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WOODS HOLE OCEANOGRAPHIC INSTITUTION

JUDITH MCDOWELL ORAL HISTORY

Interview by Frank Taylor, August 20, 2003

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- 1 TAYLOR: 1, 2, 3, 4, 5, 6. [Tape stops and starts again.] We're here at the Archives at the
2 McLean Laboratory for our second session with Dr. Judy McDowell. Last time, Judy, we
3 covered a lot of your early life, and we talked a lot about your mentors. At some point I want to
4 get into the fact that a lot of the women here at the Institution see you as a mentor too, to them, in
5 terms of making their life a lot easier to come into this field that, for a certain age female was
6 kind of difficult when they started out sort of thing. We also got up through your marriage and
7 the adoption of your son. I know you have a daughter too. Could you talk about that some?
- 8 MCDOWELL: Yes, we have a daughter from Paraguay who is exactly two years younger than
9 our son, and we traveled to Paraguay in 1993, my husband and I, to adopt Katy[SP?], and her
10 name is Katherine[SP?] Rose Theresa Molongoski, and she is of Hispanic-Guarani Indian
11 descent, as the Paraguayan people have well-mixed their genealogy for over 500 years. So she's
12 a beautiful Hispanic-Indian little girl who is now 10 years old.
- 13 TAYLOR: Well, last session you showed me pictures of both your children. My first reaction
14 was I would never guess they weren't brother and sister, just in looking, because they're very
15 similar.
- 16 MCDOWELL: They're from two different continents, but yet they seem to share personality
17 traits that they have probably gained through osmosis from one another. She's more on the
18 quiet, pensive side, where Evan[SP?] is more on the outgoing side, but they're both good athletes
19 and good students and happy-go-lucky children.

20 TAYLOR: Could you talk a little bit about the whole idea of parenting for a professional woman
21 like yourself? You've really got a lot of irons in the fire.

22 MCDOWELL: Well, I think uh, and I probably share this with my colleagues here. I think you
23 have to talk about parenting for a professional family as such, because um the way I think my
24 husband and I succeed at parenting is by sharing the responsibility of homework, after-school
25 activities, helping with book reports, cheering at the soccer games. He'll start his day quite early
26 so that he can be home to meet the school bus. I'll bring the children to school in the morning or
27 meet the morning school bus and get home later and closer to suppertime. And I think that that
28 works for a lot of professional families--the idea of being able to split the day. Now, we're
29 fortunate in that we both live and work within the Greater Falmouth community. One of us is
30 not commuting to Boston or Providence for a position, and we made that choice deliberately so
31 that we could both be involved. Even when the children were quite small, when we started to put
32 them in daycare, we only put them in for part of the day, so that both of us could be there at the
33 beginning and the end of the day. The children were less tired, less cranky, less stressed, in not
34 being dropped off for 10-12 hours in someone else's care, but they were really in our care for the
35 majority of the day.

36 TAYLOR: Now is this kind of philosophy towards child rearing, is that something that you feel
37 came out of your own childhood?

38 MCDOWELL: Well, I do feel that to a certain extent. My mother was a stay-at-home mom
39 until my younger sibling started school, and then my mom was a schoolteacher, and her hours
40 revolved around the school day. My dad was in business, in advertising. His days were quite
41 long. But I think as scientists, we are fortunate in one sense, that if you're running experiments
42 the clock doesn't mind if those experiments are at 4 a.m., or at 6 a.m. or 9 p.m. And I think that
43 that is one advantage that we as scientists have at the Institution is the ability to work a flexible
44 schedule. I'm reading papers and writing at 9 or 10 o'clock at night. I answer email at 5 o'clock
45 in the morning. My day isn't 8 to 5. It's 5 a.m. to who knows, whenever. But I still have that
46 block of time in the middle of the day to coach a creative-problem-solving class for my
47 daughter's elementary-school class, to drive to piano lessons or to take one of the children to
48 soccer practice or something like that. So it makes for a long day, but it's a long and productive
49 day, and every member of the family is happy, so [?? Taylor talks over].

50 TAYLOR: It's interesting for me, and I'm almost searching for answers from my own
51 generation, because it was so incredibly different. I mean I can remember taking my wife to the
52 hospital for our first child, and they put her in a wheelchair, and then the nurse looked at me and
53 said, "Go home."

54 MCDOWELL: Whereas today you'd be actively involved.

55 TAYLOR: Oh! They cut the umbilical cords and everything. I'd probably pass out, but I mean
56 they do all that. And yet I find it kind of unique that you did something in your generation that I
57 think has only really come into vogue relatively recently.

58 MCDOWELL: Oh, I think it has. I mean part of the reason that I've been able to take advantage
59 of the flexible hours is that, for my age, my children are relatively young. I mean um we didn't .
60 . . . I was in my 40s when we adopted both children, so that's a late start for a parent, but my
61 mother had her last child in her mid-40s, and I think it kept her outlook on life quite young up
62 into her 80s, so families were meant to be the way they were meant to be.

63 TAYLOR: And is this something that you actively, you and your husband, actively sat down
64 and discussed, "how we're going to do all this?"

65 MCDOWELL: Oh, definitely, definitely, and I think My advice to graduate students,
66 graduate students who are starting families, is People say, "You can have it all. You can
67 have fast-track career, family, everything else." And others say, "Oh, no, you can't have it all."
68 You can have it all. You can have family, career, productive scientific career, a happy family,
69 but you can't do it without sacrifices. So maybe it means that, yes, you start the day very early
70 and come home later in the evening, and that both partners are making the sacrifice to do one
71 thing or another. Maybe both of you don't have the fast-track career. Maybe both of you do, but
72 having that flexibility built into our schedule here, I think makes it easier to be able to juggle
73 family and career.

74 TAYLOR: Are you a high-energy person, then?

75 MCDOWELL: Yes, I am, very high-energy. I look kind of laid back, but internally I'm very
76 high energy, very organized, very efficient.

77 TAYLOR: Yeah, because what you're talking about, with all the best intentions in the world,
78 still requires an enormous amount of energy to get that done on a daily basis.

79 MCDOWELL: Well, definitely it does, and one thing I think many of our colleagues, not only
80 here but at other scientific institutions in the community, when one or more family member is

81 traveling, we'll step in to help out with that family. I have a friend whose husband has been
82 traveling to Saudi Arabia recently quite a bit. That leaves her with her two boys, a busy work
83 schedule, worrying about his safety in Saudi Arabia, and these boys are part of our extended
84 family, so I'll take the boys to an activity. She would do the same for me during school
85 vacations. If one of my friend, like when Lauren Mullineaux is at sea, I'll call Mark, her
86 husband, many times, and say, "Can I take one of the boys somewhere?" So I think the
87 community as a whole helps one another out, in this large extended family, because we have no
88 family in the immediate area. John's family--my husband's family--is within Massachusetts, but
89 his mother's 83. She can't come and watch the children. His brother is retired. He could help
90 out in a pinch if we really need it, but he's an hour away as well. We don't have anybody in the
91 local community, and that's true for many of us, that extended family are really your friends.
92 They're the ones that you need to rely on, because you don't have parent and grandparents and
93 aunts and uncles that are living in the same community, as I would have had growing up.

94 TAYLOR: Well, here in the Falmouth area, and in the scientific community, you have really a
95 real support group then, that you're talking about here. That's not as common as it maybe
96 should be.

97 MCDOWELL: I think you're quite right. I mean I think if you took all of us and moved us to
98 Cambridge, maybe each of us would--maybe we would find one another. Maybe we would end
99 up in the same academic department, but we might not end up in the same neighborhood. I think
100 one of the advantages we have by living in a community like Falmouth is that there are
101 numerous opportunities for folks for employment, but there also are numerous educational
102 opportunities and recreational activities for children, and so it makes it a nice community to try
103 to share some of these resources. Many of my children's closest friends are children that they
104 have been in childcare with since the time that they were babies. They've grown up together.
105 They go to school together. They have the same vacations, and so we, as parents, can share
106 resources many times, and I think that's a really unique aspect of the Institution, being in a small
107 town, in a small, semi-rural community.

108 TAYLOR: Um-hum. It would be very different in a place like Scripps, where it's spread all
109 over the place.

110 MCDOWELL: Yes, yes. Close friends of mine who have just moved to Scripps. They live an
111 hour from Scripps. You're living an hour from the institution that you're working at, you really

112 have to carefully plan going in on an evening to check samples or going on the weekend to check
113 samples for an experiment. So it's a much different atmosphere.

114 TAYLOR: Now, did this support group just evolve naturally, or was it something you worked
115 at.

116 MCDOWELL: Oh, I think it just evolved naturally. We just happened I mean many
117 My son's closest friend: I met his parents through the daycare that we were both using, and
118 we've become very close friends over the years, because we share the same interests with our
119 boys and he's just grown up that way. My daughter's closest friend she met in kindergarten.
120 They share a love of sports, of animals, horses, dogs, whatever. They both aspire to be
121 veterinarians. Her family I've met through the girls, and we share other interests, and so there is
122 this sense that people are there to help, because they know you would be there to help them, and
123 so I think it certainly has just evolved because the students have evolved in different ways, and
124 children as students have evolved in different ways in their life as students and athletes, and they
125 really have formed these lifelong friendships, and that brings with it a whole community of
126 parents and siblings.

127 TAYLOR: There is such a lack of this kind of thing. I can recall saying at one point when I was
128 teaching, "Gee I wish there was a support group for people like me who have aging parents that
129 are in certain kinds of . . ."

130 MCDOWELL: Um-hum.

131 TAYLOR: ". . . conditions, so you wouldn't feel quite so alone." Now, have you brought some
132 of these ideas to the Institution in terms of working with graduate students and things like this?

133 MCDOWELL: Oh, yes, I sit on the Committee on Work and Family Life, and they deal with
134 both elder-care issues, all dependent-care issues, and just family-life issues, and so a lot of the
135 graduate students will come to me for advice about um maternity issues, daycare issues, family
136 planning issues, um dual-career issues.

137 TAYLOR: I thought you were supposed to be a scientist. [Laughs.]

138 MCDOWELL: Well, I am, but that's part of my job as associate dean, is to listen to folks as
139 well, career counseling, all those kinds of things.

140 TAYLOR: A very multifaceted job.

141 MCDOWELL: [Laughs.] Ah, so but it gets more and more complicated, because we have a
142 number of graduate students who are having children, going to graduate school, and it makes it

143 difficult. They say, “OK, when I finish that degree it’s going to get easier.” And one phase will
144 get easier, but then another phase develops, and I think sometimes people think, well, when
145 they’re out of diapers it’s going to get easier, but it doesn’t get easier. Everything just is
146 different, evolve through the [??].

147 TAYLOR: My children are in their mid-30s now, and I still have the same concerns that I had
148 when were 3, 4, 5, and 12.

149 MCDOWELL: Are they going to be safe? Are they going to be healthy? Are they going to be
150 happy?

151 TAYLOR: And if they spend the night with us, one eye stays open until I hear the door close on
152 the car. I mean that’s never going to change.

153 MCDOWELL: Yeah.

154 TAYLOR: In your opinion, is it still harder for women?

155 MCDOWELL: Uh, I think it’s basically difficult for both genders, because I think um if
156 Certainly adopting is a different set of issues, but if a woman is having a child there’s a fiscal
157 constraint on that. But the whole child-rearing I think has become more and more accepted as
158 clearly both parents are as actively involved. That’s certainly the norm here, of the greater
159 community, but I think that males find that their advisors are looking at them, saying, “Well, I
160 won’t get involved in that.” So I think we’re still as a generation breaking through the idea that
161 men are actively involved 24 hours a day in their jobs. Family rearing is something that the
162 mother days. Family rearing--it’s what parents do, 1, 2, whatever. It’s what parents do, and I
163 think we see more and more that as more senior scientists, professors, full professors review their
164 junior staff they have to look at both the interests of men and women. We’re not counting the
165 number of papers any more; we’re counting the quality of the papers that are being produced,
166 and um working less than full time I think is something that both men and women consider in
167 order to accommodate child rearing, or if one parent is at sea, the other parent has to pull back
168 and be more involved in all aspects of parenting in order to accommodate that parent who is at
169 sea. And it is the same way when you look at parents that are in the military right now, leaving
170 everyone at home to fend for themselves without them. And I think in a small part, and we’re
171 not quite at some danger level, but when somebody goes to sea I think very much the rest of the
172 community steps forward to help out. At least my little community steps forward to help out.

173 TAYLOR: I'm wondering if being a scientist helped mold your attitudes toward this, and both
174 you and your husband are scientists. Now the reason I said that is that in some households doing
175 the dishes is women's work. Cleaning the house is women's work. Doing the yard and the
176 painting is men's work, that kind of thing, but, for a scientist, everybody learns how to operate
177 the winch.

178 MCDOWELL: But it's interesting. When I think my son was 4 or 5 years old, somebody said
179 that his mom was going to wash the dishes or something. He said, "That's not the way it
180 happens in my house. My mom cooks really well, and my dad and I do the dishes." And so you
181 have to distribute these choices. I mean we're driving the soccer fields all over the state.
182 There's only so much time to do chores, and whoever's there is going to do them. But I agree. I
183 think maybe the outlook of a scientist, managing the day and managing how you're going to
184 analyze these samples, you're not in a business where Like my dad would have to go to
185 New York City a couple times a month. He didn't get home until 10 o'clock, 11 o'clock at
186 night, after having left at 8 o'clock, 7 o'clock in the morning. So there's no way that he was
187 going to be able to do those chores. He didn't have science journals that he could read in the
188 evening to keep up with his work. He needed to do it at the work place. Computers--I can read
189 email at home. Why waste four hours of my day when I get here, answering email. I mean, I get
190 a lot of messages every day, just asking for basic information. I can do that at home much more
191 efficiently, and so certainly computers and remote access to your computer, and remote access to
192 your email has certainly helped a lot. Email is wonderful in terms of communication, but it's
193 also a curse. You get far more requests for information that someone certainly just could have
194 gone to the library and looked up than But it takes time to answer all of that. So, yes I
195 think as scientists or engineers, I think we are somewhat of a different outlook because of the
196 way in which we work. We don't have a 9 to 5 job. As I say, we could be working 20 hours one
197 day and 6 the next, and then 20, 20, 20 the next, and then, just because of nature of the work.

198 TAYLOR: Yeah, that brings us back to your original work, when you first went into school, got
199 your project that you were going to do, your dissertation. Could we go over, just to kind of
200 refresh people that listen to this, would you go over again what it was that was your initial
201 interest and what you were working on scientifically?

202 MCDOWELL: My basic interest, when I went to graduate school was comparative physiology.
203 I'm interested in how invertebrate animals adapt to changes in their environment, and I was also .

204 . . . I was very good in chemistry, analytical chemistry, and I was looking for a dissertation topic
205 that combined my interest in chemistry with my interest in physiology, and so my dissertation
206 was focused on the Great Bay Estuary in New Hampshire, and I looked at a geochemical tracer
207 of sediment transport, sedimentation rates in the estuary using chromium as a marker, because
208 chromium had been introduced to the estuary from a tannery in a small city on a small estuary,
209 and I could map the distribution of chromium in the sediment record throughout the estuary, and
210 so that was just a project that I picked up in my first geology class, and ended up publishing that
211 in *Marine Geology*. And so then that became part of my dissertation, and I looked at how
212 organisms accumulated different compounds from the environment, where they sequestered
213 those compounds in their tissues, and what effects it had on those organisms. That was pretty
214 much the main theme of what I've worked on for the past 30 years.

215 TAYLOR: Let's think about some of the working conditions. Was it difficult to work in a place
216 like Great Bay? I mean you've got this huge difference in tides. It looks like it flushes like mad
217 there.

218 MCDOWELL: Well, some of the rivers feeding into the estuary are um . . . don't have high
219 flushing rates, and so it was a good lesson to look at sediment transport, flow patterns, flow
220 regimes. When you get to the outer, the opening of Great Bay Estuary at Portsmouth and
221 Kittery, yes, that part flushes quite well, but when you get to the inner part of the estuary, it
222 doesn't flush well, and so you can actually look at the flushing characteristics and the sediment
223 characteristics to give you a kind of whole picture of what is happening in the estuary.

224 TAYLOR: Now, when you're making the decision for that as a topic, you get advice. People
225 will say, "Yes, this is doctorate level research," . . .

226 MCDOWELL: Um-hum.

227 TAYLOR: . . . "this kind of thing." How did that come about with you?

228 MCDOWELL: Well, I mean I knew My Master's thesis was on small killy fish, a small
229 marsh fish, and its digestive physiology, because it doesn't have a stomach, and I was looking at
230 its adaptation to different kinds of stressors, because it doesn't have a stomach. It only has an
231 intestine. And so I finished that and then I was taking this geochemistry course, and we had to
232 do a term project, and that term project just clicked, and so I just started. I mean I was already
233 working on the chromium question in the estuary, but using this as a marker for sediment
234 transport, sedimentation rates, just looked like a really interesting thing to do, and so I started

235 working on that, and by the end of the term I had sufficient data and the paper written to submit
236 the paper for publication, and so different parts of it just came together. Actually, my
237 dissertation from the University of New Hampshire, which I finished in I graduated in 1974
238 with my Ph.D. There's a group at UNH actually in the Earth Sciences Department that has
239 continued to do that work on chromium that I started, and 30 years later. I mean they've worked
240 at other estuaries. They've looked at other aspects, and this was just a little term project of mine
241 for the one and only earth-science course I ever took. And it really set up a whole group to
242 continue pursuing it.

243 TAYLOR: You must take a certain amount of sense of satisfaction in that.

244 MCDOWELL: I mean, they continue to contact me to So yeah, I felt that it was a good
245 thing. It was a neat project, and one that really set a whole group in that department on a
246 particular line of research.

247 TAYLOR: I'm going to come back to that question later, only because it seems there's a certain
248 group of people that have set up regimens that at the time seem very basic but that's just grown
249 and grown and grown, and I think of like distribution of sea life, and . . .

250 MCDOWELL: Um-hum, um-hum.

251 TAYLOR: . . . all this kind of thing.

252 MCDOWELL: It seems very intuitive at the time, but it does open a whole new area.

253 TAYLOR: The reason I asked the question originally, about a month ago I Do you know
254 Kathy Crane . . .

255 MCDOWELL: Yes.

256 TAYLOR: . . . from Scripps? I finished her book.

257 MCDOWELL: Oh, good.

258 TAYLOR: And she talked about when she was working with the idea of possible hot springs in
259 the ocean that she was told by a number of people, according to her book, that "Oh, no, you
260 can't. That's not worth a dissertation. "

261 MCDOWELL: Um-hum.

262 TAYLOR: "You can't get enough out of something like that." And of course she persevered,
263 and it . . .

264 MCDOWELL: Right.

265 TAYLOR: . . . worked out fine. So I wondered if you ran into any of those kind of situations
266 where people were

267 MCDOWELL: I didn't. I was actually, when I started graduate school, there were three women
268 in a department of about 75 students. Two of them never finished the Ph.D. I was the only one
269 of that group to finish. Um and I never knew why. One had been in graduate school already five
270 or six years when I arrived there, and I really don't remember why she didn't finish. She may
271 have finished eventually. But by the time, two or three years later, women made up about 40
272 percent of the graduate population, so there was this real influx of women in the early '70s to
273 graduate school. But I was just determined. I was not going to be deterred from the path.
274 Again, I came in to read zoology from the perspective of the comparative physiology,
275 comparative biochemistry approach, not from a taxonomic or field distribution approach. And
276 my mentors were just very supportive. My advisor was a young professor who shared a real
277 interest in chemistry and physiology, and he was just very supportive. And he had two daughters
278 who had been very successful, successful in their own right. One is a nurse and one was the
279 assistant coach of a US women's hockey team that won the silver medal last time, and then she
280 was involved in one that won the gold medal as well. So just very supportive of where I wanted
281 to go to. But I was the only one approaching marine invertebrate zoology in that department at
282 the time from a physiological adaptation standpoint.

283 TAYLOR: I'm surprised you ended up here rather than like Harvard or something like that.

284 MCDOWELL: Oh, well, I ended up here because I applied for a postdoc with John Ryther, and
285 he liked what I did and so here I am. [Laughs.]

286 TAYLOR: When you apply for a postdoc, what's the process like?

287 MCDOWELL: You fill in an application. You get your letters of recommendation, and you
288 write a research statement as to what you want to pursue. And I applied the first year and made
289 the short list, but I didn't get the fellowship that year, and I took a position at Framingham State
290 College to fulfill a sabbatical replacement for Val Hodgson[SP?], who had gone on sabbatical
291 with her husband. And um then I reapplied the following year, and John Ryther and Joel
292 Goldman had just started, just received funding for a project that looked that my interests would
293 really fit in with theirs, and so they said, well if I didn't get the postdoc this year again, they
294 would be interested in hiring me. But I did get the postdoc, and came down, started working
295 with them on a project. What I wanted to do was measure physiological adaptation in planktonic

296 organisms, larvae especially, developing organisms, and no one had scaled down the procedures
297 to a microscale to be able to do that at that point. And within my first summer, I had sufficient
298 data for five new publications and so by the end of my first year, I had about eight new papers
299 out, and then I joined the staff the year after.

300 TAYLOR: That was a rather spectacular first year, then. [Laughs.]

301 MCDOWELL: Yeah, but I arrived at the right time. I came in the summer. Everything was
302 spawning. I got these things in culture. I had a really great research assistant who worked on
303 different things and got this thing to work out.

304 TAYLOR: John Ryther is also what I would think of as a big name in this field.

305 MCDOWELL: Oh, yes, yeah. Interesting: his granddaughter and my daughter are friends.
306 They go to camp together every summer, and so it is kind of interesting in some ways to see his
307 son and daughter-in-law quite a bit, but yes, John was a very big name.

308 TAYLOR: But you moved into this situation. You're a new postdoc in this field. How do you
309 work with someone like a John Ryther? When you first met him?

310 MCDOWELL: I actually worked mostly with Joel Goldman, who was a new assistant scientist
311 at the time, but I think John as the head of the group was just very supportive. He had five
312 postdocs in his lab at the time, plus a couple of people as assistant scientists who had been
313 postdocs the previous two years, so he had a very big group, but he was always very generous
314 with his time, and always thinking of new ideas for the group to work on, always very supportive
315 of people pursuing their own ideas. We worked at ESL. When I look at what people have for
316 space now when they first come in the door and they're renovating this space now. We were all
317 at ESL in a very confined space, but we had a good seawater system, and the grant that he and
318 Joel had was from Oh, it's the name that precedes the Department of Energy, but it was the
319 old . . . between Atomic Energy Commission and Department of Energy, ERDA--Energy
320 Research and Development Administration. They had a project from ERDA, and the whole
321 group was just very productive. It was all just young postdocs and the research assistant had just
322 graduated from college. She was very eager, very ambitious, very talented, just had a great time
323 in that lab, because everybody was always busy, working hard, designing new systems for
324 culturing animals and so it was a great start.

325 TAYLOR: It must have been an extremely exciting time in your life. You were on the way
326 now.

327 MCDOWELL: Yeah, it was a busy time, and everything just seemed to click after that.

328 TAYLOR: That was one part of your life. How about the social part of your life during that
329 period?

330 MCDOWELL: Well, I was married to my first husband, whom I met in graduate school, and he
331 was in graduate school at Boston College and so we still had a pretty good social life, but he
332 decided he didn't want to be married any more, so we divorced.

333 TAYLOR: What kind of things would you do for fun?

334 MCDOWELL: Well, we'd get together with the other postdocs. We'd all We'd have a
335 group of postdocs all about the same age, some with children, some without. They'd get
336 together for dinners and stuff and go to Boston for plays or concerts, and so it was a fun time, but
337 you'd work a lot, especially in the summertime, when you'd have to work very long hours,
338 because that's when the planktonic stages were available, so that's when you had to put in the
339 hours. But ESL is still a beautiful location, right along the beach. I remember the lab always
340 traditionally--until John retired--would have big lobster bakes every summer on the Trunk River
341 Beach, and the whole lab would gear up to get the seaweed, dig the clams, buy the lobsters. We
342 continued that tradition for about 15 years. Even when John Ryther had moved his lab to
343 Florida, he would come back to visit, and we would still have those big lobster bakes. We
344 haven't done that in a long while, but those were great traditions that everybody would
345 participate in.

346 TAYLOR: The reason I asked that was because I wouldn't want someone listening to this to
347 think that, well, gee a scientist spends all their time on science, that are there all kinds of
348 redeeming values as well

349 MCDOWELL: Oh, there's tremendous redeeming I mean international . . . friends from all
350 over the world, travel all over the world. I've worked in Norwegian fjords. I've worked in
351 Southeast Asia. I've worked in the Black Seas. I've worked with colleagues throughout
352 Scandinavia, throughout Europe, Eastern Europe, Russia, Hong Kong, China, Finland, Norway,
353 Sweden, Poland, and so you really have colleagues from around the world.

354 TAYLOR: Well, any young lady listening to that, it's You mentioned your daughter
355 aspires to being in the animal field, and as a teacher I always found I could ask the young women
356 what they wanted to do, and very often it would be a veterinarian. Now it's kind of morphing
357 over to being a marine biologist, and they're going to swim with the whales and dolphins.

358 MCDOWELL: Yes, yeah. That's not what I wanted to be. I wanted to work on intertides. I
359 wanted to go to work in tide pools. Or I wanted to be a designer.

360 TAYLOR: Yes, yeah, we talked about that. OK, I'm keeping a watch on your time, here, so . . .

361 MCDOWELL: Yeah, I have to get . . . find a parking space in Woods Hole

362 [END OF TAPE 2]