

CC Carter: So... I want to welcome all of you to our Higher Education Leadership Series. We are really, really honored to have as our kickoff speaker for this year Dr. Paul Zingg, the President of Chico State. I think most of you probably know that, but here's some other information about Paul you may or may not know but I like to share his bio with you. Prior to being named him being named the President of CSU Chico, Dr. Zingg was the Provost and Senior Vice President of Academic Affairs at Cal Poly San Luis Obispo, (boo), from 1995 to 2004 that's, that's the dates he was at Cal Poly. Before that he also served as the Dean College of Liberal Arts at Cal Poly from 93 to 95. Dr. Zingg served as the Dean School of Liberal Arts at St. Mary's College of California from 1986 to 1993 and previously he spent several years at the University of Pennsylvania from 1978 to 1983, serving as the Executive Assistant to the President as Vice Dean of the School of Arts and Science. He has held professional ship.... professorships in history at all of the institutions he served. Dr. Zingg received...received his PhD in history in 1974 from University of Georgia Athens, an MA in history in 1969 from the University of Richmond, and a BA in history in 1968 from Belmont Abbey College in North Carolina. He has published 10 books and over 100 articles on American higher education, student learning, educational leadership, sports history, and intercollegiate athletics. He is also acted as a sports history consultant to several presses, the media, museum curators, and on the Ken Burns' acclaimed television documentary series "Baseball." In 1994, Dr. Zingg was appointed a Fellow of the American Council Education in 1983 to 19... in 1983 to 1984. Has received support for his research from the National Endowment for Humanities and has served on several national boards and commissions for higher education, including his current place on the National Presidential Roundtable on Higher Education. Without further ado, I'd like to introduce Dr. Paul Zingg.

Dr. Zingg: Thank you. Well he has gone back to the 1960, so you're probably asking, "How old is this guy?" I want to... as I try to do a lot and those of you familiar with my fall and spring convocations and a lot of the analogies and metaphors that I use frequently... is probably the one that I use most frequently is to "Connect the Dots. That notion was something that I learned, wasn't something that was necessarily in my, my genetic makeup, but it was influenced by a number of things over the years; in particular a book that I read maybe 40 years ago. A book called "Howard's End" by EM Forster. An English writer who wrote in the early 20th century and Howard's End is a sort of a coming-of-age novel that crosses three different classes in England; the aristocracy, the emerging new wealth of the Industrial Age, and sort of the old bourgeoisie society in, in England. And it focuses on a young girl who's crossing among those societies and engaged, she's in one of lower levels, engaged to be married to a young man representing the old school aristocratic class in England. And she is young, she is curious; the last thing the world she wants to do is to be bound to this really boring individual for the rest of her life. And so she begins to question, you know, "Where is my life going?" And she does a lot of reading from the ancient classics up through the great English classics, particularly, Shakespeare and Milton and so forth. And she forms a philosophy of life, that is reflected in a simple phrase "Only connect..." she says, "the prose", (that is writing, P-R-O-S-E) "the prose and the passion". "Only connect the prose and the passion." and that can be translated a number of ways- "only connect the ideal and the real," "only connect the pragmatic and the idealistic," "but only connect passion with performance as well." And she develops a relationship with her intended husband around that notion and she has a couple of other really powerful observations about connections. One, she challenges this guy to say that "I really want to enlarge my own intellectual and personal self through connections". So in other words, I don't want to be bound in a relationship, I don't want to be bound to a future that's going to be stifling, you know, "I need to take off, I need to soar and you need to help me do that." So that becomes another, you know, framework for really thinking about why, why should we, seek connections and in finding them, understanding them.

Around the same time, actually a little bit earlier than EM Forster was writing, the American, great American poet Emily Dickinson was talking about, you know, hope in her poetry. And her poetry can be pretty dark in many ways, but she says "Hope is the thing with feathers." Just think about it "Hope is the thing with feathers" because of soars, it flies, it lifts us up. Well the protagonists in Howard's End is basically saying the same thing, "I need a life that's filled with hope and I need to be able to be free in order to explore those possibilities."

Okay so flash backward, you know, a few years in my own life, particularly as I began to develop a sense of my intellectual interests and my identity, not as an intellectual, but as a someone who was really fascinated with ideas and particularly the expression of ideas through the discipline that I chose, history, and the commitment on which I thought I was embarked all my life, which was to be a history teacher. When I was in grammar school, all I wanted to be was a grammar school teacher when I grew up. When I was in high school, all I wanted to be was a high school teacher, When I got to college, all I wanted to be was a college professor and part of that is reflective in my own family history. Which was... it was sad and hard... my father died quite young. He was really an angry, even violent alcoholic and was not really a part of my life growing up. So when I talk about these teachers they were my mentors, they were my heroes. I wanted to be just like them because they, they help even rescued me along the way. And so did coaches and other folks who became big brothers and father figures and so forth. So recognizing that has become a big part of my life to want to be... to want to be a role model, to want to say "How I help?" and invite me to the opportunity to do that. Obviously schools, elementary, high school, and college is filled with that invitation and that opportunity every day. Go outside this door and theirs 17,000 stories of folks, who even though they may not admit it could, could, you know, stand a helping hand at some point. So here I am going through elementary and high school and college and then since I didn't have any more school to go to after college, it was where my next mentor was going to be? So off I went to graduate school and I found further mentors there helping to shape my interest in history and helping to develop my skills and aptitude, you know, for teaching. And to make that long story short, I ended up at the University of Georgia working on my doctorate. And, you know, talk about connections I had a conversation this morning with someone who works in Washington because he was in the CIA as an advisor to several administrations including as a very junior CIA officer and advisor to the Lyndon Johnson Administration from 1963 to 1968 and worked with Dean Rusk who was the United States Secretary of State during the Kennedy and Johnson Administrations. When I got to Georgia, Dean Rusk had just left Washington and he arrived to Georgia as a Professor of International Law. And Dean Rusk was not the kind of highfalutin, high society administration that particularly had formed around the Kennedy mystique and the Kennedy administration. He wasn't from Harvard. He wasn't from Princeton. He wasn't from places like that, he wasn't from an aristocratic tradition like this young man in Howard's End trying to woo this young girl from a very different class. He was a very ordinary guy from a family of modest means from Georgia not from high society in Boston or New York or someplace like that. But he was smart without being overbearing and charming without being annoying and completely accessible. And I met him maybe only couple weeks after I had arrived to Georgia at a reception and I'm awed because this is the former United States Secretary of State. And at that time I was embarked on a career to be a diplomatic historian, a historian of American foreign policy. So it was only natural that I kinda connected to him. And so we had these early conversations as I worked my way through my course work and I finally got to the point where I had to choose a dissertation topic. Well this is what I wanted to write about, I want to write about sports history from an international perspective. I wanted to write about the United States baseball history with Japan, both before the Second World War and after the Second World War as a way in which to strengthen a restoration of a good relationship with Japan after the war, but also baseball as sort of this evangelical expression of American values and American culture. I wanted to write about the United States- Soviet track meets in the 1960s as a way in which the tension of the Cold War, began to be cut through just a little bit through the relationship among, among those athletes. So I didn't want to do Olympics, I didn't want to do the big, I wanted to do these other things. Well my senior professors in the History Department at the University of Georgia said "That's not real and you got to choose something else, something that's more traditional, quite frankly, more conservative" and just not as risky as translating my interest in foreign policy and diplomatic history to a focus on sport. So I went to Dean Rusk and I said, you know, "What you think?" He said, "Be patient, know you, you got to please them right now, just grin and bear it, do your dissertation and then you can, you can, move in any direction that you want." So I did! I hung in there and I wrote a book that was eventually published on United States Third World relations with North Africa. Everyone back then was writing about Vietnam. So I said I like US Third World

relations but different. And so was United States relations with Algeria, Morocco, Tunisia, and Libya. And went over there for a research trip and actually had tea with Col. Gadhafi in his tent in Libya before he really was Col. Gadhafi. I mean nobody knew much about him know or which side of the political spectrum he was going to come down on. And all I remember was that he was weird. And his interest in me was this young American "intellectual" with whom he was going to, you know, impress and convert to go back to the United States and tell his story. Well that never happened, but it was an experience I would have not had unless I, you know, hung with it. So I did, I did the stuff that I was more or less expected to do. But deep down inside of me was something else, but I wanted to be freed to do.

So I started a career as a professor of history and primarily it really began at the University of Pennsylvania. When I went there as a young assistant professor of history. And very soon after I got there, somebody put me on a committee. And apparently I did well on the committee because somebody said, "Hey you did so well on this committee, we'd like you now to chair this task force." And then it became "We like you to author this white paper on X, Y, or Z." And then the ultimate; "Hey we think you'd make a great Assistant Dean" and I said "Why not." And that was the full trip over to the dark side of administration. And so Assistant Dean became Associate, and Associate Dean became Dean, and Dean became Provost, and Provost became President, but the key in all of that was basically saying "why not, you know, this could be interesting and I'll never know unless I check it out." So feeling, you know, confident and, quite frankly, feeling a little protected because it's important to have mentors. It's important to have somebody with whom you can talk, somebody can go back to and say, "I'm thinking about this, what do you think?" And to know that you're going to get a straight answer, that's what I got from Dean Rusk. He said, you know, "Be patient, your day is going to come and just, you know, hang in there." He was absolutely right.

And then when I got to Penn, my mentor was Penn's president, wonderful man by the Sheldon Hackney who tragically died of Lou Gehrig's disease. So why am I out there with the ice-bucket challenge with so many folks, it's because of Sheldon Hackney. But Sheldon said, you know, "I see promise in you young man" or something like that. And he invited me to be on a National Fellowship with the American Council on Education. Usually those fellows go to some other institution besides their own, but Sheldon said, "I want you to stay at Penn and what I want you to do. I want you to make connections for us, I want you to connect the prose and the passion. I want you to connect..." he didn't use those exact words, but this is what he was talking about. "I want you to connect liberal arts and professional side of Penn's house, the business school, the engineering school, and all of these major pre-professional programs." That's what I want you to do. So that then sort of re-routed my career with the same themes, but in a different format. So instead of teaching history and eventually writing a lot a history and I got about eight or nine books up here that reflected finally getting in, finally connecting the prose and the passion through writing about, and writing about sports. Initially, actually, my first book on sport was a history of collegiate basketball and then I moved to baseball, then I moved to golf, and then I discovered a marvelous quote by a wonderful writer of sport who said, "that the smaller the ball, the better the writing." Some got Basketball, baseball, golf and the writing did get better. So now, I'm not sure what's next, BBs or marbles or ping-pong but it, it all sort of made sense. And so that when Sheldon invited me to try to make those connections for Penn within an academic setting, that made sense and that really sort of shaped what I knew I wanted to do in higher education continuing to be a history professor, but also moving really deeply into administration.

The other thing that you asked me to do, is that Penn is in West Philadelphia, largely in low-income, predominantly African-American population and he said, "The other dot I want you to connect, is the connection between this university and the community. And I need you and a bunch of other folks to kinda take the lead to emphasize to our neighbors, that this was not sacred, you know, don't go there ground. That at this campus and the park that it represented was in their neighborhood." And we wanted to connect to that community and find a place for the community at, at Penn. And one of things that I had a hand in discovering was the original charter of the school that would become the University of Pennsylvania that made an explicit commitment

to serve folks from Philadelphia. And with that in hand, that translated into a very, very aggressive effort on the part of the University to form partnerships with local schools, to form partnerships that resulted summer bridge programs, and all the stuff that enabled those folks living in and around the University to recognize that Penn could be their University too. And the commitment of the University to make that happen was, was, was, was pretty extraordinary. So as I began to, you know, make sense of all these connections it...and especially when, when Sheldon appointed me as his Chief of Staff and then I moved from there to an opportunity to come West in 1986 to be the Dean at St. Mary's College. And from then to Cal Poly and, of course, at Chico State. But behind all of these moves was this constant yearning and search to find those connections and to see my own space enlarge and my own life expands through the searching for and finding and then the fostering of those various kinds of connections. So I've been trying to do that now in all my life and it's fulfilling, it's exciting, it's constantly challenging because the notion of connections, you know, takes so many forms: it's social, it's cultural, it's intellectual, it's community, it's I mean on and on and on.

I was all I've also guided by so... I've mentioned baseball, by Lincoln all of my life. And Lincoln's observation that leadership hinges on three things: humility, humanity, and humor. You, you, you, you got to be humble. You can be confident, but you've got to recognize where your place is and you can be confident without being arrogant. You could be proud and at the same time, but be humble. But it's important to, you know, kind of discover a definition of humility that, that works for you. Humanity, I think speaks for itself. You've gotta be concerned about the human condition, you've gotta be committed to trying to make it better. You, you can never deny your own humanity, we are flesh and bone. We are... we hurt, we laugh and to be confident and free, to be able to show your emotions is a powerful part of what it means to be... to be human and then humor you've gotta have it...I mean, some, some days it's the only thing that gets you through, you know, some, some days. But you can be serious as well as you have a really important and necessary sense of humor. And part of all of those, now I get back to connections, part of all of that is that I find myself constantly looking for ways in which humility, humanity, and humor, you know, play themselves out in the things, in that the things that I do. The other day, Drew had his... fall session for the staff in his division and one of the staff members is legally blind and she has a great black lab whose name is Kimball. I know the names of all the dogs on campus. I love Kimball and this was the day before Kimball's fifth birthday. So I go up to Kimball and give him a big hug and he's splashing me with wet kisses and it's great. But then I remembered, I just read a book. I read three things versiferously: I read about baseball, I read about Lincoln, and I read about dogs. And the most recent book I read about dogs is basically how dogs think. And how they think with their nose as much as with their eyes and what's between their ears. So all the time that Kimball in the past had been, you know, kissing me and, you know, slathering me with big wet kisses and I'm thinking, "Wow, he recognizes me" and there's this bond and I feel really good. Then I read this book that said, you know, don't be too deceived by that, because dogs have this incredible sense of smell and more than likely, what he is responding to is the orange juice on my breath from breakfast. So, you know, that was upsetting. So I've had a little conversation with Kimball in order to make... to get it, to get it straightened and we're, we're, we're okay now.

But again it's that constant desire and need to find connections and build and build the story. And if you've got a framework, if you got a foundation of things that matter, you know, in your life. My wife Yasuko was just in here for a few minutes and she's heading off to another event right now; but how do we... how do we enlarge our own space through the connections that we, that we make. How do we make sure that we don't live in fragments, you know. And I'll say this if she was even here, I mean, what, what, what Yasuko has meant to me has been another way to grow, through my connection with her in so many things that she represents as a Japanese woman. Bring into our marriage two daughters, I mean, never in my life thought I'd have children in in in a formal sense and the adventure, every day, of living with three women, I mean, it's just hmm... men are from Mars, women are...you know that stuff. I mean the first couple times that I remember driving in the car, usually Yasuko in the front and the two girls in the back, was thinking to myself, "We're two different species. I have no idea what they're talking about." But the girls

are 25 and 21 and hmm... it's, it's wonderful, I mean, it's just something that has been a great bonus. First of all, to have been open to the moment when Yasuko and I met. And then I was really slow because she was actually pursuing me and I didn't realize it. And then I finally caught on and said, "This feels pretty good. Maybe I ought to respond." But again that formed so much a part of...the big picture and to have a partner, and this is where I'm going with this. To have a partner that you can trust, that you could grow up with, that you can expand your own horizons with. And that partner may be your marriage partner, it may be your loving, living with partner and so many other respects. It could be a mentor, you know. There's so many ways in which the takes place. And we need partners, I mean, all the books are great and there is a lot in there, but how do you connect the prose and the passion? Because everything is not there. And it only becomes deep and real through the extent that it becomes a force; you know, in your own life.

And you reflect about what you're learning and discovering. And reading and being exposed to different cultures is such a critical part of the way in which we discover something about ourselves. And the latest in a kind of end with that. For me, my life and my sense of education has always come back to what I think is the bottom line. It's about self-discovery. And how does our education, wherever it starts, and however it progresses and on whatever level, in whatever place, how does it provide us with an additional framework and more tools to discover something about ourselves. Yes, it could be in a book, it could be in a trip, it could be in a relationship, it could be the challenge of job, but if we look upon those encounters as a way in which to discover something about ourselves and even to be able to articulate a little bit at some point. So from grammar school student to university president, there's not a script for that. I didn't go to president school or provost school or dean school or even history professor at school, but being always interested in ideas and always interested in trying to find a way in order to deal with those ideas, both within my own experience, but also within my own inner values and a framework. And if you can connect that stuff, and it doesn't come overnight, it's not necessarily easy, but it does require a conscious decision to look for connections and then to do something with them once they have occurred. And I mean the richness and the joy that will follow will be even more paramount, you know, more stellar, you know, as, as a result. So let me kind of stop there. And are we on a Q&A moment? And I'll be happy to respond to you and I got a, got a bunch of books up here.

Real quick, this is the Ken Burns book and ahm.... the baseball series, the nine innings that he did on that. I was the consultant on innings two, and innings two and three.

This book is all about connections. This was...this was a Pulitzer Prize nominated biography that I published about 1994. When I was at St. Mary's, I was wandering around there, their grounds one day and wandered out the baseball park and it was Harry Hooper Field. I had no idea who Harry Hooper was, but there was this little plaque on the field that said "St. Mary's alum Harry Hooper and baseball hall of famer." So I got to find out more about Harry Hooper, well then a biography, a Pulitzer Prize nomination and all of that came and then... all of this came just before Ken Burns and I met him on occasion or two and I said, "I've got have something in this Harry Hooper study that you might be interested in." So here's the background that, when I thought about writing Harry Hooper's biography, I visited his, his young... older, oldest brother who was still living... his oldest son who was still living in Santa Cruz, California and this is Harry Junior. So I went off to see Harry Junior and we were talking about his father and I really wasn't getting much insight into the father from the son... "Harry hits home run. Harry makes great catch. Harry does the..." You know, it was okay. So I was kind trying to get little bit more about what the old man was like, you know, a person. And he says, "You got to see my brother John." So off I go to Baytown, Texas to see John. And for the most part our conversation was the same one that had Harry Junior. It was, "Let me show you Harry's bat. Let me show you Harry's glove. And here is a great photo of Harry with Ty Cobb." And so, you know, kind of hinting that... kind of looking for something a little bit different and he was getting... not frustrated, but trying to accommodate me. So he finally says, "I've got something over here that you might be interested in. So he goes to this bookshelf in his study and he brings me down a book about, about this size. And, and it's wrapped in elastic bands and it's kind of frayed and it's kind of falling apart. And he says, "Yeah,

maybe this would interest you.” Well it's Harry Hooper's personal diary from 1909, when he was a rookie ballplayer with the Boston Red Sox. I mean, so here you go, here's a guy that is college-educated so he could write, surrounded by farmer's sons and mechanic's sons, folks who never, rarely went to college much less graduated, some barely went to high school and this guy is writing his biography. And the kicker was the first sentence, 'cause he lived in Capitola near Santa Cruz. The kicker was... and he's on his way from Capitola to where they did their... Little Rock, Arkansas where they did their spring training the summer of 19... in the late winter of 1909 and the sentence begins, “Left Capitola on the 10:42 am train for a fate unknown.” And I'm thinking, “You got to be kidding me. How good is this?” So I asked, “You got anything... this is really interesting. Got anything else like this lying around?” He says, “Yeah, I think we got a bunch of letters over here.” So he goes into a trunk and he pulls out about 300 letters that Harry had written and folks who had written Harry. From anybody who was anybody in American baseball in the first 50 years of the 20th; Ty Cobb, Christy Mattewson, Bob Feller, I mean, on and on and on all of these letters are there. And then there was a special little cigar box, which is the letters between Harry and his wife. Because she lived out in California and he spent the baseball season in Boston and these letters were extraordinary. And they were... they trusted me, but they were really concerned about the letters because the letters were pretty risqué, you know, for the early 20th century. You know, Harry describing, you know, the first thing that he wanted to do with Esther as soon as they got... but it was this innocent, you know, kind of double entendre, you know, language. So they're real worried about how I was going to do that, but there's this chapter in there entitled “Dearest Esther” which is about, you know, their relationship and those, and those letters. But it was just, you know, serendipity, but it was being open to “This is interesting. I wonder where this might lead?” And then it led to Harry Hooper, then it led to Ken Burns, led to a few other things as... as well. But again, it's being open; it's looking for connections and then being just a little bit aware that you might have found a good one and then kind of taking it from...then taking it from there. I know we have about 10-15 minutes, so I'll be happy to respond to any question...questions, comments. Otherwise I'll keep saying stories.

Audience Member: I was listening as you described, you actually kind of exited the classroom fairly early in your professional career into these more administrative positions, but you know, it's evident that you have always had a good relationship and the ability to interact with students. Is that something... and I've seen other presidents work other campuses, is that something that, you know, was a goal of yours or something intentional; how much of that was just how you are and that's natural. Can you talk a little bit about...?

Dr. Zingg: Well it's both, something that I purposely... have committed to and it's also second nature. I have taught here 3 or 4 courses, you know, over the years. I do a lot of kind of guest shticks by going in and you know, doing whatever. I tell folks that if they ever invite me I'll show up, just, you know, hopefully it's a topic that I can talk about and can make it. But again it's the heart of the matter, I mean, we're, we're educators, I mean, that's, that's, that's our job and it's our calling. That should be our joy and however, many connections you can make with the students, in and beyond the classroom, I mean, so much, so much the better. And you gotta have the trust of students and you only gain that trust by being among them. Drew is headed out the door, but I'm thinking Labor Day weekend. So, we walked the streets on Saturday night, I guess it was. We had the flash mob and everything going with that on, on Friday. Thank you very much. Sunday I'm off on a bike ride, you know, into, into the Bidwell Park with a couple hundred students and a big picnic there. And then on Monday with Taylor and about another hundred students we are jumping in the pool for the Ice-Bucket Challenge and it just... it just feels right... and it's fun. So when we challenged those other Presidents, I knew they would never surpass us because part of the challenge was that the Presidents also had to jump in the water. So I knew Ruben over at Sonoma was not going near water. And but Lisa the new President up at Humboldt did. She about 20 students, all wearing survival gear, waded out into the 52° or whatever temperature of the Pacific Ocean in Arcata, but you know she was there. And so it was a good attempt a matter challenge, but fell short by about 80 people...

Audience Member: You talked about how writing and reading [inaudible] your approach to life. Can you

talk to us about how sports impacted your perspective?

Dr. Zingg: Well a lot. Sport impacted me a lot because it's, it's part of self-discovery engagement. I really do believe that sport provides a powerful venue to learn something about yourself. And how you do in moments of stress whether individual or perhaps even more so in a team sport? You know, how you support your teammates? How do you know what role you have to play? Somebody I have gotten to know over the years is Phil Jackson. He and I used to do a couple of...he is the former basketball player for the New York Knicks and then longtime coach of Michael Jackson... Michael Jackson...

Audience: Laughter

Dr. Zingg: Michael Jordan. MJ, the original MJ with the Chicago Bulls. And he wrote a wonderful book about coaching in the NBA. And he talked about team chemistry. And he said, "Let me tell you something about Michael Jordan and it's a talent that comes around once every in 25, 50 or whatever years. And it's great to have Michael Jordan on the team who is going to go out there and score 35 points every night. But the guy only gets in the game 30 seconds, has to be just as engaged and just as familiar with what's going on, on that court as MJ. Because it may come down to that 10th or 11th or 12th guy off the bench who has one role to play in maybe 5 seconds. Make a pick, commit a foul; you know, do something that contributes to the team's success. And the beauty of Jordan and the real superstars is that they get it. They know that that full team is responsible for their, for their success. So I've learned a lot about that, a lot about the importance of, of, of team play. What you discover about yourself. What you discover about the team in that process. And a lot of what I write about sport is about the pure joy of sport and the opportunity for one of those moments of pure joy and discovery that, that, that's there in surprising, you know, ways both as a participant, as in a writer of sport.

I know we are going to run out of time, but I gotta tell you one story. I had a very brief professional baseball career. When I was moving from undergraduate to graduate school and I had only played baseball college one year, badly broken an ankle and that was it. But I would work out with the team and I mainly throw batting practice and so I was getting ready to graduate and go on to graduate school. My baseball coach said, "Paul what are you doing this summer?" I said, "I'm going back to New Jersey and I'm going back to old camp Kittatinny you know, have my last fling as a camp counselor and then it's off to graduate school." And he says, "No you're not. You're gonna play professional baseball this summer." I said, "Well how is that gonna happen?" Well he was a scout for the Atlanta Braves and he worked with the local Atlanta Braves affiliate in Gastonia, North Carolina, the Gastonia Braves, and it was the lowest possible rock of organized baseball and he says, "You gotta do this because minimally you're going to have great stories." So this is the story. This is the story. So I had \$50 a week, you know, 1969 \$50 a week and everybody on the team, you know, young kids who think they are going to make it to major league baseball and I know I'm not... I have no pressure whatsoever, but I wanted to play. So after about three weeks, I finally go up to them and say, "You know, this is fun up to a point, but could you put me in a game? I'd really like to play." Says, "Okay." So I did a little bit of relief pitching... very little relief pitching cause I only had one pitch. I could throw a fastball, but I could spot it. So I was good for a little while until people realize I had nothing except a fastball that had no movement whatsoever. But I get into the game. For my debut as a major-league pitcher or as a professional player; nine pitches, I struck out two and had a comebacker to the mound. So I retired the side. So the inning was over and I went back to the dugout and I said, "You know, I think I could do this." Okay, weeks go by again and I haven't had another chance and "I just had a Hall of Fame inning, I mean come on you gotta play me again." Next time comes up, so I'm in again. 12 pitches, all balls none of them near the plate, I walked the bases loaded. He comes out laughing his head off and says, "Paul, you can't do this." But here's the story relief pitcher comes in, retires the side without a run being scored. So my lifetime professional baseball stats as a pitcher is: one inning pitched, six batters faced, two strikeouts, and three walks, no earned runs. My lifetime professional earned-run averages is zero. It gets better. The last couple days with them I haven't had one at-bat. So I said, "Give one at bat." And he puts me in, second pitch I see I hit this scene

eye ground ball up the middle, barely gets past the pitcher, barely gets past the shortstop and second baseman; a single into center field. So I retire, my lifetime batting averages is a thousand, lifetime earned-run average zero and I'm thinking, "That's pretty damn good." but I knew a friend of mine who works at the Baseball Hall of Fame in Cooperstown, just out of curiosity, years later I wrote him and said, you know, "How unique is this?" And he wrote me back and he said, "I'll hate to tell you that there's probably 800 people who had the same things, one at bat, one inning pitched and lord knows where they are." But you know, back to where this started it was "I think I'll try that and who knows where its gunna go." And you know, at least I got a good story but that came from it.

Yes, sir.

Audience member: Just out of curiosity, who is your favorite baseball player?

Dr. Zingg: Of all time, there's two. None of them are really very contemporary. Willie Mays was the greatest player I ever saw. But the fellow who I admired most was Stan Musial. Played for his entire career with the St. Louis Cardinals and similar career with Mays; all-star just about every year, a really class act and very much involved like Mays in a very quiet way with the local community and...but just a class act. There is so many, many more, but I always wore number six when I played, but I've never seen a better player than, than Mays. I mean Musial, was a class act, but did not have Mays' speed, did not have Mays' power, but the guy batted .336. Number five all-time batting average. The amazing thing about Musial is that he had the exact number of hits at home as on the road, I mean, 1816 hits at home and on the road. I think that's kinda neat. Those would be the two.

Audience Member: I was wondering as how far you have come with your career and like all you would do and all the different experiences you have had, where you've come where you have come today, how much do you think was from experience vs academics, what you took from your education and what was driven from your experience?

Dr. Zingg: Well it's... it's hard to separate them. I mean, the book learning and the whole intellectual stuff certainly provides you with a foundation to understand things. And again I read constantly and that's, that's curiosity and it's also really looking for one more story or one more connection, but there is there is no substitute for experience, I mean, zero. The key about book learning is that it provides you with the context, perhaps, to examine experience. To examine it through the lens of somebody else you are reading about. Somebody who might have embarked on a similar journey or part of journey that looks a lot like yours. So all the stuff in the books gives you a different perspective. I think it fosters a deeper understanding of the experiences you are gunna have, but they're not separate there absolutely part of the whole. They are connected. [He laughs] They are connected absolutely.

CC Carter: Give it up for Dr. Zingg.

Audience: Applause

Dr. Zingg: Thank you. Thank you all very much.