law school, and she stayed in that building. I don't think she ever worked

across in the legal research building. We just became friends. I came out to California after I had retired and stayed a couple of weeks with her. We just kept in touch by telephone, and she's been here to my home several times. She's been quite busy lately, and so it's been a while since I've seen her, but we e-mail and talk on the phone. She's just a good friend, a good person.

RL: So you've known her for a long time.

ST: Oh, yes, ever since she started working there. It's a pity that I didn't take a class in Spanish at the college there. I could have had plenty of help from the staff. I regret that.

Then, Perla was my secretary when I retired. I don't know how many years she was my secretary, but Perla was always, no matter how swamped she was with work, she would put it aside and get out whatever I asked her to do. I hope I was reasonable and didn't ask her to do something in a hurry that was very long or lengthy, but she was always very, very accommodating and very pleasant to me. I really enjoyed having her as my secretary.

Going back, Evelyn Cameron had all of the financial problems to deal with. In other words, she kept track of the retirement contributions.

RL: So that was done at the law school rather than at a separate human resources ...

ST: Oh, yes, this was before we were compelled to unite, and she did an excellent, excellent job of it. If you wanted to know whatever it was you wanted to know financially, why she could come up with your records. There was no computer then. It was all ledger, hand ledger.

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TAPE 2a: SIDE B

ST: Another person that I remember fondly was the secretary to Dean Sinclitico. Her name was Rozelle Long. She just was a very nice lady and very accommodating to the faculty. She didn't ever work for me directly, but she was just a nice person that I remember.

RL: When Dean Sinclitico left, did she continue in the dean's office, do you recall?

ST: That I don't remember. I don't remember who was Don Weckstein's secretary. I just don't, but she may have.

RL: Do you think she stayed at the law school?

ST: She died of cancer, but when exactly that came about and how it affected how long she stayed I don't remember. Someone else might.

Millie Gunther had different job descriptions. I'm not exactly sure what Millie did. She may have helped Evelyn, but she was always there, too. She was a good-natured person, and I liked Millie.

Two other people that were secretaries—one was Nayda Chrisman, and Nayda liked to give parties. She had the faculty in small groups to her home several times. She helped me plan a party for Dean Weckstein at our house, and we even had a party to plan a party. Nayda liked to do that. She played the piano or organ, and I don't know where she went when she left the law school. We didn't stay in touch.

Isobel Law was another one that was, I think, hired about the same time as Nayda, and Isobel worked in admissions and student records, I believe. I get admissions and records mixed up, so you may have to clear that up. Isobel and I still stay in touch. We have birthdays about the same time of the month, and so we exchange Christmas cards and birthday cards. So those are the people that I remember from the staff.

RL: When you first came, I mean, we have so many administrative departments now, and I just think it was run on much more shoestring type of administration back then. Is that correct?

ST: Yes.

RL: Who handled all those different things, you know, like admissions and records and those kinds of things?

ST: I can't tell you much about the admissions, but I think Isobel was the record keeper for student records, I believe, but I think Evelyn and Millie did the financial in-house things. It wasn't across the street at the human resource office.

RL: This I wouldn't remember if I were you, but having said that, that it all came out of the law school, do you remember when you got your pay check, was Dean Sinclitico's signature on it rather than, you know, now we have the president of the university?

ST: I don't know.

RL: I wouldn't remember either.

ST: I don't remember that at all.

RL: I wouldn't either. I just wondered. I didn't realize, but of course it makes sense, that if it was not centralized, then of course all of those functions would have to come out of the law school itself.

ST: I don't remember. I think Isobel may have handled administration of the health program. I had some questions when Bill Velman was hospitalized, and Isobel took care of those, so that would be all centralized now.

RL: When you came, I think we had established that there were, what, about maybe a half a dozen members of the faculty when you first started out?

ST: About that. I think we said, not counting Dean Sinclitico, I think there were four, and then they added four the year that I came, well, five, I guess—Bill, John Winters and Santa-Pinter and Darby and myself—that would be five. I have to go back and look at my notes.

RL: I think I'm asking a more general question, and that is, you know, then things started to grow and started to grow, and more and more faculty were coming in. Did your job as a faculty member become somewhat more almost bureaucratic in the sense that you then had to serve on committees and do peer review and meet with people who were applying for jobs? Did that aspect of your job grow?

ST: Yes, eventually of course, it grew. Yes, as the faculty grew, the committee structure grew. Some people liked to be on some committees, and some people liked to be on other committees. To some degree you had a choice. I [chuckle] was stuck on the admissions committee for so long I do not care to tell you. In the springtime, you'd be carrying home files of applicants.

RL: Because you would read those files and advise ...

ST: Yes, well, they went through several hands, and there were about four or five people on that admissions committee, and then, you would grade them, scale them, and depending upon

what other faculty members did, and then we had admissions meetings. That all got changed somehow. Someone that could probably tell you more about that than I is Doris, because she was there on admissions. I should have said that Doris was probably *the* person in charge of admissions, and Isobel then worked with Doris.

RL: In a support capacity.

ST: Yes, I think that's the way it was. Doris came from, Dean Sinclitico stole her from Cal Western, and so Doris pretty much kept to herself there in the office. She did teach Partnerships, so I didn't know her very well when she first came there, but she was always walking around with a pile of ...

RL: ... of those files.

ST: Right, so have Doris clarify that when you talk to her.

RL: I was chatting with Carl Eging, who is the current admissions director, and he thought that your office was near to Doris's office at one time. Is that accurate?

ST: Right across the hall. Doris is still in that office as far as I know. Hers would be overlooking Guadalupe Hall, and mine was overlooking the parking lot. They were pretty much identical offices with a large balcony, which you never used because it was always dirty.

RL: But you could step out on to the balcony? I mean, there's a door there.

ST: Oh, yes.

RL: And you didn't have air conditioning, did you?

ST: No, no air conditioning. You brought your own fan.

RL: Was that how it worked?

ST: And your own heater in the wintertime. The disadvantage of that office, everybody says, “Oh, what a nice office!” but if you left the door open, then you’d have more breeze than you wanted and more walk-ins than you wanted if you were trying to get something done. There was nothing between you and the hall, and the windows were basically louvered windows on doors. You could fling open the doors if you wanted to.

RL: Speaking of getting something done, then when you wrote your articles and took sabbaticals, did you stay away from your office and work elsewhere where you wouldn’t be interrupted at all?

ST: It was a bit of both, work at home till you needed the library facilities, and then you’d come in, so it was a combination.

RL: Tell me about the library. Obviously, as a librarian, I’m interested, and I know it had different iterations, but as a faculty member working with the library to have the library provide for you what you needed, what was that like in the beginning, and how did it develop over the years?

ST: My use of the library was pretty much limited to the tax services. The secretaries didn’t like to file those. I had one tax service Dean Sinclitico let me have in the office, so I didn’t have to always run to the library. You know what I mean by the tax services, the looseleaves, and they got updated every so often. The secretaries didn’t especially like to file those things.

RL: They’re a little cumbersome to file.

ST: Yes, so I pretty much used the library for that, and occasionally a treatise, something that someone had written, a law review article. After the library moved across and had their space, why, I was never in that building as I didn't have an office there.

RL: In the Legal Research Center building.

ST: Right, and we did have a small faculty library on the third floor, which pretty much took care of I'd say ninety percent of my needs, and then, when I was doing other research, why, my research assistant would usually get the materials that I found cited and wanted to take a look at.

The library was always very accommodating. If I said I have things I want to donate to the library, why they would always send a cart over and let me fill it up.

RL: And we still do that.

Now when you say as far as the filing the looseleafs, the secretaries didn't want to do it, so you used the library. Did librarians and library staff come over and file for you, or did you just go and use the library's version of the service because it was better updated?

ST: Well, the service that I had was, it wasn't Prentice Hall, and it wasn't ...

RL: BNA?

ST: Maybe that was the one that was in my office. Prentice Hall, if I wanted to use that, and the CCH, which I preferred, I had to go to the library to use. I don't know how you updated it over there.

RL: It's regularly updated as the materials come in.

Did you start to sort of migrate over to materials online, or were those materials not all that available online while you were teaching?

ST: Just through Westlaw, and that was just, well, you would probably know better than I when Westlaw started.

RL: It was in the late eighties or early nineties, I think, that we got it back in Ohio. I'm trying to remember, so that would be pretty much toward the end of your teaching time.

ST: But I was able to use it and even keep it while I was on a leave of absence so that I could keep up with things. I could even access that from my little notebook, which didn't have the ability to use the Internet, which wasn't even really in use at that time.

RL: That's right; it's really been the last ten years.

Did you have much contact at all with Father Geimer or with Joe Cieszczelski in terms of the library when they were library directors?

ST: Well, more as friends rather than library directors.

RL: What were they like?

ST: I think I've mentioned on our prior interview that Father Geimer was really a nice quiet man. He was the librarian when we came there, and actually, his office was the office that I ended up occupying on the main floor there. He was a very nice guy. He went to, I think I mentioned this before, he went to Cathedral City as a pastor. I think Evelyn Cameron and Millie may have gone over to visit him there when he was there.

Joe Cieszczelski, while in the LRC, the mail room was in More Hall. I still call it More Hall. The mail room was there, and so you'd run into people that might be over in the library in the mail room. Joe and I were just more friends than a library-type relationship.

RL: What was he like?

ST: Oh, he was funny. He was fun. He was just really a nice, nice guy. He married the daughter of a woman that was, I think, assistant to the librarian. Her title is in some of the material you gave me. That's who he married, and they had a daughter. The daughter was a baby, a young child anyway, and he went on a camping trip with I think it was a student that was a friend. These two couples went on this camping trip. Joe had I think it was a Volkswagen van, and it rolled, and the little girl was killed. That's pretty sad.

Then, they had another child, a boy, and last time, well, I saw him when he was in high school, and Joe was very tall; he was taller than Joe. Nice, nice young man.

Yes, I liked Joe very much.

RL: You talked about socializing with the Engfelts after they had children, going over there for game night and all. Were there any other of the faculty who participated in those nights or other kinds of socializations?

ST: No, we lived close to each other at that point. When they moved from that house, they stayed pretty much in that same area, so it was close. That's before you get involved with children's activities, and they didn't have to get a babysitter, and it was all very informal.

Frank's biggest trick was he liked to come over before he knew I would be ready to face the world on Sunday morning, you know, and ring the doorbell and "Hi!"

He and Dick Kelly and Bill were all good friends.

RL: When I was going through the old Woolsacks, the school newspaper, I found a piece by Dick Kelly on judicial selection, and the upshot of the piece was that the best pool of candidates for judgeships are law professors, so I excerpted that and put it in the last edition of the faculty newsletter, *Obiter Dictum*, because I thought it was very timely. The piece was more than forty years old.

What was he like? I, of course, didn't know anything about him.

ST: He was really nice. I liked him. He didn't think women belonged in law, but I don't know whether he just said that to be a curmudgeon or not, because I think I mentioned before that

when I taught Trusts for the first time, he gave me his notes. If there was anything that seemed to be more in his area of law, and I wanted to know about it, why he would always be helpful.

He liked to play tennis, I think. Maybe he and Frank played tennis together. We got to know them right off the bat because I think I told you before that they had rented this house fairly close to the university. It would be close to that junior college over there. What is that, Mesa College? Then they bought a house, so we came out here from Ohio and were able to move right into that house that they had rented.

We socialized. They had three children, the youngest being a girl, I believe, and then a boy and then a girl. His wife was very nice. I was sorry to see Dick leave. He just decided he wanted to go back or they wanted to go back to Oregon. They were nice people.

RL: As somebody who really was a pioneer in the law and for your gender, what advice in retrospect would you give to someone starting out now as a law professor?

ST: Starting out as a law professor? Well, I don't know [chuckle]. I think just be themselves. You have to get to know the other members of the faculty. I don't think you should be buddies with the students. I mean, I think you should be friendly and available, but thinking back, I can think of a situation where somebody wanted to be a student again [laughter]. That didn't work out very well. I think just be available to students.

Write as much as you can. That's always there, even if the article is not going to be looked at by anybody ten years from now because it's all outdated. That's a record. You know just from the recent things on television about you can sink your own ship by writing or if you don't write, why you don't even have a ship, I guess.

I think before you get to that point, if you want to be a professor, or you want to teach, graduate high in your class. Be on the law review. Work a couple of years for a very reputable law firm, and publish something during that time that's not too controversial and in the subject area that you think you might like to teach in.

Have a mentor from law school who has a national reputation or somebody you know. You might like Professor A better than you like B, but B's well known. You can have both of

them but it helps if “Oh, I was clerking for or research assistant to Professor So-and-so” who’s known.

Students can pick out a phony, and I always said, if I didn’t know, I would say, “I don’t know that (in answer to a question). I don’t know, but I’ll find out and tell you next time we meet.”

Another faculty member once told me, “Well, you’ve only got so many I don’t knows to spend. Don’t do that”

Well, what are you going to do, guess, if you don’t know [laughter]? I would rather just put the cards on the table if I didn’t know. You have to be yourself. We all get embarrassed sometimes maybe. I remember my first year of teaching I had an appellate case that had gone to the Supreme Court, and I didn’t know it, and I was corrected by the editor of the law review. He was a nice guy, but you know, that’s a little embarrassing. I should have shepardized that because it was an appellate case, but you don’t have time to do everything, so be as prepared as you can for class. Sometimes the classes that you’re not so well prepared for turn out better than the ones you are prepared for, but it just kind of depends. You just have to be able to roll with the punches.

RL: You taught a particularly volatile subject, volatile I mean in the sense that tax law has gone through so many changes over the years. Was that hard to keep up with? How did you keep up with tax law?

ST: The first tax course I took I took as an undergraduate, and that was when the fifty-four code came in, and even our teacher was referring to the thirty-nine code. Well, then there were just one after another amendments to the fifty-four code, and then we got the eighty-six code, and yes, it was difficult to keep up.

I changed case books. As the new one came out, I would grab on to it, because I figured it was the latest. Maybe that was or wasn’t a good idea, but that’s kind of the way I did it was to find out what is the latest case book, and if that was any good, or if they had written another one before that one, then I might use a different book. Some people just set their pattern by a book. I

think that's kind of what Bert did and kept up outside of the book even though the book wasn't updated every year. They usually have a supplement every year.

RL: As the first woman to teach law at the University of San Diego, that's another area in which you've seen a lot of changes, and that is gender equality or participation in the study and profession of law. How has that impressed you over the years?

ST: I really don't know how to answer that, because I really don't think that gender has anything to do with it, whether you're a male or a female. I think I would have found it very difficult to practice law and have a family. I have a friend that did that. Well, she actually didn't start practicing till her girls were in school that I spoke of before, but Doris successfully managed to be a mom to two kids, and one's a lawyer and one's a schoolteacher. I think it would be more difficult for a woman, because there are just things, tradition. It would be harder unless you had good help. Ginny Shue's another one who has a daughter, and she was a single mom. It can be done. I just think it must be harder, must be a lot harder.

RL: As far as in the classroom, did you find in the tax area that there was any gender imbalance, that more men than women took your classes? Was that noticeable at all?

ST: No, not toward the end. I think that kind of went along with just the change, more women in the class, more women in law school. As a matter of fact, for a couple or three years, there were two women, I think, that were teaching in the graduate tax program as it got off the ground. They stayed only a couple, three years, I believe.

RL: There's a woman who has been teaching at night for many years, Susan, think her name is Keezer.

ST: I don't know her.

RL: I think she's an adjunct, but she's been teaching for many years.

I have to say that, listening to you, and it's always of interest to me because I was raised to be one thing, which was wife and mother, and then grew up to go into a professional life and have to make a whole psychological shift as well. The impression that I get from you is that you in some ways were just very no nonsense about it, that you didn't really think about it in terms of "Oh, I'm a girl. Can I do this?" but that to some extent you always had a strong sense of your own self and your own abilities.

ST: Probably so, and I didn't really, I don't know, I just didn't think about that. I wasn't jealous of people that had children. I mean it didn't bother me. Now, at this age, it bothers me [laughter]. A lot of people have moved to this particular area to be near to their children.

CONVERSATIONS IN LEGAL EDUCATION:

ORAL HISTORIES OF THE FIRST HALF-CENTURY OF THE UNIVERSITY OF SAN DIEGO SCHOOL OF LAW

Narrator: Sarah Smith Velman Tintor

Interviewer: Ruth Levor

Recorder: Ruth Levor

Date: November 8, 2005

Accession No.: OH-LRC-Tintor

TAPE 2b: SIDE A

RL: You say, in case that last tape cut off at the end, you said you just really didn't think about it, and it occurs to me having watched all the noise that brought about the women's revolution that it was important that we had those people who were kind of in your face, but it was equally if not more important that we had people who just sort of sensibly demonstrated by example, by going about and doing it, that it was silly to think that professional work could not be done by women.

ST: The plodders [chuckle].

RL: Well, to some extent, maybe, to some extent, but in a very positive direction in the end, and for me, having lived through that transition, it is, I have to say, and I hope I don't embarrass you, in a way inspirational to me that you did not have those self-doubts, that somehow they did not seep into your consciousness and that you were able to pursue your own intellectual life without questioning whether as a woman you could do that.

ST: I guess all of that is true, and as we talked about before, the problem of law firms and accounting firms not wanting women was probably the most aggravating of anything. As I said, as far as the academic world was concerned, I didn't feel discriminated against, either as a student or as a teacher. I just didn't.

RL: Well, maybe you were just too busy learning and working to focus on it.

ST: Maybe, that's probably a lot of it. I wasn't political; I wasn't marching; I just wasn't. I was doing what I had to do to make a good grade or prepare for class. I couldn't be bothered by these things that I knew I couldn't make any difference in.

RL: And yet you did, that's my point, by just doing it.

ST: Well, thank you.

RL: I know you haven't been around USD for a while now, but over the course of your time there, what were the biggest changes? What impressed you at the end as so different from at the beginning, just on campus?

ST: The building. There was always something going on building-wise, which may or may not have inconvenienced you personally. The money that's gone into the university from private donations, and some of them have been, as you know, very substantial. We didn't have old enough graduates for them to have the resources to make contributions to the university. I would say that's the thing. Money does a lot, building-wise, physical building-wise, and faculty-wise. I guess that would be the thing.

I know once we wanted to get a professor from Ohio State, I had recommended him, for the director of the tax program. He came out, and you know, fifty thousand dollars was the top salary then. Now, by that time, the price of housing had gone up more substantially than Ohio. So the money does make a big difference. If they can pay people to come ... I know that I got letters from people, from faculty at Ohio State, wondering if there was a position for, they might recommend a good student. I know there was a teacher who wanted to come out here often. He wanted to come out here and teach. Actually, there was a couple that was out here visiting, I think from Ohio State.

So the university just grew, not only in numbers but with finances, with respect to reputation, and I don't think you can attribute that to any one person or one dean. It was a combination of many deans and many people that came, the people that did come.

RL: And that we're now sending out into the community as our alumni body grows and grows in stature, I think that it feeds upon itself in a positive way.

Are there any other strong memories that maybe I didn't think to ask you about or anything else that you wanted to add before we end this pleasant interlude?

ST: No, I can't really think of anything. I might have used phased retirement rather than what I did. It was kind of abrupt. I took a year's leave of absence unpaid, and then I asked for another, and during that two-year period of time, we had moved to Hilton Head, South Carolina, where we didn't stay. I thought my brother was going to move down there, and he didn't. Then we went to Ohio and then finally out here. I think if I had it to do over again, I probably would have selected phased retirement. It would have been more comfortable.

RL: Many people do it that way.

ST: I know, but I didn't. I had two years to think about it, I guess, and I could have gone back, but life had kind of moved on then, and so that's just the way I did it. I guess if I was sorry about something, that would have been it, should have phased.

RL: That might go in advice, not to aspiring law professors but retiring law professors.

ST: Yes, think about it. I know Doris is still there, and Frank was for a while, and Joe Darby, is he?

RL: He, I believe, doesn't teach any more, but I think he still has an office. He comes in a lot to research and things like that, but I think he did it on a phased basis as well. Even Grant Morris is on phased retirement.

ST: I think that's why a lot of these older people, men, they happen to be, that's all they knew was teaching law, so this was a wonderful place to retire. They had a wonderful reputation, and they didn't probably know what else to do.

It's a very satisfying thing to do.

RL: I would think so, because you teach and then they go out into that profession, and there's more of a sense of return, I think.

ST: Right.

RL: Well, it's been delightful for me to spend this time with you and to get to know you a little bit. I really appreciate it very much. Thank you for these interviews.

ST: You're more than welcome. I'm glad to do it. It's brought back a lot of memories for me.