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STUDENT INTERVIEWS: 1969
VOLUME II

Interviewed and Edited by
Elizabeth Spedding Calciano

Santa Cruz
1970

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TABLE OF CONTENTS

RUSSELL E. SMITH	2
MICHAEL G. CORCORAN	68
MARILYN SHEA	121
MARGARET ZWEIBACK JUNE.....	162
RICHARD E. FERNAU JUNE.....	214

ILLUSTRATIONS

VOLUME II

Michael G. Corcoran	
Marilyn Shea	66
Margaret Zweiback*	
Richard E. Fernau	

*Ed. Note: Margaret Zweiback did not come the day the photographs were taken.

Name: RUSSELL E. SMITH

Date of Birth: JUNE 15, 1947

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Year you started at UCSC: 1965 (F)

UCSC College (s):
(if more than one, give dates)
COWEN F65-S66
STEVENSON F66-S69

Resident or Commuter:
F65-S66
+ S69 FCC-469

Married: No

Major area of study: GOVT.

Other fields of academic interest:
SOC.
ECON

Activities and offices held:
CAMPUS POLITICS
CAMPUS AEA - ICR
STUD. COUNCIL
STUD. COMMUNITY DEVELOPMENT PROJ
+ STEVENSON LIBRE

RUSSELL E. SMITH May 29, 1969 9:30 a.m.

Calciano: Since you've been interviewed once before, in 1967, I'll skip some of the preliminary questions about how you happened to get to Santa Cruz and I'll start out with asking what changes you've noticed in the University in the past two years, or, if you want to, in the past four years?

Smith: There's two main things that have happened, and one is the obvious, that it's increased in size. But along with that it's lost a substantial portion of its provincialism, well, at least some, and that's hard to ... how do you measure, you know? Is it part of the larger society at this point or not? There's a lot more activity now. You don't ... you don't feel bored; you don't wander around with nothing to do anymore. There's things to do besides study, and a lot of people don't study anymore.

Calciano: A lot of people don't study anymore?

Smith: Right.

Calciano: Are you talking about a whole spectrum of activities that are available now that weren't before, or are you thinking mainly of the political consciousness?

Smith: Well, just in cultural things, there's movies every weekend night, all three weekend nights ... theatrical

things two out of three weekends, and, you know, lots of speakers; there's always something to go to if you want to go to something. And there's always, there's political things. There's a couple of weeks a quarter which are intensely political to people that want to be political.

Calciano: What has brought about this change?

Smith: I suspect people have just learned how to do things or, you know, the recent [unintelligible]. The basic things are done and now people are interested in getting into other things. There's time to do it. And then there's a need and people have time to fill it.

Calciano: Do you still like the small college idea?

Smith: I like it, but I think it should be in a more urb... a more stimulus-filled environment. It should be in the city, because it can be ingrown very quickly. And I think that's one thing that's happened, at least on campus, that the people that have come from their high school and into the college and they stay there, there's really ... the kind of things that happen to them, the range is very narrow. And if there was ... and it's partly because, well, there's not many inputs of various sorts coming into a college. For example, the town itself doesn't provide a ... it's a small

town; it's not a city. There's not very many foreign students; there's not many students who aren't, aren't from the suburbs, like most students are from. The professors are, as a group, academics, Ph.D.'s. There's not too many people that are here because they're strange. They're here because they're Ph.D.'s from good [unintelligible].

Calciano: (Laughter) Do you think that this will tend to be modified as the University grows up to the 27,000 size and the town grows with it, or do you think this is going to always be a facet of Santa Cruz life?

Smith: Well, I think in the foreseeable future it's going to be a facet. It'll be modified, but it depends a great deal on how the Bay Area grows. Like presently Santa Cruz County is not part of the Bay Area. You can tell....

Calciano: Now you're talking about Monterey Bay Area or San Fr....

Smith: San Francisco.

Calciano: San Francisco Bay Area.

Smith: Like you can't direct dial, well you can't ... you have to use an entrance prefix to get into the Bay Area, to call San Jose. And if you were part of the Bay Area, the San Francisco Bay Area, you could just

dial straight through. And so like if ... if areas in the Monterey area grow, industrialize more, more people, less agriculture, Santa Cruz will become more of an environment, and more stimulus-filled. But I'm not sure if that's so.

Calciano: More stimulus-filled?

Smith: Stimulus-filled.

Calciano: Sometimes I can get the word by looking at you, but a few months later, it's hard to figure it out on the tape. (Laughter)

Smith: Yes. That's one of my own words: stimulus-filled.

Calciano: Well, I'm glad we got it. (Laughter) Well are you happy you're here or not?

Smith: Well I've sort of gotten out of it. I've traveled some, and I've lived off campus in a variety of places with a variety of people, and so I feel like I've ... I've done well, and I'm not particularly ... I think I've done well here as far as taking advantage of what is possible. So I'm not too, I'm not too concerned about having missed a lot, but I think that my experience is not ordinary.

Calciano: If you had it to do over again, would you select a different college or university?

Smith: I'm not sure. There's a chance I might.

Calciano: Specifically....

Smith: I'm not ... well ... I don't know; there's ... I can't think offhand of a place that I would want to be, but the question -- it hinges on, you know, how much would I want, how important is pass-fail? Could I go to another place? I'm not sure how important it is because if you don't do, if you do ordinary rather than outstanding work, it shows up, you know, it's there, and that goes with you just like a C or an A goes with you. So I'm not sure how important that is. They have flexibility in the curriculum here, but I'm not sure that's important either, because it seems like the courses are still standard courses largely. I've made a lot of use of courses where you don't ... you sort of build your curriculum as you go, or courses where you ... I do some stuff in the quarter and read some books and write some stuff and turn in something at the end.

Calciano: Is this independent study, or is this within a structured class you have the flexibility?

Smith: Well, you ... it's some of each. Some are independent study, and some are.... They have another category; it's 196. I mean, well ... some places it can mean

special.... In some departments it's special independent study; others it's independent reading. But there are ways you can work things so that you sort of follow your own lights. In my case I've done a lot of wandering around looking at things and not all that much reading and writing.

Calciano: Are there things that you feel are particularly good about Santa Cruz or not?

Smith: Well there's individual things that are good to have. There's the pass-fail; there's the flexible curriculum; there's the fact that you can ... the faculty are readily available and that they feel bad if they're not utilized, if they're called men of ill will, or men who are not coming up with ... not doing their job; they're very sensitive. I think that that's an asset if you want to make use of it. It's nice to have your social community arranged as a community, so that a certain piece of ground belongs to the community. My college, Stevenson you know, you feel like that's your piece of ground, you and your friends own it or belong there. And that's something that's a ... that's kind of nice to have. But it's ... you know, it's one way of living. I'm not sure that that's the best way, because it is kind of, kind of

provincial.

Calciano: What about Stevenson College? You've been there three years, right?

Smith: Right. Well, what about it? (Laughter)

Calciano: Well you've apparently had no desire to move on to one of the newer colleges. Is this correct?

Smith: Right. Right.

Calciano: Well how do you characterize it -- Stevenson? Smith:

Oh ... a, it's settling in.

Calciano: (Laughter)

Smith: The reputation is it's political; I guess it's more political than the others. I think it's probably not as radical in sentiment as say Merrill, but I think the radical students use Stevenson. I mean they turn up there more than they do at Merrill because there's a ... well for some reason it's evolved to be sort of where you go if you want to find out what's going on. I'm not sure to what degree that is.... I don't spend enough time at Merrill just sort of being there; I don't spend lunch time for example.

Calciano: Umhmmm.

Smith: So it's ... it's [unintelligible] goes on there. People seem, you know, it's so interesting as a settled dormitory culture. People [unintelligible] the houses have their distinctive styles, in all variety. There's straight houses; there's political houses; there's just about everything you could think of I suppose. Of course maybe because it's not present, you don't think of it. (Laughter) There's been a little bit of trouble with the core course, and the faculty hasn't put quite enough time into making it hang together right -- there's been some noise about that. But I'm not sure how that's ... and that makes it, that livens up the week; the faculty feels hurt because they're being attacked, and the students feel frustrated because the faculty just can't understand and improve, or something. But....

Calciano: Are the other colleges' core courses working out better?

Smith: Ah ... no. (Laughter) Crown has abolished it. They're not going to have a core course next year. Merrill is committed to a lot more faculty-student cooperation, and so they had ... their first one was kind of ... I think it was a course rather than a trip. It's a lot of....

Calciano: It was a what?

Smith: A course rather than a trip.. It wasn't quite the religious experience.

Calciano: That they had expected?

Smith: Yes. And so there's a lot of yelling about that. I'm not sure exactly what was in the course, but since then each chairman has always handed out things and, you know, weeks ahead, before the course started, and discussed it and got people participating, and so now it seems to be ... you don't hear about it. Of course on the other hand, maybe people just don't ... have crossed it out of their minds. In Cowell the faculty is spending a lot of time; they've reworked it. They think they've ... Mr. Hitchcock's not in it anymore; he won't be when he comes back.

Calciano: Oh?

Smith: Which is too bad. But they've ... I'm not sure what the motives were. I suspect they just wanted to make it a college course rather than Hitchcock's course, which will be good for him if he's allowed to give his course to the TA's and forget the college. But that was probably one of the best courses here.

Calciano: He'll be doing his own other courses instead of the

core course you mean?

Smith: Well the thing is the World Civ course is a course that he's taught for about ten years at UCLA. It's numbers are History 4ABC, I think, in the quarter system. And he's simply, you know, that's what he does. He gives World Civ lectures, and they're quite, they're good lectures. But when you start using that course as a course that all the other faculty are teaching in too, then they're sort of in ... you know, they're faculty people, and they're supposed to be able to teach, so then they start wanting something they can work with. And so then the course is no longer Hitchcock's; it changes. And that's what has happened, and part of it because he's on leave this year. So anyway, the faculty has cut the course, the time span, in half. I think it runs from ancient to medieval or to Renaissance, whereas Hitchcock's ran the whole length, and that was part of, part of the way it was organized, because it was ... you ended up by summarizing the whole span. So they're going to shorten it, and then they're going to abolish the lectures as the central feature and have groups of about sixty students and several professors and several teaching assistants as the basic unit which

will then be broken down into seminars and focuses on the paper instead of a comprehensive, and this will allow every teacher to have more of a thing of his own.

Calciano: And then Hitchcock will teach what?

Smith: I don't know. He ... I hope he teaches his lectures with a teaching assistant, but I don't know how the logistics works. I don't know if there are teaching assistants; I don't know. I just don't know.

[Pause]

Calciano: Have you lived.... How long have you lived off campus?

Smith: I lived off campus from the beginning of my sophomore year until the end of last quarter, which is I guess two ... eight quarters.

Calciano: Well you're off campus now, aren't you?

Smith: [Shakes head negatively]

Calciano: You mean that Santa Cruz phone number is....

Smith: Oh, that's in my room.

Calciano: That's in your room! Oh. (Laughter)

Smith: Yes. That's my own phone.

Calciano: Well, good heavens. Well what made you decide to move back on campus?

Smith: Well, I had a chance to be an RA. A friend of mine left last quarter and so I asked to be the RA and I got the job.

Calciano: I see. Do you find it difficult settling back into dorm life after being off campus for two years?

Smith: Well, when I wake up and I hear noise, I say, "Gee whiz, what's the matter with this motel?" (Laughter) "Cut out all this racket!" (Laughter) Because it used to, where I lived before, if there was noise then you'd say, "Well, something is going on out there. I wonder what's going on?" But now it just means the guys are getting up. And it takes ... I have to think twice before I get myself straight.

Calciano: When you lived off campus, did you live with a group of other students usually?

Smith: I've lived in about eight places, I think, off and on. Those ... one time I was in a house with three other guys; there was I guess three bedrooms and the attic, and I had the attic. And other times I have lived by myself, and then with one other person, two other people, the whole range.

Calciano: I understand that the position of RA, its duties are somewhat unspecific, or going through a period of delineation. What do you see the function of an RA as

being, and what should it be?

Smith: Well the main thing is to have a ... to be around, to have an older student around who can answer questions and give advice, et cetera. In the women's houses especially this is important; it's a counseling position even. The men's houses, the guys sort of take care of themselves or each other, so mostly ... I've had one or two guys that just wanted to talk about odds and ends, but mostly it's a matter of unlocking doors when they forget their keys or lock their keys in, and getting visitor parking permits. The proctor uses the RA to sort of handle problems. Just simply, you know, "Talk to so and so and tell them to take it easier," or "Hey, do you know anything about this?" And it sort is kind of ... keeps the authority relation personal and flexible. The RA sort of has a basic goodwill with the people in the house whereas, as I say, the proctor, the preceptor, is a little further away.

Calciano: But you do have, you are the link with the administration?

Smith: Right. For a lot of things.

Calciano: Umhmmm. Does this bother you or not?

Smith: Well, it's ... it's not that heavily used. Like I

don't have, haven't had that many times they say, you know, to investigate actively. And I haven't had to give people lectures. I think ... once in a while I mention, "Hey," you know, "this has been called to my attention." But it's not too big a thing. The girls have trouble with the intervisitation. They're spoken to frequently, the girl RA's, so they are in a position that they have to listen to someone tell them, "Go talk to so and so," then they have to decide if they are going to go talk to them or not. But the guys don't seem to be pressured as much, and my house is a clean-living house. (Laughter)

Calciano: (Laughter) You don't have to worry about the marijuana problem in the house?

Smith: No, it's negligible. My guys are straight. They don't even drink. (Laughter) They work.

Calciano: I don't recall what your major was two years ago. Was it government?

Smith: No. It must have been sociology.

Calciano: This is what I sort of remembered. When did you change and why?

Smith: I changed ... I passed through econ. Shortly after I talked to you I became an econ major. I took two quarters of econ, upper division, and I decided it

required too much specific work. I mean you had to learn exact things, and I was interested in more speculation in social sciences. And since I had been taking government courses, and it related to things that I was to do normally, I switched over. And I guess I had ... that spring I took two courses, [unintelligible]. I had a total of, I was almost ... I took two courses one quarter and that put me most of the way to the major. And since then I've taken three others, one a quarter.

Calciano: So you changed at the end of your junior year?

Smith: Right.

Calciano: What do you think of the government department?

Smith: Oh, they're competent. They're more narrow and professional than say sociology is, [unintelligible]. Sociologists tend to have colorful other interests, or they're colorful [unintelligible]. Messer, Mr. Messer, Blake, Goldfrank; McElrath is quite flexible as far as letting people do odd things. [Unintelligible] ... I suspect there's just not the sense of "We are the profession, and this is what standards are," and that kind of attitude. I think that government is probably much more conservative. Other departments say that

you're not very lucky; that's a very conservative department. (Laughter) Sociologists tell me this; historians tell me this.

Calciano: (Laughter)

Smith: "It's too bad you've got to work with those guys."

Calciano: (Laughter) Have you thought it too bad, or not?

Smith: Well, I don't know. I haven't seen my comprehensive evaluation for my examination. I understand they're going to be, they're going to not be very, as a group not going to be very sympathetic to the student. But a ... I'm not sure what that means. But then I've gotten what I've needed. I had my, one of my required courses waived and that sort of thing.

Calciano: Why did you need to have one waived?

Smith: Well, this quarter I needed one more to go. I had one more upper division government course, and I wanted to take a communities studies course in community organization, community politics, and so I petitioned and I was given ... there was some question initially that they wanted to make sure that I had sufficient breadth in other areas of government before I should, before I could take, before they would grant it, and the initial people I talked to, no one wanted to speak for the board, and everyone said, "Well, I'm not sure.

I'm for it, but I'm not sure what those guys will say."

Calciano: (Laughter)

Smith: So I wrote the petition; I talked to a couple of people, and then I ... there's a student board of studies in government, students on the board that sit in to ... at most of the things.

Calciano: That's a separate board of studies, or students on the faculty board of studies?

Smith: Well, there's both. There's a student committee which is the student board of studies in government which meets for dinner. Thursday nights and does certain things. They do questionnaires and discuss what's going on. There's also certain students from that group that go to the board of studies meetings and they ... there're certain limitations on what they do. They don't do much with hire ... presently they don't do anything with hiring except meet the candidates who visit, and I think they don't get into individual student's records at all. I think they've decided that when individual petitions are discussed that they don't want to hear the debate. But in my case I mentioned to a couple of people what was happening, and so I think one of the student members talked to

several professors and said, "I'm certainly interested in this petition, and I hope it goes through."

(Chuckle) In a very low-key lobbying.

Calciano: (Laughter) Have any of the professors been particularly outstanding from your point of view?

Smith: Well, like I say, they're quite competent as a group. There's ... Mr. Larkin is good; Mr. Nichols is good in what they do. Mr. Euben is very popular. I've never had a course with him, but I've listened to him a few times lately, and I've heard a lot of students say good things about him. So I think he's probably the shining light.

Calciano: How does the government department stack up academically with the other departments in the college?

Smith: Well they are, they are more concerned with professionalism. Um.... They're well-respected as far as ... the government major is considered a hard major. The courses are, the theory courses are ... are engaging. You know, you go and you feel like you've got to produce, or you have to ... that you're in a place where it's a serious endeavor, and that you're not putting in time. Some professors are, you know, [unintelligible] that you don't respect them so much,

but the three that I mentioned are well-respected. You may not agree with them. Mr. Larkin is sort of ... um ... you find yourself not agreeing with what he says quite a bit. It's something ab... It's not that he's wrong; it's just that you're so [unintelligible] that things are a little trippier.

Calciano: (Chuckle) Now you mentioned comprehensive exams; did you also have an option on a thesis, doing a thesis?

Smith: In government you don't. You take, everyone takes the comprehensive, and then you do either a thesis or an independent reading course, which means that you free read in an area of government and report on it for a quarter.

Calciano: It sounds like it would be quite a bit easier.

Smith: Yes. That's what I did.

Calciano: (Laughter)

Smith: Yes. The ... some departments you don't have to; you have the option of a thesis or a comprehensive. Psychology, for example, is that way.

Calciano: Have you had any experience with the student-taught courses?

Smith: I led one once last quarter.

Calciano: You did!

Smith: I led a seminar at Stevenson.

Calciano: On what?

Smith: On ... well it was part of the core course, which is called Revolution, Change and Planning, but it was sort of a ... it was a hodgepodge of discussions of peasant, folk, feudal, and modern society. It was just a collection of books covering these ranges of things. It wasn't very well tied together. I mean it was historically tied together, and this idea that they're in ... that we talked about the four types of society, but I think that generally the staff wasn't quite clear what it was doing and the lectures were not ... there were too many different lectures for one thing; it didn't have continuity.

Calciano: Well you weren't in a position of structuring your own course then. You were ... these books were what you were to teach about, is that it?

Smith: Well there was quite a bit of.... Like the TA's that knew, that had done it before, knew sort of what they could do, and they assigned other books and got rid of some books and ran it the way they thought would make a worthwhile class. I woul... I didn't know how to do that. I didn't realize that I could do it. I was just

trying to, you know, be ready for the next meeting.

Calciano: Umhmmm.

Smith: And so it took a little bit of.... Well, so I wasn't able to do that. But there was quite a bit of flexibility, if you could figure out how to use it. And....

Calciano: Was it a productive experience for you?

Smith: Yes. Very much. And I learned how to use ... ultimately I learned how to fit into the pattern. I learned how to, to ... I learned that I couldn't lecture; that I didn't know very much. I learned about how to assign a paper, and in the specifics of this course that ultimately we'd have such an eclectic reading list that [unintelligible]; there's a certain point where you end up with a lot of examples to use, so you actually build something in about four weeks, you have all these examples to play with.

Calciano: Well now are there ... is there anything about our University, colleges, faculty, classes, administration, or other areas that you have been disappointed in or would like to see changes in?

Smith: I think the Chancellor should be elected.

Calciano: By whom?

Smith: Well, by a ... on a one-man-one-vote basis by the

students, faculty, and the staff of the University.

Calciano: Elected for how long a period?

Smith: I'm not sure what's convenient. It would ... it may be better to have a city council, a campus council, with a city manager taking the role of the Chancellor as the chief administrative officer ... maybe that would be better. Yes, I think I would prefer that.

Calciano: Who would elect the city manager? The council?

Smith: Well, it would be appointed. He would be an executive. He would be a ... his job would be to manage the operation, the policy guidelines that would be set by the council.

Calciano: How do you think that would work in, say, faculty recruitment?

Smith: Well it would give more autonomy to the individual department. Under the present system there's a competition between the board of studies and the college that they both nominate and they negotiate. If there's disagreement over the nominee, who gets the job, whose candidate wins, the Chancellor makes a decision. It gives him a lot of power. That particular thing would be, the consensus would have to be arrived at another way. But it would probably ... well that

would, you would have to....

Calciano: Well, would it solve this competition effect?

Smith: I'm not sure that that's a real problem. I'm not sure, you know, who gets canned. I know that there's certain ... there's good people who are leaving, but I'm not sure why, you know, why they are leaving. I'm not sure how the allocation of teaching positions to different colleges and different departments is run. I don't know how that is used as a way of rewarding politics or not, of getting into other people's way. There's a potential that the use of, of allocating teaching jobs to departments is a way of keeping the campus relatively conservative. They're trying to apparently ... like this campus was not initially meant to be a science campus, yet there's lots and lots of money and resources going into sciences. And it's not clear if this is because of the politics, or to get balance, or is it because there's money available, or whatever. These are things that....

Calciano: Or that good personnel elected to come here. I mean ... I shouldn't say personnel, but some top faculty in sciences chose to come here.

Smith: Yes, but those ... it's not that they choose, it's that they're recruited.

Calciano: But they also have to accept.

Smith: Right. But there's still a decision to recruit. Now once they get here, they may argue persuasively [unintelligible]. But these are things that I have a sense of, but I'm not ... I imagine you probably have done interviews or seen papers that talk about this more, and it may be that you should talk into the microphone instead of me. (Laughter)

Calciano: Well, I could give a twenty-minute lecture on how it's done, but that's really not the point of the interview. I'm more trying to find out what the students' reactions are. Whether they're based on information or misinformation, it's kind of interesting to see what problems are bothering the students, and obviously the Chancellor is a problem that's bothering the students from the student point of view ... am I not right?

Smith: Right.

Calciano: But now you've mentioned that you don't like his power to decide between the colleges and the department candidates, but that's sort of an inevitable part of this kind of ... that these competitions are going to exist if we have a college system and a department system working in tandem. Whether you've got your city

manager or whoever, somebody's going to be deciding this. So what ... well I guess [unintelligible]. One other problem ... why don't you, why would you like to see the Chancellor elected instead of appointed?

Smith: Well the ... there's been a lot of small things that have gone on as far as student organizations and the way of speak... use of speaking permits, and.... Like Eldridge Cleaver last spring was denied a speaking permit, and it's an example of how the Chancellor gets up tight about certain things, and he won't issue permits on [unintelligible]. And at this point ... I mean last spring was a good safe quarter to have Eldridge Cleaver come and speak here, and it would have been a good thing. People would have had a chance to see him, and now the man's in Cuba now (chuckle) and you can't [unintelligible] Cuba.

Calciano: And it was denied?

Smith: And it was denied ... no, well no, it was, it was a hodgepodge. People weren't sophisticated enough to know that they should make the administration deny it or accept it. It was withdrawn and subtle pressure applied on the faculty sponsor, and I'm not, it's not clear. I think students will say it was denied, while the fact was, it was handled away. And the Chancellor

will tell you this, that, "Well the students withdrew it," ... well that's not quite true either. But, but then it's a ... like you can start throwing things that have happened, and the Chancellor apparently ... the faculties will say, "Well the Chan...." The faculty is now standing up to the Chancellor, and when the Chancellor throws things at them, they throw them back. I have the feeling that there's a rhetoric the Chancellor uses like....

Calciano: A rhetoric?

Smith: A rhetoric ... it's the same thing he uses with the faculty and the students, although the students haven't realized the faculty gets it too. But simply he says, if you present a proposal he says, "No, we won't do it because I am responsible, and I don't like it." And so you meet up with a blank wall, and then he is a little bit more conservative than the rest of us by temperament, and so he's a little less willing to take a chance. And just things like in the last week he's managed to isolate himself from his faculty and from his provosts. He ended up, I think, naming an organization which the provosts are members of, active members, in his temporary restraining orders -- the

faculty-student coordinating committee was named, and the provosts, the five provosts, are active members. Then he issued the restraining orders, so the next night the provosts got up and spoke at the student rallies and said, "This is where we're at, and we're generally with you," you know. And so the poor Chancellor was stuck in his office with his attorney (laughter) who apparently isn't all that good.

(Laughter)

Calciano: Well why a ... why were these temporary restraining orders brought up in the first place do you think?

Smith: Well they allow the administration a lot of flexibility in handling what's called a coercion picket line. People block, actively block traffic in a way of [unintelligible] of closing the campus as a strike factor. It allows ... if you hand a guy a restraining order, it says ... well basically it says, "Don't block traffic; don't block access, or don't cause access to be blocked." Well "cause access to be blocked" is the bugaboo because you know, how do you cause something? You phone a guy and say, "Do it." You know, is that "cause"? And you sort of discuss it and not really agree to anything, but as a result of the conversation then does that mean that if he goes out

and does it, does that mean you've caused him to do it? It's a very, very strange kind of wording. So then if you're served with one of these temporary restraining orders, then you are under court order not to do anything. It means one, that if you do anything ... one, you're in contempt of court, which may mean it's not criminal or, but it may. I'm ... it's not clear. People have said, "Well, it's a civil thing; it's not a criminal thing; it doesn't go on your record" ... well, it also is, that's maybe a positive thing if it's true. The negative thing is that in disturbing the peace, an ordinary disturbing the peace charge, the law reads "with malicious intent," so if you can demonstrate ... there's a clerical defense for it. If you can show it's not malicious intent then you can be acquitted. But under a temporary restraining order, you're guilty if you know that you weren't supposed to do it. And malicious intent is irrelevant if you know that someone has said "Don't do it." So it gives them a lot of flexibility. It also means that they don't ... it makes it administratively simpler. Simply they don't have to arrest anybody at the time, although you don't have to arrest somebody at the time on an ordinary disturbing the peace charge; you can

take an affidavit and arrest them up to a year. But it's very easy. You've got your order issued; you take their picture violating the order, and you can pick them up later. And it's really a clean operation.

Calciano: And one that has irritated the student body apparently.

Smith: There's an amusing story that came out of last Sunday night's meeting. The Chancellor ... someone called him and said, "Hey, come on down," so he came on down and he said, "Well, gee, I'll read the temporary restraining order to you, so you'll know what's in it." And the students were of the opinion that to have it read to you means that you've been served, that you're covered under it. I don't know if this is true. But....

Calciano: So what happened?

Smith: So he started reading it (laughter), so they said, "Stop. You're trying to serve 500 people. We won't let you," and they turned off the microphone. I wasn't there, but this is what I was told. (Laughter)

Calciano: Well, when you said that the Chancellor should be elected or whatever, I wonder whether the students are ... are they irritated at Chancellor McHenry, or are they irritated at the office of the Chancellor and

almost anybody who would be filling it would be irritating to them? What do you think?

Smith: Well there's a clear sense that the Chancellor is not part of the campus. In fact he said so himself last fall, or last winter, very public, he said, "I will not be your leader; I will be the mediator. I will stand between the campus and the Regents, because they're going farther and farther apart, and it's harder to be in the center. So I can't," you know, "I can't be your delegate." This is his articulation of something that people have sensed generally ... that if the campus raises a consensus he will not be a, he will not be the spokesman. Then there's the sense that the Chancellor should be a moral leader of the campus.

Calciano: So you don't think it's the....

Smith: He should take a stand.

Calciano: So you don't think that it's the position itself that automatically puts anybody between ... in this referee position. You think it's that the Chancellor has chosen to use the Chancellorship as a refereeing position rather than a leading?

Smith: Well, it's hard to say. Well yes, that's what he's doing you know. It's hard to say why; he has a real

sense of what's going on in the state ... I don't argue with his political analysis. I suspect he could do a better political job inside the campus. And he's got a lot of people mad at him. And ... I mean if he's all that smart a politician, he shouldn't have all those people mad at him.

Calciano: Yes, but on the other hand, he's got ... he's in the situation of having to somewhat please the students, the taxpayers, the Governor, the Regents, the University administration, and I really wonder how any man can have that position and not get one contingent or another mad at him.

Smith: Well, I'm not sure the whole problem is a question of, of actual decisions. It's simply the way processes are arrived at, decisions are arrived at. And there are a lot of things that are going to be real bad anyway, regardless of what you do, you know ... like if ... like when we have a demonstration here, it comes across really militant, regardless of what happens, so you have a lot of latitude because you're going to get dumped on anyway, so why don't you let the people that are, that want to do something, you know, vivid, let them do something vivid, because the public's going to think it's vivid.

Calciano: By vivid, you mean....

Smith: Well, take the Regents' demonstration.¹ That was a very, that was relatively a mild occurrence. Well I don't know, maybe from the inside ... but....

Calciano: Maybe what?

Smith: Maybe from the inside that the Regents really felt put upon, but the ... it was a lot of concerned students outside, you know, and they ... it was a ... they had been in a politically intense summer, and they came back keyed up, and immediately the Governor provided an issue in the form of 139x, the students and the Governor together.

Calciano: For the records, that's the Cleaver course that he was....

Smith: Right. The Cleaver course.

Calciano: ... told that he could only lecture once instead of ten times.

Smith: Right. So ... but it was mostly, you know, concerned students. And they were there outside. And it was, you

¹ Ed. Note: On October 17-18, 1968, the Regents met on the Santa Cruz campus. Student demonstrations were held both days urging the Regents a) to allow Eldridge Cleaver to teach his course at Berkeley (Social Analysis 139X) for credit, b) to establish a College of Malcolm X at UCSC, and c) to support the California Grape Boycott by banning all grapes from University dining rooms. Governor Reagan, who was present on the 18th, was a particular source of irritation to the students. The demonstrations, which resulted in several quite tense situations, received extensive coverage in the local news media.

know, a mild demonstration, a little bit boisterous at times, but you know, nothing, nothing particularly dangerous for example. And so it comes across as a militant demonstration in the press, although the Sentinel was relatively good, but then of course the public reads in a little more ... "Oh, those students again. Bah." So my example here is that Cleaver should have been allowed to speak in the spring. Bobby Seale was allowed to speak; apparently the difference is that Cleaver has a felony record and that Seale doesn't. And that's a very, I think at this point in history, a very minor, a minor kind of an objection, because you should just let him come, you know. You can't ... the question of firearms you can't control unless it be stop whoever comes, you know, and check them. And you're not going to do that. So he should have ... and then eight guys came with Bobby Seale, so why not Eldridge Cleaver too? And it seems like it ... it should have been sort of recognized that the administration cannot control. Once they say, "Okay, one guy," that means they're going to get a lot of guys, and they should accept that.

Calciano: Umhmmm. Now what other changes would you like to see, or are there any major ones?

Smith: I think the planning process should be democratized. Presently the Chancellor is the chief planner, and the fact that he is, and the fact that he keeps a tight rein, means that he has final decision. And he's kind of unpredictable. In fact you're never sure until you get it. I've heard of this from senior faculty, that you're never sure what's going to happen until it happens. That there ought to be a faculty and a student process of formulating decisions which is [unintelligible]. Yes, of coming up with programs and things and changes for additions and....

Calciano: You're talking about structural, or....

Smith: Structural ... well, largely curriculum, but the whole region of planning involves establishment of priorities: Which disciplines are emphasized? How is teaching time allocated? What kind of people do you hire? What kind of new programs do you establish? Do you establish innovative programs, or do you establish traditional programs?

Calciano: And the boards of studies don't control this?

Smith: Well ... that's ... they do within their range. But there's new boards of studies; there's a new one in community studies next year. It's all a question of "Are the standard disciplines an appropriate

organization of material?" The college system is a way of getting out of discipline-ism, but it's not being used effectively. It's sort of ... right now it's a place where you have core courses and a few seminars. But it hasn't been experimental; it's pushed [unintelligible], and part of it's because you have professional faculty rather than interdisciplinary faculty so that ... there should be some way where you can involve the basic, the users of the curriculum, that is the students, in formulation of, you know, of individual courses. You do formulate certain things now -- papers, independent studies, but you know there's a whole series of other decisions that ... it narrows the choices available to you. And the students should be in that decision-making thing. And as a part of that you have, you could evolve a system of, you know, simply that it will be discussed, that students would think it through more, because they don't think it through that much now. They're fairly open to charge for not doing that. But they'll, you know, they'll.... There should be a change in the structure, and there also should be enacted some way of opening debate in an active way on what the priorities should be and what kind of innovation and what kind of policy

we should have. This necessarily would involve.... To free it up so the people would really believe that the thing was relevant, you'd have to somehow decentralize your planning. When one man has the control, then you can't; you're not allowed to ... you can't dream that much; you don't believe what you're dreaming.

Calciano: Um ... here again it seems almost as though somebody's got to be coordinating it someplace.

Smith: Sure. Well the proposal which has been turned down is that you have a planning board or a committee which sort of is the ... um, it reviews the suggestions and proposals and sort of formulates. And it includes representatives from various faculty groups, students, I don't know about the outside ... anyway, the various stakeholders, and which then....

Calciano: Stakeholders?

Smith: Stakeholders -- people that have a stake in what happens. And then the proposal is formulated, and then it goes to the Chancellor; but the thing is, though, when you establish.... So he ultimately has the stamp. This is what happens when you have a corporate system with the board of directors and then the executive and then the people under him ... that the executive does have the responsibility and the board of directors

does. But you can have a consensus-evolving body that formulates consensus, comes up with good proposals, prevents bad proposals from getting through. And it's at that level that there's no mechanism that's evolved, a place where the different groups can get together, talk things through officially, and then stand as a group facing the directors and their representatives. The directors being the Regents.

Calciano: I see. This committee that ... you say it was proposed to set this up?

Smith: Right. Mr. Greenway, the present Director of Academic Planning, has said recently, publicly, that he proposed a system like this and the Chancellor refused it saying it was not compatible, or it was not in accordance with other University, other campus planning procedures. I'm not sure if the text contains his statement that he read to the Wednesday night meeting a week ago and which was published in the Strike Daily the day after. [Pause]

Calciano: What do you think of the administration here aside from the Chancellor?

Smith: Well, I like Mr. Shontz. He's ... he sort of flows with the consensus, and he rides it quite well and is kind of a mediating figure, is quite reasonable and

[unintelligible]. He's kind of in a bind, too, because he stands between the students and the Chancellor, and the Chancellor's a lot less sympathetic than he is. And a ... so he's okay. And I don't know too much about the other people. I know who they are and a little bit of odds and ends, but nothing that I could, you know, speak to.

Calciano: Well now, would you like to comment on some of your activities? Um ... should we start out with campus politics?

Smith: A ... sure. Well, I'm not sure what to say. I've done a lot of things ... in fact I've been campus representative, and I've been active in Stevenson Libre and ... as campus representative I used to go to the Regents' meetings and as ... in the Libre I just walk around and talk to people, and so....

Calciano: You've edited a number of issues of the Libre, haven't you?

Smith: Yes.

Calciano: Were you one of the people who started it?

Smith: Right. Yes.

Calciano: Would you like to say why it was started? I think I know, but let's get it on the....

Smith: It was started because there was no newspaper.

(Chuckle) There was the City on A Hill Press, but that didn't print any news. I mean it printed film reviews from the film class or something I think at that point. So we were in student government then, and we wanted to have, to get the word out, so we printed things like minutes and short essays and odds and ends. It was a very tame thing last spring, but since then we've gotten into ... the following quarter, see, we became ideological. The quarter after that we sort of ... we had two kinds of issues. One which was just the stuff people submitted, like letters from the Chancellor and things like that, and then there were groups that wanted to do ... you know, participate. They wanted to do something, and so the Libre was an instrument by which we could encourage them to do things by letting them do a Libre which would meet their needs.

Calciano: Oh, like the food issue would be an example, or....

Smith: Well that was sort of a special research project. That was a little closer to home, to Ed and myself, because those guys are probably going to be the Libre next year. But the groups like ... there must have been a Malcolm X issue, the Committee for the College of Malcolm X must have done an issue at one point. The

... during the boycott the Third World Students did an issue, and they must have the longest issue on record. (Chuckle) They did the twelve sides or something.

Calciano: Right. I remember. (Laughter)

Smith: A massive issue. Number twenty-five, huge issue.

Calciano: How come you don't date your issues, just out of curiosity?

Smith: I don't ... I don't remember. There's one guy that says, you know, date them and we say well they're in order and they're numbered.

Calciano: I'm thinking of the poor historians fifty years from now ... a bunch of numbers, but when's it start and when's it end. (Laughter)

Smith: Well it will make it interesting for them. (Laughter) We do date some now. It depends on who does it. I ... some are ... there's probably about a third of them are dated. In fact we've had that argument presented several times.

Calciano: I'd like your comments on the student strike this past week. First of all, the barricading of the Central Services. Do you feel you can talk about this?

Smith: Yes. There's an interesting history to it that's not too well ... it's not well known ... um, we've run out

of tape.

[Change tapes.]

Calciano: All right.

Smith: The initial taking of, the initial act ... there's two groups involved. The first group was sort of a ... it was sort of a concerned students' group, and their function was sort of 1964 -- sit-in and initiate debate by doing something dramatic, and you get arrested because this is....

Calciano: 1964?

Smith: Yes. Martin Luther King.

Calciano: Oh.

Smith: You sit in, and you take a moral stand and say, "We believe this to this point that we are willing to do this," and then you hope people talk about it, that people then will take it seriously and [unintelligible] and then something will follow. So those ... that's one small, that was the group that went at five o'clock in the morning, wandered over and set up the barricade.

Calciano: John Sumida's group?

Smith: Yes. Although he is more of a ... he's become the, you know, he's the only person anyone knows because of all

the people no one knew who was who, but in fact he was, you know, one part, and he's the spokesman, but he's not ... when discipline is handed out, whatever it is, he'll probably get it and no one else will.

Calciano: Oh.

Smith: But that's not ... that won't be fair, because he's only the spokesman.

Calciano: But ... well I was using his name to try and identify....

Smith: Yes. Everyone else gets [unintelligible].

Calciano: ... but the group that was standing up on the balcony, were they all members of this particular philosophy?

Smith: [Shakes head]

Calciano: No, you said?

Smith: No.

Calciano: Okay. So go on.

Smith: So the, so there ... but also I guess there's sort of a moderate group. I mean it's not what you'd call the radicals, that there's a group of people that are known as "the radicals".

Calciano: This group you just talked about you say was the moderate group?

Smith: It ... it was ... you could label it "moderate".

Calciano: Okay.

Smith: There's also a group that you call "radical". And these guys, these guys are living in 1970. They don't want to go to jail; they don't want to have the police come, but they do want to sort of have a guerrilla warfare thing. They want to, you know, hit and run; they want to do something and leave while they can still get away. They're not very well organized, but they're sort of, they are a group, but they're not, you know, organized in such a way that they can do things so much. So they were stuck. They didn't know what to do, you know. Here they were getting shown up by the ... there's a "militant" action being done by the moderates, and the radicals didn't know what they were doing. So through the weekend there were a lot of meetings, and by Sunday night all they came up with was that they would go, and they would be ... they would do something; they would go inside or on the balconies with the other people, or they would be a support group until the others were arrested, or something. So the way it materialized that day was that ... you see I got there around quarter to seven; I got there right after Mr. Shontz and Mr. Hyde. They passed me on the road. And so there was a lot of

people there. There were defense teams. There's three upstairs entrances, the two staircases and the ramp, and there was lots of people, you know, just there; there was maybe fifteen or twenty at each one, and then a lot of people milling around. This was quarter to seven in the morning. (Laughter) And so at this point there were ... the so-called radicals were, you know, there, mixed in and up and around. Then also the moderates had worked out a support system where there were a lot of guys that were going to help them to the point of waking everybody up in the morning so that everyone will wake up enough to decide whether to go or not ... go to the thing and be outside and mill around and create an atmosphere. So anyway there were a lot of people like that, and there were just a lot of people that were radical and doing their thing, or thought they were radical and doing their thing. And then there were the people who were making a moral stand. So when you see people on the balcony, there was only one small portion that was committed to staying beyond a dispersal order. The administration's big mistake was that it didn't make a dispersal order. (Laughter)

Calciano: What would have happened if they had?

Smith: They probably would have got their building back in time for lunch. (Laughter)

Calciano: (Laughter) You don't think the rest of the students would have gotten mad?

Smith: Well they may have. Well, I don't know.... There was a.... Of course things around ... around lunchtime was when people were seriously starting to talk about, you know, when they were going to leave. That's when people started hearing that the police were assembling downtown, thirty police ... vehicles for thirty policemen.

Calciano: I heard that rumor, but it was a rumor, or was it not?

Smith: Well, I went down once or twice to check. The firehouse by the Safeway has a back way, a back lot to the firehouse across from Safeway on Almar, and there were, I guess when we went down around 11:30 there were three cars and three vans, two cars and three vans, so a car will take six and a van will take six or eight.

Calciano: Hmmm.

Smith: There are chairs in a van, you know. So later on someone said the guys were starting to ... (yawn) ... in the early afternoon they were sitting in the vans. You know, individual policemen, and so it looked like

things were moving because also the fact that the local police can act without the Chancellor's approval. The Chancellor did not ... I mean the police can move in by themselves like it's in the city of Santa Cruz. And so there was a very unpredictable ... the faculty came in very concerned about this and said, "We can't offer you anything, but will you get out of the building because you may get hurt."

(Laughter) And so there were a lot of people on the balcony. I was up there for a while, and I'm sure I'm in lots of pictures, but it's not ... I know that I wasn't ... I was there more as just wandering around, and I suspect a lot of people were there for the same reason, and even some self-proclaimed activists who were there, you know, would leave.

Calciano: Well, were they clear in their minds as to why they were taking the building?

Smith: Well, there was the moral stance group who was also a group that was concerned about exacting a price for the use of the Guard and the police in Berkeley. It's simply that you don't have many ways of fighting back, but when you do, then one of the things you can do is make the University not function for a while. I think that was clearly part of it. Also was the ... that was

one part of it; the other part is that if you have an action, then you can catalyze debate and get people involved in building your own political base which is what has, I think what has succeeded in the last week and a half. There's a lot of people that are ... well I went to a radical student union meeting last night that filled the fireside lounge. It was people that were concerned about doing things ... not necessarily militant or violent, but just concerned about getting in a kind of politics which was talking about basic change. They were talking about, you know, talking about change. It's very unclear what it means to work within the system, or outside of the system, or what co-option is and stuff. They are words that you sort of accept -- well you're against co-option, you want to work outside the system, but when you get down to the, away from the abstraction and down to the reality, it's not clear what those words mean.

[Unintelligible]. But in any case, there's been lots and lots of activity. And lots of people, they're still moving to more and more activity. Prior to ... in the middle of the last quarter, there was just very few people involved. There hadn't been things to bring them together in a way that they thought ... which was

real. They just couldn't do it. But now this....

Calciano: Well what? Do you think it was the taking of the administration building that got them active, or was it the Berkeley incident itself that has got them active and talking?

Smith: Well they go together, because the taking of the administration building was the first concrete thing that happened here that was able ... you were able to refer to, that started a momentum, and people don't talk about that anymore. That's history; it's ancient; it's not considered. Because you've gone through these, every night since then you've gone through these marathon meetings. You know, argue demands, argue tactics, this, that, and the other. You've gone through a strike, of sorts. You've gone through, living through, well we all together learned about temporary restraining orders.

Calciano: (Laughter)

Smith: You know, we all of us were at the Cowell Dining Hall Sunday night, and we had it laid on us ... what is a temporary restraining order. And we all shivered together, you know. (Chuckle)

Calciano: Well did the ... were the students by and large ... did they react positively or negatively towards the

barricading of the administration building?

Smith: As a group I don't know; I really don't. You. have the feeling there's lots and lots of ... it was handled quite, as a move, it was handled quite well ... cleaned up afterwards, put everything back. The only expense to the University was the lost working time, as far as I know, and that kind of thing. So if you wanted to be amenable to a sit-in, to taking a building, it was, it's an easy one to be amenable to. People that really ... there's a real concern about what's going on at Berkeley so it's, you know, any building action here is very tame in comparison. Well....

Calciano: Any "built-in" or "building"?

Smith: Building.

Calciano: Building action.

Smith: Yes. Right. It's very tame by comparison. So I suspect most people are, you know, they're not violently opposed, and many are quite in sympathy. I think the faculty was very much in sympathy, [unintelligible] the students were. Like they wouldn't want to do it themselves, but the students were kind of a moral stand-in that they can be proud of the students, although they could tell them to quit doing it. And I

think this was [unintelligible].

Calciano: I've heard that there's sort of a split between these two groups, or a distrust, that the "moderate" activists or moderate-radicals or Third World ones don't really trust the motivations of the out-and-out radical students. Is this....

Smith: Yes. The lines are switching around a little bit. Right. That is the out-and-out radicals are, tend to be, well there's a lot of loudmouths and [unintelligible]. One phrase that you can use is "serious political work" -- that out-and-out radicals here are not doing serious political work in the sense that the people that are labeled that. I don't suppose anyone else is either, but there's ... other groups are more grounded in an analysis of what's going on around them, aware of how things operate, less hung-up in their image.

Calciano: They're working more towards defined goals, would you say?

Smith: The ethnic groups are. They're ... you know, they have concrete things they're trying to understand. So called "moderates", now when you start using this word it's strange, because like the "moderates" we talked about at the building, a week ago they lined up as

radicals in the debates about the strike, and then the leading "moderates" in the debates in the meetings are Crown people.

Calciano: Yes. Well when we were talking about the building, we were saying, "The moderates of the super-activists," in a sense.

Smith: Well, it's not ... it's ... they're more people that ... they're probably people that are substantially ... well they're not super-activists either; but they're certainly not run-of-the-mill students. While the moderates in the debates and the meetings are run-of-the-mill students who are not supporting the strike necessarily, or they're not saying, "Yes, the strike's the thing." And maybe by temperament they're not really "susceptible" to radical [unintelligible]. There's something about them that they ... I guess the criterion is that the moderates as a group are generally comfortable with generally how things are put together, but there're specific things that they don't like that they object to, but they haven't evolved that into a general attitude towards the whole thing, whereas radicals come up with a general thing that the whole thing has got to be altered. It's a general view. And that's one way of labeling, and then

there's ... but you can be ... to be a radical doesn't mean to be a militant. So this is the thing that we're talking about. We're talking about militant radicals and what the faculty calls "responsible" radicals. And then there's (chuckle) then there's stupid moderates and intelligent moderates.

Calciano: (Laughter) Can you give me percentage figures on those four categories?

Smith: Well I don't know how big the universe is. The militant radicals are running, oh, 30, 40 maybe. There's a lot more than I thought there were. Responsible radicals, there's probably ... (sigh) as many.

Calciano: Thirty or forty?

Smith: Yes, I don't know. I'm not sure what the range is. I've ... it's hard to say where the ... where the lines are drawn. There's a lot more people around than I'm aware of in both those categories. There's a lot of unthinking moderates - people who simply say, "Yes, I really am upset about these four things, but somehow I just don't want to throw the whole thing out." Somehow it seems like ... I mean their analysis, they won't extrapolate from it to say, "Well, I'm against these four things; therefore the fifth thing is

probably wrong too."

Calciano: All right. Now which group are you talking about here?

Smith: This is the moderates.

Calciano: Now ... the stupid moderates or the thinking moderates?

Smith: A ... well let's call them stupid moderates.

(Laughter) Thinking moderates are probably, they'll probably think it through. (Chuckle) I don't know what that means.

Calciano: (Laughter) Well how large a percentage would you put in each of those categories?

Smith: I don't know. I suspect mostly here we've got lots and lots of concern. And it's probably ... I'd like to change [the label] from "stupid moderate" to just "ordinary guy." It's simply people are concerned [unintelligible], and then they're aware that there's a lot of basic things, a lot of things that are done wrong. They're against the use of the Guard, against the use of shotguns, but they're not ... they're not concerned about the People's Park per se.

Calciano: Now where do you fit into all these categories?

Smith: I suppose I'm what they call a responsible radical.

(Chuckle) I've been told that's what I am, so I guess....

Calciano: I've been told that's what you are too. (Laughter)

Smith: Okay. (Laughter)

Calciano: But I think that one's own analysis is interesting. Well, are there any areas that I haven't thought to ask about on this thing?

Smith: You haven't asked if I support the strike or not. (Laughter)

Calciano: Oh, you're right! I haven't. Did you support the strike? (Laughter)

Smith: Only half way. I didn't think it was particularly ... it wasn't worth my time too much, so all I did was I just talked to the people I normally talk to about what was going on and tried to figure out sort of ... it was sort of like a technical advisor, a technical role, where you sort of talk to people and you try to ... you understand the small points of how things worked and so on, and they used the conversa... like they use the conversation to prove what they're doing, and I use the conversation just to understand, so that if I ever have to come up with a strike that I know how to do it.

Calciano: Well now, which group put together the strike?

Smith: The strike was what would be called the militant's viewpoint, or ... well, the initial ... it was funny

the way it was initiated, that the first meetings were like, came out of ... came out of the Central Services action. And then the first meeting was a ... started out as a self-criticism session just out of, out of Masters of Deceit, and I'm sure the Sentinel reporter was thinking that. Like they started out saying, "Well, this is what we should have done. We should have ... fine points, next time we should develop a certain kind of [unintelligible] democracy between the various [unintelligible] and defense teams as they're called. Each defense team should decide who should negotiate for the consensus of the, you know, the lower soviets and the upper soviets." (Laughter)

Calciano: Administrative problems. (Laughter)

Smith: Yes. Internal democracy, and who should vote.... But then they decided on the strike that night, and the next night they debated demands² and elected the steering committee, but you see you're picking your people, so you have this relatively select group, although it was a big meeting Monday night. Tuesday night you had more people. Wednesday night the moderates decided that they were getting ... they were

2 Ed. Note: LIST OF STRIKE DEMANDS: see Volume I, page 139.

... they wanted to have a strike, but they wanted to have classes on Saturday and Sunday; it was the Crown caucus. So the next day it was at Crown and all the moderates seemed to have gotten together, and they wanted ... there was an internal floor fight going, not a [unintelligible], it was all orderly, but there was a lot of ... a....

Calciano: A parliamentary struggle type thing?

Smith: Well it became that. These radical actions tend to become community affairs, moderate community affairs here. You start out calling for a strike and you end up with a convocation, because when you bring in more people the composition of your group changes. So by Wednesday night, I was ... people were saying, "Well, there's going to be a split. The radicals are going to pull out." Well it never happened, but there was always this tension. And so....

Calciano: And what did you think about it at this point?

Smith: Oh well, I was ... I kind of felt the thing was operating in a vacuum. I mean the ... well, I don't know. Somehow it didn't ... somehow I wasn't quite sure the strike was the appropriate thing. I had this real sense that ... that we're all going to have a police state anyway, and so it's a question of do you

go down in style or do you go down slowly. And I just couldn't make up my mind, so I just sort of wandered around, and I read a few books, and I talked to a few people, and sort of kept track of what was going on.

Calciano: And now with the chronology, I shouldn't have interrupted you, but, so then Wednesday....

Smith: So. Wednesday there was ... by Thursday morning it looked like maybe it was going to be, the radical union was going to pull out. And ... but that never occurred. Thursday night there was a ... you see the [Academic] Senate met in a semi-public meeting Thursday afternoon and passed several strong resolutions, but they were ... they didn't ratify the student demands; they passed an alternate set, which I think largely ... I think they were against the Guard; they were against violence, but they hedged on the Park as an issue. So anyway the Senate didn't do a very good job publicizing it and making it sound, making themselves sound good, so the faculty person who talked Thursday night to report on the Senate was a faculty member who didn't like what the Senate did, so he sort of demolished the Senate, and so that was the faculty spokesman, and so then people went on to vote on the strike starting that Friday, and they

[unintelligible] added another demand, and ... so things were rolling.

Calciano: And then the strike was held Monday and Tuesday. Now what about the meeting Tuesday night?

Smith: Tuesday night meeting. Monday night the group of moderate students put a thing under everyone's door saying, "Come to the meeting; vote against an open-ended strike, because an open-ended strike means these things are too prolonged and there's no grades and no degrees," which wasn't true, I don't think. The faculty would never have allowed an open-ended strike. They would never strike over [unintelligible]. So the meeting was packed with the students; it was full. And....

Calciano: By ... okay.

Smith: It was really full.

Calciano: Yes.

Smith: I mean it was stuffed. And we discovered that the doors to Stevenson are very badly located, because the doors in the back are set in the center of the room, because the way that.... There's these wings; there's the regular part of the room and then there's wings on three sides, and the doors are at the points where the wings meet, which means that the doors are actually at

the center, towards the center, instead of the back, so that people are clustered around the doors more, and then it was just plain full. And so I didn't stay that long; I was in and out; it was a slow-moving meeting. They ... anyway, I wandered in and out several times, but apparently the strike was voted, and it was voted out. There was a radical student meeting afterwards which didn't lead to anything at all, and then there was another meeting last night which was interesting for several reasons. This is the concerned radical students, the ones that heard about the meeting last night; I didn't hear about it. I didn't know about it until I saw this crowd, and I said, "Aha, there's a meeting," but it filled the fireside lounge; it was the old groups. The old quote "radical" group wasn't really in control since, you know, there was a lot of people speaking, a lot, all sorts of different directions. There was no consensus evolved except that people were going to go to Berkeley today and tomorrow. And the people that you think of as the leaders were just sort of sitting off in the corner watching sort of. You know, it's like, it's like the whole game's changed, so maybe ultimately there'll be a new group or enlarged to

forty people that are just concerned about a whole series of basic political things, research, community relations, [unintelligible].

Calciano: Can I interrupt just one second?

[Machine turned off briefly while the interviewer phoned her office to delay her next scheduled interview.]

Calciano: I've heard the vote against the strike at the Tuesday night meeting was two to one; I've heard that it was nine to one. Does anybody know?

Smith: No, I don't. I can't ... I kind of think it might have been nine to one. That's pretty heavy though. I would estimate six to one. You just sort of [unintelligible] who's there. I wasn't there for the vote, so I don't know. Nine means that there's only one tenth of the group voted for it. Well, that could have been possible too. But it was clear that, you know, there was not going to be an extended strike, and lots of people came special to vote against it, and that a lot of people were ... even people that sort of like radical action thought it was tactically stupid and didn't want to be bothered with it, 'cause even the second day the strike didn't work that well. People

sort of got tired of picketing; picketing was stupid when you'd already told everybody everything they could absorb.

Calciano: (Chuckle) Picketing's a lot of work.

Smith: Yes it is.

Calciano: Well where do you see things going now?

Smith: Well I think the [unintelligible] my own sense now is that there's lots and lots of people that feel involved and that are able to, that there may be, you know, an act of radical politics that's outside the student government, outside of campus committees. I'm not sure what "radical" means but I think it'll be identified with radical identity. People aren't afraid of the word radical; I've seen evidence of it last night. I think there's a couple, there's some techniques that have evolved to keep large groups together. There's a few people that are able to learn as they go. They sort of, they know each other, and they can work together, so there's a little bit of semi-sophisticated leadership. There is just a lot of people, and to me it looks like there's something that's, that the times are changing; it's gone a long way.

Calciano: And what results will come from this in the next couple of years do you think, as far as "accomplishments" are concerned?

Smith: Well, there'll be, I think there'll be a lot of the, this spin-off kind of projects that are associated with militant action at other places that we don't hear about in the paper, like research, analysis, and community action projects, and things I'm not ... as far as the vivid things that get in the newspaper, I suspect Santa Cruz is relatively secure, because you know students can't get angry in a vacuum for very long. There's a certain point that then the various concerned people around sort of start talking to students simply because they want to sort of be in touch. But the effect of that is that the students learn other viewpoints; it's not incestuous; you don't get each other tuned up; someone cools you down just because you have to explain to someone who doesn't agree with you necessarily.

[Pause]

Calciano: What about your own plans for the future? What are you going to do after graduation?

Smith: Going to the Peace Corps in the Amazon.

Calciano: Oh my! For two years I presume?

Smith: Two years; twenty-seven months.

Calciano: Do you have to worry about the draft?

Smith: Yes. I haven't heard from my board yet. The ... you see this week (chuckle) the day after this demonstration, the sit-in, the civil service investigator started coming around. This is really a great day for them to come around. (Laughter)

Calciano: This is just coincidental, you mean?

Smith: Well it was time for them; I knew it was going to happen. And it was nice that he came Tuesday instead of Monday ... although he may have been there Monday and no one ... he couldn't find anybody. But he's been turning up, and he's talked to all my employers, and he's talked to people downtown who know me. He went to see a friend of mine (he's also in the same program) that....

Calciano: The Peace Corps program?

Smith: Peace Corps program, yes. He went to visit him and his girl friend. I don't know if he visited because of me or because of [unintelligible name]. They never talk to the person themselves. They always talk to people around.

Calciano: Well if you're drafted, will you just serve your time, or....

Smith: I don't know. I've got my passport, and I'm saving my money to go to Canada. I'm not sure if I'll go there, but I'm [unintelligible] as an option and so forth.

Calciano: Umhmmm.

Smith: It would be fairly likely that if I could make up my mind I would go to Canada with the assumption that I can always go back to, come back to the draft. They'd rather have me in the army than in jail. It's cheaper.
(Laughter)

Calciano: Are you planning any graduate work at all?

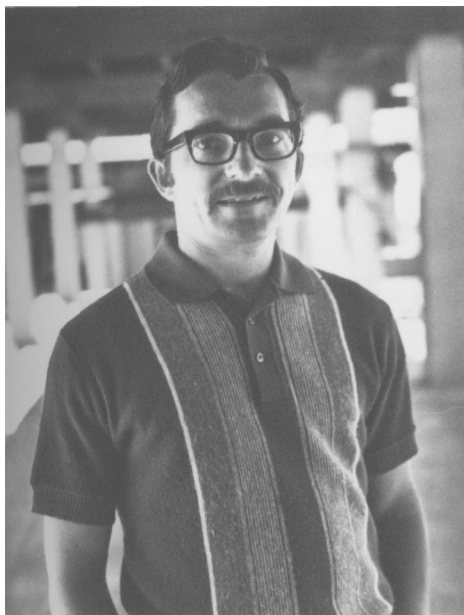
Smith: Not immediately. I'm tempted to go into law. I'm going to take the law school aptitude tests and see if I can, but that's something, you know, I'll come back to [unintelligible] problem.

Calciano: Now is there anything else you'd like to comment on that I haven't thought to bring up?

Smith: I don't think so. We've talked about the things that I think about normally. And ... well that's it, I guess.

Calciano: Okay. Well, thank you.

Smith: Okay.



Michael G. Corcoran



Marilyn Shea



Richard E. Fernau

Name: *Michael H. Connor*

Date of Birth: *7/15/38*

Place of Birth: *Fargo, N. Dak.*

Home Residence: *2646 Fresno St.
Santa Cruz, Calif.*

High School: *N. Hollywood H.S., N. Hollywood, Calif.*

Colleges Attended: *Valley J.C., Van Nuys, Calif. - Monterey Peninsula
J.C., Monterey Calif. - Cabrillo J.C., Aptos, Calif. -
U.C.S.C., Santa Cruz, Calif.*

Year you started at UCSC: *1967*

UCSC College (s):
(if more than one, give dates)
Crown

Resident or Commuter: *Commuter*

Married: *No*

Major area of study: *Mathematics*

Other fields of academic interest: *Computer Science*

Activities and offices held:

MICHAEL G. CORCORAN May 29, 1969 11:30 a.m.

Calciano: I'm going to start off with a rather unusual question, and that is that you were asking me so many questions about the methods and procedures involved in the interviews, I wondered why? Were you concerned about what was....

Corcoran: Basically, yes, I was curious; not so much concerned, but.... I've been currently reading in an area, anthropology, that deals quite a lot with persons making interviews and persons being interviewed for various reasons which may not be entirely, completely known to the interviewee, and I wanted to be sure that what I was about to undertake was solely made well aware to me.

Calciano: Right. That was one question you really didn't ask me and I ... you do know that the volumes go up in Special Collections and are available to all researchers for whatever interpretation they wish to make from them?

Corcoran: Yes. I think the contract that I looked at made that pretty well aware to me.

Calciano: Fine. Well now, why did you choose to come to UCSC?

Corcoran: Well, for quite practical motives initially. Proximity

of the University was a deciding factor. At the time, and right at this time, my home residence is still Santa Cruz. And I had been enrolled at Cabrillo College and finished out my two year lower division work, and UCSC was, you know, a very practical choice for me to continue on. Financial considerations had a lot to do with it. I have not found myself in a position to be able to pick and choose because of financial considerations that would be accompanying my various choices. For instance, I wouldn't be able to find myself going out of the state to a university or college. I also had realized that although there are differences in colleges and universities -- you know, the level of instruction, the academic approach -- that I was fully, or seemed to be fully exploring my own intellectual powers almost wherever I studied; therefore I felt that by going to UCSC I wouldn't be in any way sacrificing any academic standards on my own part, but by making the initial choice right off the bat, by not, say, contemplating some other universities, which I did as a sort of a formality because the forms that I filled out called for it -- you know, what is my second choice, what is my third choice in case I can't be accepted here. Mostly I was

placing all my cards on being accepted here. The fact of the matter was I was of course. But financial considerations, plus a ... what would you say -- sort of an academic fatalism.

Calciano: (Laughter) Had you considered going here in 1965?

Corcoran: A ... no. No, at that time I didn't. Possibly because junior college education was that much easier as far as having all formalities arranged for your attending there. I don't find myself in the same position as regards to learning as most college kids, college students, in that I'm not in the same age group for one thing. And I don't feel the urge, the necessity for getting away from home and, you know, placing myself in with a group of peers, because in a certain sense students really aren't my peers. We come from a slightly different-oriented age category and ... for instance, I was 26 before I ever started my college education, and my ideas towards college education are somewhat different.

Calciano: What had you done between high school and enrolling at Cabrillo?

Corcoran: Well ... a variety of different things. Immediately out of high school I proceeded to enroll in junior college in the Los Angeles area where I was living at

the time. I attended junior college there for a half a year, a semester, and due to a combination of factors ... two of the primary ones were the running out of funds, financial funds, and a sort of diminution of interest in my field, which was engineering. I decided to [unintelligible) academic interest on account of, you know, sort of a disappointment in finding out that what I was attempting to go for was really not my cup of tea. And not at that time knowing what alternatives really would satisfy me academically, I decided to quit, at least for the time being, and get a job. So this is what I did; I think basically the reason for getting a job was the fact I needed money.

Calciano: Well have your jobs had anything to do with the math-computer area, or....

Corcoran: Well realize that the math and computer area has not become a real major interest until I started out my extended college education which didn't begin until I was 26 years old.

Calciano: Well this was what I was wondering -- which came first? I mean the decision to go back to school, and then you picked your major, or was it that you had found the field you wanted and then....

Corcoran: No, I always sort of vacillated ... and it's, in a way

it's, you know, to be lamented, but when I was young I had a, oh, what would you say, a sort of a highly detailed musical upbringing, and showed quite a bit of proficiency in it and gave recitals and worked, played for money when I was a kid, and....

Calciano: Piano?

Corcoran: Yes, piano. And as a consequence there was always the basic decision to be made as to whether or not I should continue on in music. And although musically I felt very confident of my going into this area should I elect to, there were other important considerations, one, again, being money. It takes money to make it in music if you're going into serious music, because one must enroll in a, what would you say, the most elite of all the schools available, and this of course takes financial backing. Also it helps to know the right people, and I felt that I didn't know enough of the right people. I had people who were interested, but their interest, although, you know, it was highly desirable, I felt not to be interest of the kind of people who can send you on your merry way and really get you to the top of your area. Now that, that might seem sort of like a snobbish attitude to take, but at the time I was exploring the area of, say, becoming a

concert pianist or, say, an artist, rather than the area of teaching, which doesn't require such, what would you say, ambitious motives behind whatever it is you do in the music area. If I had elected to just use my talents to go into teaching, I could pursue more normal channels of academic interests; I mean go to the state college or university and take basic music education courses and end up being a teacher. But that's not the route that I wanted to ply, because I felt my aptitudes lay elsewhere. So ... also, though, I was good in math in high school and felt that this is an area I could go into. And when I graduated from high school in 1956, it seemed like everybody and his brother were going to become engineers, because that seemed to be the up-and-coming profession, you know. All the industries needed more engineers, so I think sort of out of following the basic interests of the community around me I decided this would be a good area to go into. But sort of having a slight exposure to the engineering profession from my introductory courses in my first year in college, I became disillusioned because I found out there's a lot of, oh, I don't know, what would you say, practical down-to-earth considerations that engineers make that

really sort of left me cold, and consequently it turned me off as to becoming an engineer. It could have been just the way I read things into the subject matter that I happened to be reading, and really, you know, I only had a very slight exposure to the area, but anyway, the fact is this is what actually happened. So ... I ended up going to work. My first job of any lasting value after high school was with the telephone company. I worked indoors in a, oh, what you would call a central office facility which I worked in an electrical-type job that's pretty well detailed, and I don't think it's germane to our issues to go into it. I was with them two and a half years, and having had only basically a high school education, because I didn't count the half year of college as having much import to my further education, I really wasn't able to go too far. That kind of job, although you could become skilled in it, would only take you so far up the job ladder, and after two and a half years and a sort of a feeling that things were just going on a day-to-day basis and nothing much was happening, I decided, you know, it would be best to sort of take stock of what my goals were. I think two and a half years was a little overly long before this realization

came about, but be that as it may, it took that long. And at that time I decided that it might be better if I were to go back in and try to continue on my musical endeavors, because I hadn't really explored the possibilities of, you know, doing it on my own. I felt too, what would you say, dependent on other people, you know, always being behind me and giving me a little added shove. So I decided to quit work then and go back East and study music, which I did. I had a little help in that I have a brother living on the East coast in Washington, D.C., who said it would be okay if I stayed with him. The school I wanted to attend was in Baltimore, Maryland, which is not too far from Washington, D.C., and the transportation facilities are such that you can commute quite easily. And I did that for half a year.

Calciano: What school was that?

Corcoran: It was Peabody Conservatory. I didn't list it on my form sheet because I don't know whether you consider it as a college or not, but it is an institution of higher learning, but it's specialized in that it's a conservatory. I went there only a half a year, and primarily the reason I couldn't continue was the running out of funds again. I started out with enough

funds to pay my tuition and more or less pay for my board and room while I was staying at my brother's, but I found out that I wasn't able to secure any scholarships to continue my study there because of an age factor which automatically precluded my being taken into consideration.

Calciano: What ... you were too old?

Corcoran: Too old. I was twenty-one, which is the cutoff for obtaining scholarships. So not being able to get the necessary scholarships, I couldn't study seriously and somehow come up with the money. And none of my relatives were in such a position to come up with that money, or if they were felt inclined to, and that's no slight on my relatives. I don't expect them to do that. But just the same, I don't know, it sort of made me want to sort of chuck it all. I was doing quite well. It wasn't, you know, the courses weren't hard or anything like that; I was probably getting almost straight A's. But when you're burdened with outside considerations and the ... well, one of the primary factors was I felt that there wasn't too much of an interest in what I was doing at my brother's residence where I was staying. Now this, you know, is sort of a biased viewpoint of mine that I probably am

reflecting. I shouldn't think that they should show that much interest because, you know, all I am is just basically rooming there. But most of my serious studying outside of the conservatory was done at their residence, and it's sort of hard, you know, when you're trying to practice and having to realize that people elsewhere in the house are watching mediocre television and, you know, there's a sort of a disparity of attitudes prevailing at the same time. But basically I had to drop out anyway, and the sort of ... I don't know ... the discouraging aspects of the situation sort of helped me all the more. After I dropped out, because I needed funds I attempted to get some work in the area. But then again, I mean although I had a year's, in effect, a year's schooling, higher education, the education, you know, wasn't in one primary area where it would do me any good on a job. I was able to land a sort of a mediocre job working in an area where my brother, the one I was staying with, worked, and that was in the auto sales area, although I just worked in a garage as a sort of a dispatcher, just a temporary fill-in job, and it lasted for I don't know, four or five months or so. After that I came back to the West Coast again, back to Los

Angeles. And after a period of unemployment trying to find jobs, I got a job with RCA working with a group of computer engineers as an administrative assistant. And I worked with them for about a little over a year, a year and a quarter let's say, and I would have continued with them, although for how long a period I don't know because the job probably wouldn't have led that far without, you know, added education, but I was sort of forced to resign because I got my draft notice, being, what, 23 at the time. And I decided to enlist rather than let myself be drafted in order to avoid possibilities of, you know, ending up in a trench somewhere with a rifle in my hand. And one of my basic considerations in enlisting was the possibility of getting into the musical area of the army work which I thought, you know, would sort of be a very simple way, easy way, to put in my three years and an entertaining way to put in my three years. I didn't feel there was any other area in the army that would train me adequately in any area of specialization to where I would come out of the army equipped to do anything that was really helpful to industry on the outside or business on the outside, because I'd seen enough people who had adopted this

attitude thinking if they get themselves a technical education while in the army they could come out and go right into some nice meaty job, and such is not the case. You can if you stay in the army for six, nine years and get the added education necessary, but the initial education isn't of that long a duration. So I enlisted in the army bands, and acted as both pianist, which was my main interest, and as a member of the band playing various instruments which I was able to do because of my musical upbringing. I had played in bands before when I was in high school, so I could play a horn.

Calciano: I've heard of "The Army Band," is it one band, or is it....

Corcoran: Oh no, no! This was a particular, what we call a unit band, assigned to a unit on a post.

Calciano: I see.

Corcoran: And I was assigned to the band at Fort Devins, Massachusetts, for the major portion of my hitch in the army, and about the last year of my hitch, the last nine months, I was sent overseas to Germany and spent the remainder of my hitch with a unit band in Munich, Germany. Then I was released, and upon my release ... my parents meanwhile had moved to the

Santa Cruz area from Los Angeles so that most of my ties were in Santa Cruz in not only that my parents were living there, but I have relatives living here too -- two sisters who are both married. So I decided it would be best probably to come to Santa Cruz because I like it here, geographically I like it much better than Los Angeles, and it'd be probably the easiest way to break back into civilian life. You know, either find a job or go to school or something. At the time, though, before I was getting out, I was taking pains to enroll in San Jose State College as a music major again, to continue my music. And I did this and actually came right out of the army and went right into San Jose State, because my getting out time was very close to my enrolling time at the college. But again a combination of factors, and this might be, all these factors that seem to be entering in might, you know, weigh on you and say well there's something else besides just this -- maybe he doesn't want to get educated or something -- but just from my side of the coin I will say that I didn't stay there very long because I didn't have that much extra financial reserves built up. At no time was I able to rely on my parents for financial backing. I had to more or less

come up with my own money. I had a certain amount set aside, but I was counting on getting what they, I don't remember the exact name, but it was government assistance, financial assistance, based on my having had a certain academic record, grade point average let's say, in the past throughout my academic career. And it seemed that I couldn't get this grant, or this assistance, financial assistance, which is granted I guess on a yearly basis and is renewed from year to year based on your continuing academic performance; I couldn't get it because my grade point average wasn't quite up to what it should have been. The only grade point average that was used in determining this was those grades that I got back in my first semester out of high school when I was taking engineering. The grades that I would have gotten at the conservatory didn't apply because I dropped out of there just before the end of the semester and consequently, although on the books I was getting A's, they weren't recorded as such. All that was recorded on my transcript was withdrawal. So they weren't entered in. And not being able to get the financial assistance, and also the fact that to live economically I would have to live at home, I would therefore have to

commute between Santa Cruz and San Jose and this was very ... as far as I was concerned, difficult, and I don't know, not frustrating, but irritating, to have to drive over the hill at very, very bad hours because my schedule was bad. Some mornings my first class would be at 7:30 in the morning, which meant really leaving Santa Cruz early and getting up early, and other mornings my first class wouldn't be until about 11:00, and I might have only one class that day, one or two classes, you know, which made it almost seem worthless to go over the hill. And then when you did get over for a late class like that, you found all the parking places taken because everybody was on campus, and you had to park, you know, maybe in a university garage on the top level or something, and it seemed like so much extra time was spent doing needless things.

Calciano: So you switched to Cabrillo at that point?

Corcoran: No, I didn't. I was too late to switch. I had no plans for switching a major. Cabrillo, as such, had no music major, or if they did it was of such a, what would you say, incidental to one's really learning anything about music that I wouldn't have considered it anyway -- I mean compared with San Jose State which just had

all the facilities. And consequently I just dropped out and decided to get work in a job at least for a semester or so, and I was able to pull down a few jobs at first, none of any lasting nature.

Calciano: So this was how long a period before you then went on to Cabrillo? Another nine months?

Corcoran: Let me see ... this was 1964 I enrolled ... I enrolled in Cabrillo the following year. The whole, in other words, a whole academic year went by. I was ... the final job of these series of small jobs that I had at the time, that job was a good job, but I was laid off due to the fact that it was in an area that supplied government contracts for various electronic work, and a lot of government contracts were falling through and not being renewed, and they had to lay off employees, and I was one of the first to go. And I wasn't able to find any work in the Santa Cruz area after that, and while I was looking for a job I decided to enroll or take classes in data processing at the high school at the time and also, or at Monterey Peninsula College during the summer where summer courses were offered in the field. This sort of gave me my first injection of the area of computer science. So I decided in the following fall to enroll at Cabrillo, because I lived

within the jurisdictional area of Cabrillo Junior College and also to continue to take data processing courses at Monterey Peninsula College with a waiver given me from Cabrillo to do this because such courses weren't offered at Cabrillo. So I divided my time between the two colleges, and between the two I carried a full load of courses. My basic major, however, was mathematics, because my basic college was Cabrillo; this was where I declared my major. And for my first year at Cabrillo my time was split between Cabrillo and Monterey Peninsula College where ... at which institution I took most of the courses in data processing that I could get, and after the first year I'd had say about fifteen semester units, which was more or less all that I could get without taking other courses sort of peripheral to the area but not for my interests central, so the next year I just attended fully at Cabrillo College and took the normal load and got all my breadth requirements behind me.

Calciano: What did you expect UCSC to be like? Did you think much about it?

Corcoran: Well I had, I'd read articles about the campus, and I'd driven up to the campus and looked it over, and I'd read articles in national magazines about the

campus and its concept of higher learning. I can't say that I was truly probably as aware of what it would offer me as probably a lot of students would be. Basically, you might say, my academic interests in going to college were a little more, oh, what would you say ... or a little less idealistic than most college students. I was ... from all my job circumstances and past experiences, I was just more interested in just getting an education behind me, because I found it a stumbling block towards getting on in life. Most college students from, say, more affluent families don't have these stumbling blocks facing them and consequently can pursue more idealistic goals immediately and not have the other considerations to, you know, tug at their sleeves. And so that I can't say truthfully that I was, you know, motivated by idealistic considerations that highly. I knew the University would be a very nice place to study because I'd been on the campus and walked amongst the trees et cetera. I couldn't, you know, testify as to the academic excellence that would prevail here because I hadn't met with any of the teachers or talked with them.

Calciano: Well what were your first impressions when you did

come up and start attending?

Corcoran: My first impressions were the different quality of the students attending UCSC as opposed to those which I knew at Cabrillo. Basically the students seemed to have, I don't know what you could say ... a oneness about them. I don't know how to pin it down in words.

Calciano: Here?

Corcoran: Yes, here at UCSC, that just didn't prevail at Cabrillo. Cabrillo seemed like a place where, I don't know, all different groups of, or all different types of students sort of conglomerated together and got their education. You'd see groups from all different ethnic backgrounds and all different economic situations in life present at Cabrillo. I didn't seem to notice that here, although it was masked to a certain extent by dress attitudes prevailing here -- I mean it's hard to pick out, you know, who the rich kids were, who the poor kids were, if indeed there were, you know, that much disparity. Not that it mattered, but just that it was a sort of a general appearance given to me by the students. They also had an intellectual attitude higher than that that I could experience at Cabrillo. I mean the students at Cabrillo, you know, would study their material and

talk about their material, but it's ... all their talk seemed to be oriented solely towards subject material. When off the area of what we were studying, the talk might proceed at a relatively low level, while at UCSC you seem to see the students talking about, oh, all kinds of different issues, you know, which may or may not be related to their immediate studies. And I noticed this right away. One of my basic considerations, though, was digging and getting right into my own studies and making the changeover from Cabrillo to UCSC as smoothly as possible, which in a way I wasn't completely able to do. I found that I had one slightly traumatic experience in the area of continuing my language education, which I needed and I hadn't completed at Cabrillo because I didn't get started in it until my second year and hadn't taken the courses in it. I was forced to, not forced to, but I had to continue it up here, and the method of teaching foreign languages here I found at the time to be quite a bit different than that used at Cabrillo. It was more intensive here at UCSC, more within the area of the language being spoken than at Cabrillo. What I mean is, here at UCSC the language as it's taught would be ... one would find yourself speaking

in the language more while you're learning it, whereas at Cabrillo we'd learn it out of a book, maybe read it, but do most of our talking about the language in our own language, English. Consequently we wouldn't really think and learn in the language. And I found it very difficult to get into class and think and speak in German, which was the language I was taking, to the extent that the other students were. And I was also sort of, would you say, overwhelmed by the amount of outside homework given by the teacher in the language; the amount of studying it was going to take on my part in outside writing and work. This combined with the work I knew I was going to get out of my math courses that I was enrolled in seemed to be a little overbearing as far as my handling the load. Now if I had started out my German studying at UCSC from the very start, I probably wouldn't at least have felt as discouraged as I was in that class. The mathematics classes didn't bother me, but the German I felt was going to be a drawback on my mathematics in which I was basically interested.

Calciano: Was German pass-fail?

Corcoran: Yes, it was pass-fail. I ... instead, what I did, I elected to drop the German course and take it by

correspondence from Berkeley through the correspondence school. I had already taken a correspondence course in mathematics from Berkeley while I was ... let's see ... while I was enrolled at Cabrillo, because I had heard that this was going to be a required course and that it would be nice were I to have it behind me when I transferred over, so I got it behind me by taking a correspondence, because it wasn't taught at Cabrillo. So although I knew it was a hard road to hoe -- taking it by correspondence, because you really don't have a teacher at all; in theory you do because you can always write your questions in, but by the time you get your answer back, you've either discovered the answer yourself by virtue of reading more material and handling more questions that shed light on prior questions, so by the time the answer comes back, if in reality the teacher has seen the essence of your question and answered it correctly, it probably is what you've already determined. In most instances the teacher never answers it to the extent that you want him to.

Calciano: Well did you have any trouble arranging to take the correspondence course and getting credit for it?

Corcoran: No, no overdue amount of trouble, any more than any

other person would, I would think.

Calciano: But do many people do this?

Corcoran: No, I wouldn't say that many do. I don't know for a fact. Most people who have taken it or who know about correspondence courses indicate to me that it's really a rough way of doing it. It's rough in one sense, and in another sense it's not so rough in that you can choose your own pace of study up to a certain maximum length of time in which you have to complete the course. That maximum length of time is what ... eighteen months, which is, you know, quite a long period of time compared to the amount of time we learn in the standard course in the college, in the classroom. So I felt that, you know, should my other studies weigh down on me and preclude my studying German, I wouldn't suffer by it, immediately anyway. And I was able to, at my own pace, get the German out of the way. But this was only, what would you say, third-quarter German, which meant that I still had another quarter to take. So I had to somewhere along the line make the decision of how I was going to take it. It would be, as far as I thought, rather foolish to try and take it at UCSC because the way in which it was taught at the level where I dropped out would ...

is so different from one's learning it via correspondence that to go back to the classroom again at the next higher level and try and assimilate the way it was being taught at UCSC would be foolhardy on my part because I would get nowhere. I wasn't primarily interested in learning the language that much ... just primarily interested in satisfying the necessary requirements. I like the language, but ... and although I really would have liked to have learned it in detail, I felt that the amount of time that it was calling upon me to use towards really learning it was overly great in relationship to the amount of time that mathematics was taking on my part. I should say that at this time one reason time was a major consideration of mine was that I was working again on a part-time basis in order to supplement my income. I was working at night, six nights a week, and thus I didn't have that much extra time to devote toward outside studies, although I could do a fair amount of homework and reading on my job when business was not too busy.

Calciano: So how did you do your German requirement?

Corcoran: I'm currently fulfilling it right now in my senior year here by taking an elective course which is an

option for ones taking fourth-quarter language courses; it's an anthropology course, Language and Culture. It's the alternative that I would have towards taking German in class here. Another alternative which I could have taken would have been just to have taken the fourth-quarter German course by correspondence again. But I hesitated to do so because I wasn't sure exactly whether or not I would under the circumstances delay work on it, you know, due to considerations for my other courses that I was taking in class and thus possibly not get it out, get it finished in time in order to graduate. Also there's a financial consideration involved. By taking a correspondence course I lose out financially in two respects -- one, in that I still have to pay full tuition here even though I'm taking a reduced load; in three respects, excuse me ... two, in that it costs me to take a course even though I'm effectively paying for the course by my paying full tuition; thirdly, in that I'm studying here under the financial assistance given me by veteran's GI benefits, which accrue to any person who was in the service who intends to go on into education or studying after. These benefits are based on the academic load that a person is taking. If

you're not taking a full load, the benefits are reduced. And through some formal considerations on their part, a person who's taking correspondence study and who is therefore reducing his classroom load is not taking a full schedule, because they have no way of knowing at what pace he's completing his correspondence studies, so they cannot assume that he's going to work just as hard at correspondence as he is in the classroom studies, which is, you know, a reasonable consideration on their part. So my ... by taking correspondence courses, my benefits were reduced by a tangible amount of money each month, so that if I were to finish my correspondence course even in the length of time that it would take to finish it, say, in a classroom, I would still lose on the average of, oh, \$70 in benefits, plus paying about \$45 for the course. Plus, you know, paying essentially for the course by paying tuition. So every time you take a correspondence course, it's going to cost you \$125-\$130 or better. So I felt, you know, in my interest it would be best to take an elective here for my German IV course, you know, and get the maximum benefits and not have to pay for the course two times.

Calciano: Well now, how have you found the department you're in,

the math department?

Corcoran: Well ... from what standpoint? The instructors?

Calciano: Well, what do you think of the faculty? What do you think of the organization of the courses? The caliber of instruction?

Corcoran: Well I would have liked to have had a greater selection of courses, but I realize that, you know, when a University is starting out, as we are, one can't expect that, and I saw this in advance of my even enrolling here. I knew that I was going to get the basic upper division math courses that I needed in order to graduate, because you know you couldn't have a math department without it. And I wasn't worried about not being able to graduate on those grounds, but as far as taking electives were concerned, I found that I was forced to take certain electives at certain times because there were just no other choices to be had. One could only take, say, a certain elective in an off year ... you know, every other year for instance. It wouldn't be taught this year and it would be taught next year, you know. And the catalog that came out in advance would maybe say that it was going to be taught this year, but maybe they couldn't get the teacher that was going to teach the subject or

something, and they found this out after the catalog had been printed, and you'd counted on taking it and then you found out you were going to have to wait a year. Well then, what are you going to take instead of it? You find that your electives might include only courses which, you know, were not of that much interest to you in a mathematical bent.

Calciano: Do you have much opportunity for independent study?

Corcoran: Yes. I didn't actually find that I was sufficiently motivated in mathematical areas to go out and do independent study. I felt that there was enough basic studying to be done on my part in that I wasn't academically that brilliant a student that I felt myself qualified to go out and do independent study. I did average. I mean the caliber of students up here are quite high from an academic standpoint.

Calciano: What about the faculty? Do you think that your teaching's been good?

Corcoran: Certain of the faculty are very good teachers. Others I didn't feel were that good. I felt possibly a lot of their consideration was given towards ... although it didn't overtly appear in the classroom -- it was sort of an underlying attitude on their part ... I felt they would rather probably be in research or reading

if nothing else. They had a sort of a ... what ... I don't know ... how would you put it ... holier than thou attitude when it came to mathematics. A condescending attitude. Not too many in that area though. It might depend on the level of maturity of the student himself. Possibly if the student hasn't achieved a level of maturity for that class, it might appear that the teacher's talking down to you when in reality he's not, he's only approaching the subject at the level at which it should be approached, and it's the student who is not grasping it. It depends from whose shoes you're looking at the problem. I found this true in a couple of my classes ... or more than a couple, but only a couple of teachers were involved. I have had teachers whom I've liked very highly in the mathematics area; they were very good teachers, and most of the students in the class liked that particular teacher too ... it wasn't just me, because he taught....

Calciano: Which teacher is that?

Corcoran: Well, you want me to name names?

Calciano: Well ... no ... if you want to.

Corcoran: Well I liked Mr. Landesman, who's currently on leave;

he teaches in the area of differential equations. I guess he'll be back here next fall. He's down at UCLA right now. I also like Mr. Burgoyne who is teaching here now. I prefer not to say who I don't like.

Calciano: (Laughter) That's your privilege. Now in math do you get graded or do you pass-fail in math?

Corcoran: In lower division courses in mathematics you get pass-fail, I believe, but in upper division courses it's a grade given you.

Calciano: And what are your feelings about pass-fail and grading?

Corcoran: I don't know that pass-fail actually achieves what it's intended to achieve, if in truth I understand what it's intended to achieve on the part of the student. Maybe I should vocalize my thoughts on it. Pass-fail from my viewpoint is intended to relieve the student of those pressures which go along with being able to attain a given grade.

[At this point the tape recorder failed to record three feet of tape which is equal to approximately one-third of a page of text.]

Corcoran: And I haven't found that a course being graded on the

pass-fail has in any way reduced any tensions on my part towards how well I'm doing. I've always, you know, had a sort of a driving for doing as well as I can in any given course, possibly until lately, until I ... at which point I've sort of gone into a lethargic state, I don't know due to what consideration. But back to pass-fail, I don't think that for me, anyway, pass-fail has gained me anything. Not that I really get much out of seeing what grade I got ... it's nice to know if you got an A. I mean it's sort of a real comfortable feeling. Sometimes you may not think you earned it, you know, due to what you think you really came out of that class knowing. But pass-fail is, it seems in a certain sense to be rather pointless, because I think that, or I tend to think that the instructor, by grading on a pass-fail system, possibly doesn't look as critically at your work as he would were he to have to grade it. He would say, "Well this looks like acceptable work. Here's a P for it." You know, Pass. I've found that to be the case in German when I was still enrolled in classroom study here. You'd return a paper and the instructor would write P or F on it, most usually P, you know. But you didn't know whether or not it was really a good paper

or not, or whether he thought it was, unless he were to make comments on the side.

Calciano: Do you have a comprehensive or senior thesis in the math department?

Corcoran: No. To my knowledge at this point in time I've never been informed of the necessity of taking a comprehensive. I've taken every pains to find out whether one is to be given.

Calciano: You're graduating in about two weeks. (Laughter)

Corcoran: Let's hope one is not to be given. No, no thesis, although as every math major knows, a senior seminar is required, and I'm currently enrolled in it.

Calciano: You're in Crown?

Corcoran: I'm in Crown College.

Calciano: Do you participate much in college life?

Corcoran: No, no. To tell the truth, I haven't found that much empathy between what my interests are and what the basic students who are enrolled in Crown and who reside in the dorms at Crown are. It's very hard, or I found it hard anyway, to fraternize with the students in any, at any deep level, other than just the surface classroom level which everyone participates in. My interests don't seem to lie in the same sphere. I, for one, if I were to enumerate a few of their interests

as I see them, cannot find myself overly interested in some idealistic, altruistic motives that the students engage in like say a ... the rally for the People's Park, which is currently the issue. I mean I have an interest in it, but I certainly wouldn't get out and wave a picket sign in the air. A lot of other interests which maybe center around campus life have not interested me that much because....

Calciano: Intervisitation and this kind of thing you mean?

Corcoran: Right.

Calciano: Are just not relevant to....

Corcoran: They're not, they don't seem to be relevant to my sphere of interest, my area of life.. Possibly if I were rooming in a dormitory, my whole attitude would change slightly. One of the reasons I'm not rooming in a dormitory is the added cost. Also the, probably the difference in whole life's attitudes between myself and say a young freshman, or even a junior or senior, although I can't say that, you know, we wouldn't be able to get along quite nicely together. I'm, you know, as we all know, there are a lot of hippie types, let's say, on the Santa Cruz campus, although I mean they're academically qualified to be here or they

wouldn't be here. At the same time my way of living is completely the antithesis of their way of living. They can probably, well from the standpoint of the Establishment, they can probably afford to live that kind of a life because they've got somebody supplying the necessities behind them should they ever have to fall back on them. I've never found myself in that position, and I cannot be hypocritical and put myself in that position. And although I don't imagine myself having to get along with solely this type of individual, because he surely is not the sole type of individual attending UCSC, most of the kids living here come from a middle-class family that's affluent, slightly affluent, and they're not considered, they don't consider a lot of the things that I've had to consider. Maybe I've given too much consideration to them possibly. But consequently it affects a lot of their attitudes and a lot of their ideas which I sort of look at from afar and say, "You wouldn't be thinking like that, you know, if you had to, what would you say, make it on your own," ... not that I in any way have made it on my own, because I don't consider, you know, that I've just plowed on through and made no mistakes. I've certainly made an overly

amount.

Calciano: You have ten years more experience.

Corcoran: Yes. Ten years experience. I can't say it's all productive experience. A lot of it I consider is, has almost been a waste of time. And consequently realizing that a lot of my experience was in reality a waste of time -- I could have, if I'd really put my mind to it, gotten the same amount of experience without having put in so much time at the same time. So I don't like to waste any more time. I'm very, what would you say, practical and pragmatic about the whole academic situation. So in that respect I would say that I deviate from the norm as far as students are concerned.

Calciano: As far as college affiliation, would it matter to you at all what college you nominally are plunked into?

Corcoran: It would now. Initially it wouldn't have.

Calciano: Why would it now?

Corcoran: Well probably because of the students I now know.

Calciano: Hmmm.

Corcoran: I mean I would know different students had I been affiliated with Cowell or Stevenson. Merrill College didn't exist at the time I was assigned to a college.

But I think, although I can't really state with any measure of assuredness, that the students vary somewhat from college to college. For instance, I think there's a general difference in attitudes in a certain number of students, say, at Crown College between those existent at Stevenson College, or for that matter Merrill College. I've talked with a certain number of them, and a lot more of them seem to be of practical interests in life, more in line say with the Establishment than say would be students at Stevenson College, or Merrill, or Cowell. Now as I say, I state this with no measure of assuredness. I don't know this to be a fact, and I'm sure it's not a fact. There is so many of each, every type of student, at each college, a complete mix in other words. But I've found those students who go to Crown to be more of my general area of interest. For one thing, it's a college devoted towards natural sciences and mathematics so that I find my mix of people in the general area, whereas I wouldn't were I to be enrolled at one of the other colleges.

Calciano: One thing I've noticed about the students ... a great many of them show a certain restiveness or unhappiness with the quote "administration" unquote; now sometimes

this is personified in Chancellor McHenry himself; other times it's just the whole administrative structure. How do you view this?

Corcoran: Well I view it as healthful. I mean it's very commendable. I think at the same time, youth of the students ... I shouldn't say "youth" because it makes me appear to be so old. The students tend to be a little, would you say impatient with affairs the way they're being conducted. They feel that the wheels of social progress move much too slowly for their purposes. They cannot wait. There's no reason why you should have to wait, but they are not content with the speed at which the wheels of bureaucracy move. And they feel that they ... they feel a sense of frustration in that they know that the wheels can't be made to turn any faster, therefore we've got to cut across social boundaries in some radical manner. And I feel that this has given rise to a lot of the movements, social movements, you know, which have caused so much irritation between the students and the quote "Establishment" unquote. As to my own views on it, as I said, I think it's very commendable that they should think this way, because my generation of students, I mean that generation of college students

when I first started out going to college, was of a completely different nature; we had very practical goals. I know this to be a fact because I was attending then. Our basic consideration was to get into college and settle down into a nice academic rut and come out with that sheepskin which would get you into the nice job that you wanted to land. It was, you know, basically it was as simple as that. I mean certainly there was a strive for academic excellence too, but the quality of students has changed, and I think it's very ... needs to be commended that they have done so. But at the same time, being older than the average student, I have to identify in a certain measure with the Establishment as such, because in a small part I've been a part of it, you know, in that I've had jobs, and I've worked for a lot of different employers, and I know what it is, you know, to really have to support yourself and not to just be able to say, "Well the support will come from elsewhere. I have no need of worrying about that; I can devote all my attentions to altruistic purposes and idealistic ideas." I tend to sort of qualify all my opinions of students with these type of qualifiers and, "What would you do if you couldn't devote all your attention

to these kind of matters? If you succeed, you know, in achieving your purposes, you may find that the social structure is such that you might not find yourself so ably free to think as you can do so now." I think they're a little intolerant of their parents. Youth has always been intolerant of its parents in that it can't understand the attitudes of the parents, and not only so it doesn't really care to understand. It says, "Well this is past history; we're moving onward, you know. You don't necessarily live by 1930 standards anymore. Just because you went through a depression doesn't mean that I have to feel sorry for you and say, 'Well, gee, we might have another depression, and I won't be able to afford the mental attitudes I have now, so I'd better take this into consideration and adopt these or alter these attitudes slightly to allow for the fact that I might not always be able to think this way.'" I'm sure they realize this. They realize that they come from a society which can sustain this type of thought. But at the same time, there are a lot of students, or it would appear to be that there are a lot of students, who engage solely in idealistic thinking and don't have enough appreciation for their way of life as it's been given to them up to this

point. I mean parents tend to think, "You've got life given to you on a platter now, and you don't appreciate it. What's the matter with you, you dumb brat?" you know. Whereas kids look at it from a different standpoint. They don't consider that life as given to them on the platter is as tasteful as their parents would have them think it to be. And I continuously balance the two off between each other because I realize, you know, the way kids have it now from a materialistic standpoint is very nice. I mean here they are roomed in a campus of a university up in the hills above Santa Cruz, and about as nice a setting as one could want, yet they're still restless, you know. And it's because social change is in the wind. I mean they realize that from a material standpoint they've got about as much as they really need. I mean they have no idea; they have no probable motives in becoming any more affluent than they currently are. They realize that their basic wants have been satisfied, but their inner needs haven't. That's about as much as I can say without just rambling.

Calciano: Is there anything about the University here, the colleges or the faculty or the administration or

classes or any of the areas, that you've been disappointed in or would like to see changes in other than what you already mentioned in the math department?

Corcoran: I don't care for the quarter system. I don't feel it's an improvement on anything other than, other than when one would like to study during the summer he can study at the same pace that he's studied during the rest of the year. To me it seems like this is the only advantage that the quarter system gives a person. And it's not an advantage that seems to be taken care of that much by one studying during the summer. The pace is the same; this is the reason for the quarter system as far as I'm aware of it. The reason I don't like it is because one doesn't take as many classes in an academic quarter as one took in an academic semester at a different institution on the semester system. Consequently you're not in class the same amount of time. I found that my classroom time, time spent in the classroom was....

[Pause while a new tape was placed on the machine.]

Calciano: You were saying that you don't spend as much time in class under the quarter system.

Corcoran: Yes. And consequently one is expected to do most of

his work outside of class, and I find that relatively difficult due to my not knowing exactly what it is that is expected of me to know. In other words, what it is I'm expected to read; what areas of, what avenues of reading are open to me to more fully exploit my subject material. In mathematics I haven't found it to be too detrimental because in mathematics one learns mostly from the book one's got in front of him at the time, which is in general the textbook that you're using for the course. But in other areas, the humanities, social sciences, a lot of what you learn is outside reading, and I don't, or I haven't seemed to have accomplished as much in outside reading other than just done a lot of outside reading. I don't seem to have assimilated that much. This might be me personally again now. Another person might feel he's right at home in this kind of atmosphere, but not me. I feel, though, that I would get more out of the course, say a humanities or social science course, were I to spend more time in the classroom under the tutelage of an instructor. This might be a sort of a dependent attitude to adopt and a, you know, not a very mature attitude, because eventually you're not going to have instructors to stand by your side and

show you how it's done, and you've got to strike off for yourself. And I realize that in the quarter system, or sort of a byproduct of the quarter system, is this general state of affairs which might be in reality good, although for me, at least, in the area of social sciences and other areas where you do a lot of reading, and outside reading for that matter, this outside reading hasn't benefited me to the extent that it might benefit somebody else, and I feel that the true benefit for me would be gained in classroom time, and I haven't gotten enough of it, especially when so many instructors periodically are called upon to go to the East Coast, you know, for study or for work in connection with their research grant or something like this, you know ... which is another complaint of mine on the part of universities in general.

Calciano: They leave their regularly scheduled classes? They don't hold them, or what?

Corcoran: Well, yes.. Yes, possibly they may cancel a class, you know. Say a given class might be taught Monday, Wednesday and Friday ... well a class I'm taking now is only taught Mondays and Wednesdays, and it's not taught on Fridays, and the Friday time we're supposed to devote to, or we're supposed to use to sort of take

up the excessive reading that's assigned during the course. So in essence that's that amount of classroom time being sacrificed for outside reading time being gained. At the same time the instructor might, say, take off for some remote location and not be back for Monday, the following Monday's lecture. Well that leaves one lecture on Wednesday of the following week to be gained. One lecture. That lecture may not, may only take an hour. Well for a similar course at say a junior college, or a college on the semester system, that class might be given four days a week for an hour. Well that's four hours of class time as compared with one hour of class time. And you have to put so much faith in the reading matter that's assigned to you when in reality it.... This reading matter is by a multitude of different authors, some of whom, you know, are easy to read; some of them are just impossible to read. And....

Calciano: What general area is this course in? Is it humanities or social?

Corcoran: Well, I ... all my statements now are really centered around a particular course I'm taking, but I imagine they would hold for a lot of different courses that I could have taken. I've not had to take too many

courses connected with the humanities because most of these courses are courses allied with satisfying one's breadth requirements, which I had almost satisfied at the lower division level, so I have not had to take too many humanities courses here. The only real course I'm taking now is this anthropology course that I'm currently enrolled in, which I feel I'm not learning as much out of as I really could because of the lack of classroom teaching. And I feel that this is really due to the quarter system as it's constructed. Classes are supposed to be longer at each session than they would be at a semester institution. In reality they don't turn out to be in most instances. Teachers cut them short. Not always. I'm taking an economics course now that only meets twice a week. Each class is scheduled for a two-hour session, and we do meet for two hours. This is fine. I feel I put in as much time in a week as I would were I to take it at a semester institution. But all too often courses, classes, are cut short, and I feel like I'm being shortchanged. Especially if no outside reading is being assigned to take up the slack in the class time.

Calciano: Are there any other things....

Corcoran: And I get rather apathetic towards learning in this

respect. It's easy to goof off, I feel, if you're not held down by having to be in a classroom at a given time. One really has to apply oneself and have an academic attitude at all times. And in an atmosphere like Santa Cruz and its attendant recreational possibilities it's too easy to goof off. It's too easy to go down and lay on the beach or, you know, just loll around in the sun. Of course anyone can do this, you know; you don't have to have a beach ... you can have your own private little world wherever you want to create it to goof off.

Calciano: Are there any other changes that you would like to see?

Corcoran: You're not ... you don't mean necessarily academic; you mean physical, academic, whatever....

Calciano: Well, any of the areas that....

Corcoran: The physical ... from the physical standpoint of the University I think the University is coming along quite, quite nicely. I really find little fault in the way the University is constructed. I don't know whether I, being a commuter student living off campus, approve of some of the restrictions made upon commuter students. For instance, one minor thorn in my side is due to my being a student of Crown College, being

restricted in my parking, parking areas ... overly restricted. For instance, to be specific, Crown College commuter students can only park in certain lots, which lots can also be used by students from Cowell, Stevenson, or Merrill ... yet although Cowell students, Stevenson, or Merrill can park in the Crown College lot in which I must park, I cannot park in the Cowell or Stevenson lots because of the layout of the parking lots and the use to which each has been found to have been put. In other words, these lots, Cowell and Stevenson, end up being crowded for some reason, whereas the Crown lot does not end up being crowded; therefore they feel more use should be put to the Crown lot. Like the Crown lot happens to be situated in a place where when you park there if you want to get on campus you have to climb up a big hill. Now my gripe is that if I have a class at Cowell or Stevenson, I have to, by a law, by a University law, park at Crown and thus walk over the campus area of Crown College which is, as you know, situated on a hill, walk up the hill, through the campus, back down the hill, across the road, walk across the parking lot to Cowell or Stevenson as the case may be, and then finally go to my class. Well that's a drag really.

It'd be so much easier just to park in the normal Cowell-Stevenson lot. So I feel that geographically a bad choice was made in the layout of the parking lot, but that's minor. I mean it gripes me, but in a way I don't really mind the walk if I have the time. And every time I have to go through Crown College I can usually attend to business which I should attend to anyway. Since I'm a commuter student I don't get to the campus that often, you know, to check, say, for mail or check for bulletins which are important to me. And consequently I can't say as it really gripes me that much because I ... I'm sort of by default forced to take care of matters which I might slight off in other words, I mean by being a commuter student.

Calciano: What are your future plans?

Corcoran: My future plans after graduation are immediately to go out and find work, because I feel, or have felt that due to my age I cannot afford the luxury of going on and getting a graduate education. I'll be 31 slightly after I graduate, and I feel, you know ... although in reality it's ... I could go out and do graduate work, I feel that my best interests would be probably just, you know, to settle down right now before I get too much older. And consequently I intend to go out and

get work in fields related to my area of study now which is mathematics and computer science.

Calciano: And with the thought of eventually doing graduate work or not, no thought, no plans in that direction?

Corcoran: It would depend on the nature of the job and the opportunities open for one's doing graduate work. If it's a challenging job requiring graduate level study, I would certainly look into getting that requisite study, either through auspices of the company employing me or on my own.

Calciano: But you haven't settled down on one specific job yet?

Corcoran: No, I haven't. And I think this is due primarily to a sort of uneasiness on my own part due to the nature of the social situation prevalent in our society nowadays. I find it hard, even though I'm sort of in a way acquainted with the Establishment myself, I find it hard to identify with it fully because of my acquaintanceship with the students over my four-year ... my four-year acquaintanceship both at junior college and at UCSC. I mean, as I say, there is social change in the wind, and I feel uneasy about some of the attitudes which I could adopt so easily which would be namely just go out and settle into a nice comfortable rut which, you know, most kids would call

it. And I have to ask myself, is this really what I want? I mean, sure, I have to go out and get a job. I mean this is the way the world is run; but are my goals sort of materialistic, overly materialistic? Will they really satisfy me if I continue them? Because if the world's going to change and society is going to adopt different attitudes, I may find myself sort of remote from these attitudes if I identify fully with the Establishment as it currently exists.

Calciano: So what are your options? I don't....

Corcoran: This is what causes the uneasiness ... is due to my current interests and my current academic aptitudes, where can I apply myself and be socially productive and at the same time still employ my mental abilities as I've gained them through my academic study? And I ... to confess, I haven't really had the time to explore the job situation in detail enough to find those jobs which would really put me to productive use, both from a standpoint of mathematics and, say, computer sciences, and at the same time avail myself or make me avail myself of social advantages to be gained by being productive in a social manner ... through my job, let's say.

Calciano: Umhmmm.

Corcoran: For instance, I wouldn't want a job connected with a, solely with defense work, solely with producing products for the defense of the nation. While defense of the nation is important, I mean due to national considerations, I feel that there are enough people of that type who will go into that work; I feel that at the same time I should devote myself to a job where while using my abilities which I've gained, the nature of the job would be such that it would offer advantages of a social nature to society, and my problem is to find that kind of a job.

Calciano: Are there any other comments you want to make on anything I may not have happened to bring up?

Corcoran: Well I really haven't formulated any comments prior to this interview and I might sit here for five minutes trying to conjure up one or two.

Calciano: So there's nothing pressing then?

Corcoran: No. Nothing pressing. I feel in the essence an overly uneasi... an uneasy state of mind at this time of the year, but I feel that quite a lot of it's due to the thought of, thoughts pursuant to my graduating and what happens after then, and how soon does it happen, and, you know, will I actually graduate and all this, and, you know, the studying that goes behind it all

between here and actually the end of the quarter. But I imagine every student now has got those kind of thoughts on his mind.

Calciano: (Laughter) Yes. I've seen a lot of tired-looking students.

Corcoran: In that respect I'm certainly not any different than any student anywhere in the nation probably, you know, who's worrying about passing the course.

Calciano: Okay. Well, thank you.

Corcoran: Okay.

Name: Marilyn Shea

Date of Birth: June 6, 1947

Place of Birth: Anaconda, Montana

Home Residence: Riverside, California

High School: St. Francis de Sales, Riverside, Calif.

Colleges Attended: Riverside City College 1965-67
UCSC 1967-69

Year you started at UCSC: 1967

UCSC College (s): Crown College
(if more than one, give dates)

Resident or Commuter: Resident

Married: NO

Major area of study: history

Other fields of academic interest: journalism

Activities and offices held: staff member of City on a Hill Press (for brief period ass't, editor);
resident assistant

MARILYN SHEA June 2, 1969 10:30 a.m.

Calciano: First of all I'd like to ask you why did you come to UCSC?

Shea: Well I had gone, I had attended a junior college in Riverside, and in transferring I was looking for a small school. I was also looking for a school that wasn't too expensive -- private colleges therefore being ruled out. I'd considered attending Reed College in Oregon but ... well, the price was prohibitive unless I could get some sort of financial aid, and I wasn't sure that I could. And I had spoken with the Reed College alumni representative, and she had suggested that I check into Santa Cruz. She said that Santa Cruz was, you know, had a lot of the advantages of Reed without all the drawbacks like that. She said that to her the pass-fail seemed much more attractive than some of the experiences that she had had at Reed. Well, she had been there in the '50's when I guess it was a lot more competitive than it is now. So I, you know, I started checking. I visited several colleges up North. I had decided I wanted to go to Northern California in order ... at least leave Southern California.

Calciano: Why?

Shea: Well (laughter) Southern California isn't that pleasant a place right now with all the smog and everything. I came, and I saw the campus ... it was a really foggy day, but it was just a magnificent campus, you know. We couldn't see from one building to another, but, you know, we kept sort of wandering around in the fog, and it was just so lovely. And then after that I saw Berkeley and San Jose State and San Francisco State [unintelligible] you know, but ... all of them just seemed so large and very impersonal. Then I, like I really didn't know exactly what Santa Cruz was all about until I got here. I found, though, it was an awful lot of what I had wanted, you know, so that I was happy. Particularly ... I guess the main factor was the size, the smallness.

Calciano: Had your junior college been large or small?

Shea: Three thousand, about 3,500 -- not very large.

Calciano: I notice you were born in Montana. Have you lived in Southern California a long time, or is this....

Shea: Ten years. We had moved around quite a bit before that. We'd lived in Southern California before, but we settled in Riverside ten years ago.

Calciano: What were your first impressions of UCSC when you came

in '67, the first week or so?

Shea: Well I was at Crown ... it was like chaos. (Laughter)
It was like you took your life in peril getting to the Commons to eat, and there were still open ditches. My mother drove up with me, and she was going to fly back, so we came by the campus on Saturday, although we couldn't move into the dorms until Sunday ... she wanted to see what it looked like, because she wasn't going to come by on Sunday. And we got here about 4:30, and they were madly working to try and get the roads ready just so that we could drive up to the dorms the next day. They had bulldozers going, and it was almost dark, and they were just frantic. And it took about two or three months before the landscaping was anywhere near in. I mean for a long time I lived in the lower quad, and the lower quad was completely ungraded, you know. Luckily my dorm room was to the back of the dorm; the people in the front were (chuckle) you know, constantly being wakened up at eight o'clock in the morning with those.... [motions with hands]

Calciano: Jackhammers?

Shea: Yes, jackhammers, or no, the thing that pounds the

earth, you know.

Calciano: Oh.

Shea: Pounds it down ... underneath their windows and stuff like that. It was really ... I mean, you know, I don't think for all the dust in the rooms and stuff like that I would exchange it. It was ... well, it was a very unique experience, you know. I had originally applied to Cowell and hadn't been accepted and had been disappointed when I found out, but was very happy for the experience of participating in the beginning of a college. And I found it really exciting. And there was ... just ... well because everyone was new, there was such a friendly atmosphere, and I'm sure, you know, a degree of openness that's just completely unusual to a college, to an opening college, because everybody was new and getting to know each other. It was a really fun week.

Calciano: So I gather you had no doubts about staying in Crown for the second, for your last year?

Shea: No, not at all. Only ... well ... the only doubt was that, you know, it had crossed my mind that perhaps like ... like I guess it crossed everybody's mind, you know ... thinking about transferring to Merrill. That Crown, well being an upperclassman the course, the

core course, didn't affect me or anything, you know. I did take a senior seminar my junior year and enjoyed it very much; it was an inter-disciplinary course, and, you know, I didn't ... I'd found Crown not at all restrictive. I had been afraid I wouldn't be able to take the courses I wanted. I was very satisfied, and I liked the dorms, very comfortable, and I liked the people that I'd gotten to know there. And besides, I didn't really want to transfer to Merrill or even consider it. I didn't start any of the paper work or anything.

Calciano: Has UCSC seemed to change very much over the last two years?

Shea: Yes. Yes, it has. Quite a bit. I've been ... well it's hard to explain the emotion. You know, there's sort of, I realize, an inevitable progression. Well I guess the best way to explain this concretely, like third quarter of last year I had three classes -- the largest had 16 students in it; two of them had nine, and one of those was a seminar with three instructors in it. I mean like you can over emphasize this thing of close faculty-student relationship I'm sure, but it was just a.... I was completely involved in my schoolwork. And you know it became very relevant

because it was so small that we could ask the questions that were important to us; I mean "relevant" is also sort of a catchword, but the classes were really, they were just, you know, I mean it was just a really great experience. Well I came back this year and eight of the nine courses I took this year were in my major, and it wasn't until this quarter that I was in a class of under 50. *And although, like one of my classes was a sequence course. It had over a 120 in it the first quarter. It was, you know, it was every bit as rewarding as some of these small classes, but that was just because of the particular instructor who just has been going completely out of his way, Mr. Dizikes in American Intellectual History, and he's ... he's given the kind of effort that you really can't expect of a faculty member, but when you find it, it's just very rewarding. It was, it was a very good experience, and it made you sort of hopeful, you know, that things didn't necessarily have to go all to the bad at Santa Cruz when classes will necessarily get larger. Because right now Santa Cruz is attracting a really energetic faculty that are interested in teaching, but, you know, you just wonder how long they're going to be able to keep up this, maintain this kind of energy,

and how long Santa Cruz will be able to attract that kind of faculty when class sizes are essentially the same I guess as at most of the other UC campuses. I guess I'm just complaining about things going from a sort of a utopian state, but like some of my other classes I really notice the difference in the size. After a class I guess gets beyond thirty or forty, then it usually, it doesn't matter how large it gets after that. And these were all upper division courses in my major; that's the thing that was very disappointing.

Calciano: Umhmmm. How did you happen to have so many small classes last year? Because other kids were complaining already of large classes.

Shea: I guess I was just lucky. (Laughter) But like I had some large classes last year. Third quarter was, you know, like the apogee. It was really magnificent. I had some large classes last year, but I guess my ... well I had a lecture class, two lecture classes the first quarter, but they were to meet breadth requirements. My other classes were very small, I guess because other people weren't interested in the subjects. (Laughter)

Calciano: Is that the main way you noticed the change at UCSC?

Shea: Well, there were other changes. I've noticed changes in both students and faculty members that I was close with both last year and this ... changes in their attitude; it's not directly as a result of UCSC, but like an optimism that was present in a lot of people's feelings last year has really, you know, sort of disappeared this year. People, well largely as a result of University-wide crises, have become much more pessimistic about the chances of Santa Cruz and the concept of Santa Cruz succeeding ... just the ... you know, they're very dubious about the future of the University in general. Like I can think of a couple of faculty members in particular who last year were, you know, were just so excited about Santa Cruz and the possibilities, and this year ... well, at this point they still think it's good, but they don't think it can last. And like for some of them whose lives are very, you know, very much involved in teaching, it's brought a real effect on their personal lives. They don't smile as much, and they're not, you know ... I mean last year people, so many of the people I met were just so happy ... well, Crown, the Crown. faculty, it was new for them, you know.

Calciano: I was wondering, were these two faculty people you're

thinking of ... was last year their first year?

Shea: Yes. And they were sort of bound up in the whole, you know, I don't want to use this word too literally, but the whole "myth" of Santa Cruz as the students were. And they had such a, you know, like the students they had such a blind faith in it that they were just making it work. And in a way it's sort of like things have happened to sort of indicate that it's not going to work, and it's sort of had a cyclical effect. Not having quite the faith, things don't work out quite as well. It's sort of a hard thing to describe, you know, and in ... well it's also hard to put into perspective, because Crown I think was overoptimistic last year. And then, you know, this year is probably the biggest letdown. I don't think that other years will be as hard for Crown. I'm sure that maybe Merrill will experience the next thing, and Cowell probably did the first year.

Calciano: I gather through all your comments that you very much like the small college idea.

Shear: Oh I really do. Well I went to a junior college, and so I sort of, you know, I have some basis for comparison with other attempts at higher education in California. Well I mean in terms of the cost of

education and convenience, junior colleges offer some very good answers, but in terms of the caliber of the student body, first, and also the involvement of the instructors, and just, you know, the general attitude toward education, it is my experience that Riverside City College can't begin to compare with what's happened here. I mean ... well I think part of it is the residence living. I'd been really dubious about living in dorms, but I've really enjoyed that and found it at least as educational as the classes.

Calciano: You've been on campus both years?

Shea: Yes. But more than that, I mean it's just, it's just this whole, this whole thing of like being able to go into dining commons at lunch, sit down and talk to an instructor, you know, not necessarily even talk about what's been going on in the classes, but just to encounter an instructor as, you know, as a very human person. It's just created an atmosphere. All of these words are vague, you know, but an atmosphere that can't ... I sure didn't find it at junior college, and visiting my friends at state colleges, in the larger state colleges I haven't seen it, and visiting a friend at Berkeley I also didn't see it. I mean like a friend of mine at Berkeley was majoring in political

science, and last fall they were trying this bold experiment where political science majors would have one upper-division course where they would get to know their instructor. And, you know, it just seemed so absurd to me, especially when I was ... like I was really deep [unintelligible] this whole thing and, you know, knowing your instructors. I find it hard to articulate the values, but they're just very real, you know, and I felt them very much.

Calciano: How would you describe the four colleges in a thumbnail sketch? Are they different?

Shea: Yes. (Laughter) I'll describe Cowell as very uppity. (Laughter)

Calciano: Uppity?

Shea: You know, probably with reason. They're the first college, but sort of cliquish, and like sort of withdrawn. [Pause] Stevenson is kind of a nice, you know, a nice mixture of various sorts of social and political elements. But I think probably last year. I would have immediately thought of Stevenson as, you know, like [unintelligible] political college, but Merrill is sort of outdistancing them there, I think, in a political, social, you know, social concerns in a way. The thing ... well Crown, to me, one of the

reasons I've enjoyed being there, is that Crown doesn't, I don't think Crown lends itself to this kind of a labeling particularly. Crown is sort of a meeting ground for all the people who applied to the other colleges and didn't get in. (Laughter) But that sort of I think has become, you know, this negative quality has become an advantage in that there's no college personality that is, that asserts itself on the person. Like at Crown, like, you know, I was very free; I felt very free. I'm sure that at all the other colleges individuals feel very free to [unintelligible] in whatever way they want, but at Crown there's less of a college personality to even have to think about [unintelligible]. And I think that the difference has become really underscored this year with Crown and Merrill right next to each other. I think that at Merrill there's been a sort of definite social urging on the part of ... well actually I'm sure there has been, because I was talking with some of the R.A.'s at Merrill, and they had summer meetings, you know, planning ways of getting students involved in Merrill College and this sort of thing. There's been a real push to get students involved in Merrill College and Merrill community activities and

this sort of thing, which is just the antithesis of Crown. And I don't think that, I don't think.... Well maybe there're fewer Crown students involved in community activities, but those who ... those who do get involved get involved; they have a really personal commitment to it. They're not being pushed into anything which they may later find wasn't what they wanted. You know, if they find something, they've found it on their own. Of course maybe I'm just an apologist for Crown. (Laughter)

Calciano: Did you consider coming here as a freshman?

Shea: As a freshman I was sort of ... I had gone to a small Catholic high school that hadn't done very much in terms of informing me about how to apply for scholarships and this sort of thing. I was really naive, and it was too late in the year for me to think about getting financial aid; it was just impossible for me to think about going away to college at all. I applied to UCR and was accepted, but then decided not to go because I was offered a job with the town newspaper in conjunction with the program at the junior college and so decided to take that. But you know, I couldn't [unintelligible].

Calciano: But you hadn't even thought about Santa Cruz

particularly?

Shea: No. Well I hadn't thought about going outside of Riverside at that point.

Calciano: Had you already decided your major by the time you came here?

Shea: (Laughter) Sort of. Well, it was sort of going back and forth between history and literature the summer before I came here, and I finally decided during orientation week definitely history.

Calciano: What influenced you?

Shea: The language requirement. (Laughter)

Calciano: What do you think of the department you're in?

Shea: Well ... everyone's going on leave next year. I'm glad I was here this year. (Laughter) I've, I've gotten an awful lot out of it. I think like most of the departments at Santa Cruz, and the department itself or the board itself recognizes this, its offerings are very uneven -- almost nothing in ancient history. In the course offering they still have much to do, much filling out to be done, but for the most part I found the courses very worthwhile, in one aspect in particular: they prepared me to do work independently of them, you know; I feel now prepared to go out in

life. You know, I can formulate questions in my own mind. I know how to go about answering them, and I have a sense that I didn't have before I came here, you know, of what history's all about. And that's due largely to the people on the board, I mean the members that I've come in contact with; and members that I've come in contact with have been more than generous as individuals. That's ... I guess that's my major recollection of the faculty here: extreme generosity with their time and, you know, and preparing you in not just a dates and place way for history.

Calciano: Have you had a chance to do much independent study?

Shea: I've ... I took one independent study as a course, and then I've done quite a few sort of, you know, projects within courses. I guess I've had quite a bit of opportunity.

Calciano: Now are you doing a thesis, or....

Shea: No, I didn't. I did an extended research project last year with an independent study, but I didn't do a thesis.

Calciano: So the history department requires comprehensives, but not a thesis?

Shea: Yes.

Calciano: What's your opinion of comprehensives?

Shea: Well, the history board of studies this quarter changed their comprehensives from an hour long to half an hour long, and from a three-man board to a two-man board. And the preparation for them was much more valuable than they were, and I, you know, they were ludicrous. (Laughter) You know, again, like I spent ... I had them on Friday ... I spent eight weeks preparing for them, and in the eight weeks preparation like I was meeting almost weekly with both my major area ... the person who was directing my major area readings and the person who was directing my minor area readings, and those meetings were very valuable, you know, as a summary and bringing together questions. The process of the exam itself, well, (chuckle) it was a formality, but you could hardly....

Calciano: If you had not been prepared, would it have become quickly evident though?

Shea: Um. If I'd not been prepared, they would have known it before I went into the room. I mean that, you know, in meeting with me weekly....

Calciano: Oh, the two who were your weekly....

Shea: Yes, they were my examiners also.

Calciano: So history majors next year will still go through the

rigorous preparation even though....

Shea: Well the whole question of comps in history I think is very open, especially because of this quarter's experience. I think most of the faculty members were pretty embarrassed by, you know, like ... well I had been here two years, so to me it wasn't, you know, I didn't feel it had been an injustice, but I spoke to some people who had been here for four years, and they said that they really felt that it was unjust after four years work to walk in and, you know, and be tested in half an hour. They felt that it was, and one of my examiners apologized there; he said that they were sorry they couldn't have done more justice in the examination. It was ... I guess it became, you know, a necessary expedient, but I'm sure that they're going to at least reconsider it, so I don't know what they'll do next year. The one thing that's good about the history comprehensives, though, is that they're individual, and it would be very hard, I think, to adapt history comprehensives to a written test. I mean like my major area was Modern European with an emphasis in France, you know, so that I had different questions than someone who had just had say a broad Modern European major area or someone who had the

Modern European with an emphasis in Germany or something like that. Then my minor area, you know, I mean like there are all sorts of combinations that can be worked out.

Calciano: What was your minor area?

Shea: 19th century American Intellectual. And, you know, there was ... there was some effort made to link the two areas in question in comparative questions in my comprehensive, too, which was very helpful. And in that sense it's very nice and like, you know, I think I feel a lot better about my comps than maybe a government major who ... well, the government majors take a lot of the same courses together, you know, so that a written exam is valid, and they have a general reading list that they all work from for their comps. But like my readings for my comps were very personal. I kept reading books that I was interested in that related to my field, you know, and probably had ... my reading was just probably like no one else's, you know. I don't think that any two were the same. There was a lot of overlap, but I think that the history comprehensives, the way they were worked out is very, you know, it's very useful.

Calciano: Have you heard of anybody failing their compre-

hensives?

Shea: A ... not thus far. (Laughter) I think it would be again extremely unjust to fail a person in a half an hour examination, you know, on four years work, if, you know, they've passed their courses. Maybe someone has failed. I don't know.

Calciano: What about other fields?

Shea: Oh yes. In other fields they have.

Calciano: They have failed?

Shea: Yes. And I guess, I guess like ... I guess history has been, you know, the history board's been known to fail people in the past, and in fact they might have this quarter, I don't know. I just haven't heard of it. There were 67 people being examined this quarter by the history board of studies, so that ... and history majors aren't sort of a tight clique at all.

(Laughter)

Calciano: If you do fail, do you have a reexamination at all, or do you just have to come back for another quarter or two?

Shea: I was never worried enough about it to find out. (Laughter) Oh well.... (Great -- that's going to be published.) (Laughter) I think you just have a reexamination, and, you know, if you blew that one,

then you'd have to come back, but I'm not sure.

Calciano: Have you had any experience with the student-taught courses?

Shea: No. None at all.

Calciano: Is there anything about UCSC, the colleges or the faculty or the classes or the administration or any other area that you've been disappointed in or would like to see changes made in?

Shea: A ... just recently I've become quite disappointed with the administration, the University-wide administration, particularly in the last two weeks in regards to the strike. I, you know, like more than any other person I....

Calciano: Excuse me, when you said University-wide, did you mean our own campus, not the nine-campus?

Shea: Yes. University, our campus....

Calciano: Okay.

Shea: ... rather than, as opposed to the colleges.

Calciano: Okay. Now you started to say more than any other person ... what?

Shea: Well more than any other person, you know, like I recognize. that Chancellor McHenry is responsible for

this campus existing; but the other, you know ... at the strike meeting on Sunday night when he started to read the restraining order, I was, I felt very deeply that, you know, that he didn't have very much faith in the students at this point, because most ... I, you know, I'm not, I'm sure that most of the students share his interest in this campus, and the people that were out in the picket line have a deep concern of seeing this campus not, you know, not hurt, and over and over again during the week prior to that meeting we had said it was going to be non-coercive and non-violent, and he didn't seem to have enough faith in our ability to carry out our words ... you know, that ... well he felt it was necessary to go and get the temporary restraining order and I, I felt that that was just like a demonstration of a complete lack of faith in the students and I, you know, I felt very much, felt very deeply that it was largely because in the course of ... well I haven't been here for the four years, but in the two years that I've been here, I've seen, you know, a sort of continual ... wherein which Chancellor McHenry has become further and further removed from the students. And I ... well I've talked with Chancellor McHenry on several occasions,

and I think he's a really nice person, and ... and like when he left the strike meeting on Sunday night, I felt a great deal of empathy for him because he looked like such a sad man, and I felt that it was so unnecessary, because most of the students here have the same concerns he does. They really think that what's happened in Santa Cruz has been very worthwhile, and they don't want to jeopardize it either, you know. And that's what's the most, I guess, tragic thing about this, because there's just no ... the communication between the students and Chancellor McHenry has broken down. And I'd just give anything to see it reopened, because I don't think that the, you know, well our goals and his goals are really that much different. I think we use different rhetoric in explaining them. I don't know; I wish that he could become attuned to the rhetoric so that he could understand we're not that far from him at all, you know. But this whole, you know, I think ... I think that many of the people surrounding McHenry, the administrators, also don't understand it ... and something has to be done to overcome this breach or there'll just not be the peace that, you know, that I think I sort of experienced the tail end of it my

first couple of quarters here, but it's just rapidly diminished.

Calciano: Do you think there's any way of building the bridges again?

Shea: Well, I attended a get-together; it was the early part of this quarter I guess, or maybe it was late last quarter, sponsored by the Peace and Freedom club on campus; I'm not a member, but they had sponsored an open forum with Chancellor McHenry. That was very worthwhile, you know. I mean the students asked him questions directly; he answered; a lot of his responses weren't what the students were hoping to hear but, you know, they were both being very candid. There haven't been very ... there hasn't, as far as I know, there haven't been any more encounters like this. I think that could be worthwhile. I think that that's one way for the students to see that McHenry really isn't that far from their ideal of what this place should be. And it's also one way for McHenry to start to see that the students aren't that far, and to start, to start having more faith in us, because he doesn't, I don't think. I mean a person that had any faith in us wouldn't have gotten a temporary restraining order, you know. And I guess my major

feeling about the restraining order was that McHenry was on the verge of defeating his own purposes, because he must have realized that in getting that restraining order he was giving, he was, you know, creating a potential situation where people who are less moderate have ammunition to work up the group. That was a symbol, you know. I mean he was working at cross-purposes from his stated intention. And he ... I don't know how he could misread the students so. It was, well I ... I just sort of felt a really personal loss in it because, you know, I really sort of, I really like what McHenry's done on this campus, and I hate to see, I hate to see a person, you know, see his life's work, well you know, to have it appear to him that it's been in vain, and I really don't think it has been though, but....

Calciano: What was your position on the strike?

Shea: A ... well I supported it -- a two-day non-coercive, non-violent strike. I worked on the picket lines, you know. I went from car to car distributing information and talking to people, like what I asked them to do was to read the demands, if they thought that they were just or any part of them were just, that they write to their state legislators and to Governor

Reagan asking the removal of the troops, and for any other demands that they thought were just, saying that they, you know, that they realized that for once students were not necessarily completely in the wrong and explain that this was like an effort for a change for the University to try and get its position to the community. I helped organize luncheon meetings on the second day of the strike for the staff members and directed one of them at Natural Sciences. I mean like my position was a very small one [unintelligible] but....

Calciano: Very small one?

Shea: Yes.

Calciano: Yes. I was afraid that wouldn't record.

Shea: Okay. But my position all along was to try and make it a, you know, like the strike lines were supposed to be informational strike lines, you know, and to really make the communications part of the strike the biggest part.

Calciano: Did you agree with all five of the demands?

Shea: A ... I didn't agree with the exact wording of the one about amnesty for all of the people arrested. I felt that anyone who was arrested under the state of extreme emergency, you know, under those rules, who

could have not been arrested under an ordinary situation, should have been released, but anybody who could have been arrested under an ordinary situation should, you know, should be prosecuted. I think that many of the people in the room felt that way; it wasn't a very well articulated demand.

Calciano: Umhmmm.

Shea: But I did think that anyone who had been arrested just under the terms of that state of extreme emergency deserved amnesty.

Calciano: I see.

Shea: And I wasn't in favor of the removal of Chancellor Heyns, but that....

Calciano: Were not?

Shea: No. But that was, that was changed. That demand was changed on Thursday night of the first week and replaced by another demand which I was in favor of. It was, it called for the answering of any public officials who were responsible for what had happened in Berkeley and for greater involvement of the students and the [unintelligible] faculty, you know, in University operations.

Calciano: And what did the demand "Return the People's Park to

the People" mean to you?

[Pause]

Shea: Well ... I felt that the University had handled this whole situation very poorly in allowing the construction of the Park to go on for as long as it did before they stopped it. They allowed for a really incendiary situation. Then when, when the, you know, when negotiations were in progress to put up a fence.... Now maybe my understanding of the chain of events is incorrect, but this is just based on my understanding of the chain of events ... I felt that that was very silly. I didn't see why they, you know, why they couldn't have worked out some sort of leasing of the land for use as a park while, you know, while it was being vacant, and I didn't see why they had to insist upon using it as a soccer field when the majority of the students even before Thursday had indicated that they didn't want a soccer field, and.... It's a very important, it's very important in my mind that the University, you know.... I consider myself in sort of many roles as a student at the University; I consider myself a consumer of the University's product; I think that as a consumer, the University should listen to me. I see myself also as

an investor; I'm investing, you know, like I've invested two years of my life here; I think that I have a reasonable right to ask that those two, that those two years be made meaningful to me; that the University at least listen to me and consider what I would think is meaningful. Maybe, you know, maybe in fact I don't have enough knowledge of what the educational process is supposed to be to know what would be meaningful, but I think that by the time I'm a junior in college I should have some notion of, you know, what would be meaningful to me in the educative process. Now I don't like sort of, you know, I ... I was really offended by things like, you know, the little chants like "On strike, shut it down" and catch phrases like "Power to the People" ... I think that those were an insult to the students' intelligence in the same way that I think the University insults the students' intelligence when they say, "Well this land is for student use; we decided that the students should use it as a soccer field." To me, I thought that the University should honor the results of the referendum, if it was at all possible, you know.

Calciano: But you weren't ... you didn't feel that the University should relinquish all ownership of the land?

You were thinking in terms of lease agreements?

Shea: Yes. Yes. I ... (chuckle) I guess that this will [unintelligible] like I'm a moderate. (Laughter) I don't know what those labels mean, but ... I also, I also quite truthfully didn't understand all the complexities of the situation, you know. Like I ... and I think this was the fault of both sides; I think the University was continually giving different stories about the status of the land, and I think that the negotiating committee wasn't completely candid in, you know, reporting what their activities had been either. I don't see it as a situation where there was, you know, a black and a white, but the shades of gray go, I think, closer to the University than the students in this case. It's a much deeper gray that rests with the University.

Calciano: Were there any other things about UCSC that you would like to see changed or modified?

Shea: I'd like to see ... well this is sort of a personal thing; I'd like to see a really viable system of student communication. I worked on the City on a Hill Press for a while and sort of resigned. I (chuckle) couldn't work within that system or something, you know. I....

Calciano: What exactly do you mean?

Shea: Well, I'm ... I've worked on professional papers and such, and I was encountering sort of, you know, I mean like the production of the City on a Hill Press was sort of a [unintelligible] you know, a playful event each week, and I....

Calciano: A playful event?

Shea: Yes. And, you know, like it was just very slipshod. They'd catch some of the things that were happening on campus; other things would go completely uncovered, you know ... (laughter) ... it was driving me batty. For a while at the beginning of the year I held the position of assistant editor, but I couldn't, as a single person I didn't feel it was fair for me to impose like my ideas on what journalism should be on those people, but also I found it very difficult to work with them. I don't know whether a student newspaper is the sort of thing that this campus needs -- I mean like the college system presents very difficult problems in terms of student communication. I think perhaps the radio station is more the answer, and maybe the cable, when it's put in next year, will help. But this campus is very, very poor, I think, in terms of just students knowing what other students are doing, you know.

Calciano: There were a couple of people who resigned before you did from the paper, right?

Shea: Yes.

Calciano: Well now, their reasons were different?

Shea: Yes. They, there were factions, you know, and I was somewhere between the two factions. There had been the old Mariner group and the old City on a Hill Press group, and at least I saw myself as in between the two. I had supported mainly Mariner people rather than City on a Hill Press people, because I had, I had felt myself excluded the year before ... well my name had been removed from the City on a Hill Press staff box the year before, you know, for reasons that I never fully understood. I had written a letter to the editor, you know, I mean a personal letter to Alex Bloom, asking for an explanation and never gotten one.

Calciano: Well, which group is in control now -- the....

Shea: The ... well for a while there was a coalition at the beginning of the year between the two, but then most of the old City on a Hill Press people resigned, probably not without, you know, reason, because the paper, the paper was improving slowly, well I think it improved graphically some, you know, quite a bit at

the very beginning of the year, but the writing and the coverage hadn't improved very much at all, and it was going to be a very slow process. And some of their reasons for resigning I think weren't as valid, you know. I mean they were covering up the reasons, you know, just wanted to get out.

Calciano: Well what was this thing about objectivity or non-objectivity in writing?

Shea: Well, they were ... they were claiming that the present staff was not being very objective. Well I would agree with them fully; they weren't. But then neither was the City on a Hill Press of last year, you know. I was working very hard, you know, to try and get sort of traditional journalistic forms like, you know, inverted pyramid, regular news stories, features, easily identifiable personal opinions and personal columns, and this sort of thing. But I'm really ... there was sort of an anarchy, you know, that was very hard to overcome. But the writers, and there was, you know, like there was no credit being given for working on the paper; there was no pay being given; there was no incentive for people to work on the paper other than to express their opinions, you know, or unless somebody just happened to have a

passion for journalism. I had a passion for journalism for a while (laughter), but I found other ways to express it.

Calciano: Have you also written for the Sentinel?

Shea: I wrote for the Sentinel last year, yes. And I worked at the Riverside Press Enterprise both while I was going to junior college and last summer.

Calciano: Why did you not decide to write for the Sentinel this year?

Shea: Well, both in the beginning of the year I was working on the City on a Hill Press, and it was taking up a tremendous amount of time, and so I had found another person to do what I had been doing last year, and then, when I had resigned from the City on a Hill Press, it took me a while to catch up on my schoolwork, and also they had someone at that point, and so I just....

Calciano: But you were satisfied with the way the Sentinel was treating your material?

Shea: With mine ... with the way they were treating my material was fine, you know. I mean they were, they were perhaps overindulgent. They seldom, if ever, edited anything that I submitted to them; they usually printed it verbatim. I would have liked to have had a

little more criticism of my writing, because I'm by no means polished, you know, but they, they've never attempted to rewrite it with any slant or anything like that. You know, I wasn't always satisfied with like their coverage of the Vietnam teach-in or something like that. It didn't make it too easy for me later on in the year to go around and ask people if I could cover their speeches. (Laughter)

Calciano: Did you write the teach-in story at all?

Shea: No. (Laughter) But, you know, like I think that, I think even this year like the Sentinel's coverage of the strike was reasonably fair, you know ... much better certainly than the teach-in story.

Calciano: Would you like to comment at all about student government or the various other campus organizations?

Shea: Well, I, like I haven't really encountered that much, and I suppose I might go into college night. I encountered the benefits of the Crown Committee of Ten who pays the honorariums for speakers for our college night, but that was going on before there was a Committee of Ten, you know. I haven't come into that much contact with student government. (Chuckle) I'm not a big fan of student government. And, you know, I think that's not an untypical attitude around here.

And I think as a result of that feeling, student government doesn't necessarily flourish on this campus. I don't know. You know, like I still have ... I guess there's a referendum going on today about supplying the ICB with a budget. I still haven't read all the material that they've passed out about it. I saw some questions, you know, to the extent that I would go and ask a friend of mine who's on the ICB about this [unintelligible] before I voted. Maybe, you know, I'd come in contact with it that much, but not a great deal of involvement, so I couldn't really evaluate it.

Calciano: On the journalism angle, I also wanted to ask you what you thought of the underground papers.

Shea: I think they're really refreshing. (Laughter) You know, they supplied a need that this campus has. They're ... sometimes, you know, sometimes I've not said such kind things about them. (Laughter) Occasionally I think that they, you know, they take too much license. Like in terms ... well the Libre, the (chuckle) the "established" underground paper (laughter) has just been, the whole con.... I mean like it's very revolutionary this concept of, you know, a shifting editor, getting different points of

view ... their willingness to sort of, you know, scurry around and get stories that the City on a Hill Press has certainly missed. (Laughter) Even when I was involved with them, you know, I'd be willing to admit that. I think ... I sort of see them as products of the college system and, you know, and not bad products. When a college system can come up with this sort of creative solution to a communications problem, I think, it's.... I don't think that they've totally solved the problem, though. I still think that, you know ... well like Stevenson's the only one I think has a really successful one. The Jeremiad is very ... the writing's very entertaining, you know.

Calciano: Which college is that?

Shea: That's Crown. But its editor, who's been crying for help, you know ... it's usually sort of an expression of his own opinion; his opinion is, you know, quite offbeat and refreshing, but not always that informative. And ... I think the papers haven't really done that much to solve the major problem I see for communications on this campus, which is communication between the colleges, you know. Like a creation of a UCSC identity in the community.

Calciano: What are your own future plans?

Shea: Well this summer I'm going to be a bum. (Laughter) I'm going to go traveling and camping on the East Coast around New England for most of the summer. And then in the fall I'm going to probably try and find a job on the East Coast, maybe Washington, possibly Boston. I've had a couple offers of introductions to people on the Washington Post and, you know, I don't know particularly whether I'll go into journalism. I've been thinking about going into educational PR work or possibly political PR work. But, you know, nothing very definite at all.

Calciano: You are not planning on graduate school then?

Shea: Well not ... not next year. I have an undergraduate loan to pay off. I'm thinking about it for fall of '70 or '71.

Calciano: Would it be in journalism, or....

Shea: No. At this point I'm thinking pretty seriously about an American Studies program. You know, like if I could get into the one at Yale I'd be ecstatic. (Laughter) Or there are several other very good American Studies programs at other universities.

Calciano: Is this with the goal of a Ph.D. in mind, or....

Shea: I think so. I'm not absolutely certain. I think ...

well the American Studies program is an interdisciplinary program; it's very broad. And just spending two years getting a Master's, it might be sort of frustrating. But then I do want to write, and I'm very interested in journalism, you know, and a Ph.D. is not that necessary for a career in journalism. It would be very beneficial though, but, you know, mainly if I go back to graduate school it will just be because I have a very strong personal interest now in this field, and just see where it would lead.

Calciano: Umhmmm.

Shea: I'm not, I'm not very goal-oriented. (Laughter) That's one thing that Santa Cruz has done for me. I came here just, you know, very goal-oriented, and I was going to be a journalist, and there was almost no question in my mind about it, you know. I had just decided on the advice of several good friends who are working journalists that a journalism major would be a very poor way to prepare for such a career. And then coming here, you know, and I'm very happy for this, I, like I just said, "Well, you know, good grief, why did you decide at sixteen you wanted to be a journalist?"

(Laughter) There's just a lot of other possibilities,

and I've been exploring a lot more since I've come here. And one of the most attractive right now is being a bum. (Laughter) But I don't know what that says about Santa Cruz. (Laughter) But, you know, I think I'm a lot happier for it.

Calciano: Are there any other comments on anything that I may not have thought to bring up that you'd like to make?

Shea: Not that I can think of right now.

Calciano: Okay. Well thank you.

Shea: Yes. Thank you very much.

Name: Margaret Zweiback

Date of Birth: September 29, 1948

Place of Birth: Los Angeles

Home Residence: 17352 Sunset Blvd, Pacific Palisades

High School: Westlake School for Girls

Colleges Attended: UCSC, UCLA

Year you started at UCSC: 1965

UCSC College (s):

(if more than one, give dates)

Cowell 65/66
Stevenson 66/67 - 67/68
Merrill 68/69

Resident or Commuter: Resident

Married: no

Major area of study: Government

Other fields of academic interest:

Activities and offices held:

Students for Kennedy (Spring '67)

Students to Save Calif (fall '68)

Sania Cruz Radical Union ('69)

Merrill College R. A.

Student Affairs Council '68/69

Cowell agenda Committee '65/66

Stevenson Student Council 66/67

City on a hill Press, Assistant to Editor 66/67

California Club 68/69

UCLA Daily Bruin Summer/Fall 67

MARGARET ZWEIBACK June 2, 1969 1:30 p.m.

Calciano: First of all I'd like to know why did you come to UCSC?

Zweiback: I came to UCSC basically after [unintelligible] applications to any of the other UC campuses. And my mother had told me that she either wanted me to go East to school or to Stanford, but if I stayed ... or to the University of California -- she felt that Stanford and the University of California were the only good schools in the West. And so I chose the University of California at that point rather than going East and rather than going to Stanford. And the other campuses didn't appeal to me, but I didn't know very much about Santa Cruz when I applied. Just that I was under the impression it would be harder to get into, so I made it my first choice figuring it was better to apply at the hardest campus first. But I knew very, very little about it, and I wasn't particularly excited about it when I first came.

Calciano: Had you gone so far as applying to schools in the East?

Zweiback: No, this was the only place I applied.

Calciano: Wow. (Laughter) So you weren't attracted here by what

the kids sometimes refer to as "the myth?"

Zweiback: Well I was familiar with the myth, but I hadn't done too much thinking about it. I wasn't terribly excited about where I went to school anyway. And in a way it was very good, because once I started getting here and started ... I found out about the myth at the same time that I found out about the reality. And I discovered, especially during freshman year, that when a lot of people were being disillusioned, I was beginning to get excited. And so it was a good thing in a lot of ways. I didn't have the great disillusionment that so many of us had when we first came here. It took me a couple of years. (Laughter)

Calciano: What were your first impressions when you arrived those first few days as a freshman?

Zweiback: My first ... it was pretty miserable. I remember an awful lot of dust, and I remember being dressed in a suit that was far too warm for the day. I walked in the trailer and had the misfortune to be the last girl to arrive there, and the three girls who were already there had chosen up sides. My first month at Santa Cruz was very, very unhappy, and mostly, mostly because of the social situation. I was very, very unhappy in my trailer. And then I went home sick -- I

went home for a weekend and got sick and couldn't come back for a week, and my roommates had thought that I'd been so unhappy that I just wasn't coming back at all, so when I returned they were very sorry, and I was very sorry, and after that everything was fine. Then we started picking on other girls. (Laughter)

[Unintelligible] But for the first month ... I was excited about the school to a certain extent, as much as I could have been excited at that point. I had some good classes. But I was basically just unhappy at Santa Cruz. I ... it's possible I would have been unhappy in any college that I went to. I don't know if I was really ready to go away from home at the time. And I really had a lot of trouble relating to people; I didn't have the security of all my high school crowds and friendships. So it was a pretty rough time, but it worked out eventually. And I made ... the girls in my trailer and I finally got along very, very well throughout the rest of the year ... it was a period of adjustment.

Calciano: Would you say that you were in the minority in not having gotten excited about coming to college?

Zweiback: Definitely! Absolutely definitely. I think that in another time I probably wouldn't have gone onto

college ... not at that point, just because I wasn't really ready to sit down and study. I was much more interested in going out and doing something, but the natural progression of my life just led from high school to college. There was just never any question that I wouldn't go to college.

Calciano: Umhmmm.

Zweiback: And probably that's when I wouldn't have been equipped to do anything but work in a dime store, so I really had no choice at all.

Calciano: Has UCSC seemed to change since you've been here?

Zweiback: Definite change! It's gone from ... well the first year was really nothing but a summer camp. We were all freshmen; the juniors had very, very little impact on what we did. And a very unaware campus; those of us who were aware politically were aware politically in the standard sense of knowing what was going on in the federal government and the state government with very little critical view of the situation. We were very, very concerned with structuring a college government with a very little consideration of what that government was going to do once we structured it. A lot of us left Cowell College because we weren't happy with the way the administration functioned. We felt

that Page Smith was a poor administrator, and so we went on to Stevenson because we felt that would be a tightly run college. Some of us left Stevenson (laughter) for that reason, those very reasons. We had a very fuzzy idea of what we wanted, and my opinion now of Page Smith is that he's been an excellent administrator because of his lack of administrative capabilities -- that we didn't need at that time the kind of structure we were going to, but we were so, some of us were so structured in our thinking we felt we had to have the structure before we could do anything, which was absolutely wrong. Just no question about how wrong we were. And yet at the time it was important to us. So.... How much of that is the college changing; how much of that is our whole view ... when I say, when we were talking about changing, I meant in terms of the student body changing. But the most highly structured colleges at this point, I think, which I'd say were probably Stevenson and Crown ... to a certain extent aren't as receptive to different groups of students acting just because they have that structure that people have to work through. In other ways, as far as the student body changing, certainly the situation in the state has pushed people

to a far more radical, militant, whatever you want to call it view of politics. And then within the school I think that academically there's been a great shift in the way people are looking at their education. First year most of us took World Civ; we were required to take that. Most of us also took Natural Sciences, the scientific enterprise course, which was very, very badly taught, but we weren't required to take it; we were only required to complete a science requirement. Most of us went along with the school's giving us that thing without ever really thinking, "Well can we fulfill this in another way?" And it wasn't a good course. We had a chance to pull out after the first quarter, and most of us didn't. And now I think most of us are much more critical about the way we choose our classes. I know a lot of people who used to choose courses by the title now choose them by the faculty member. And people also are just looking at the structure that provides those courses. People are moving towards student-taught courses. They're asking professors to teach certain courses. All sorts of things that were open to a certain extent the first year, but we never even considered using.

Calciano: Do you like the small college idea?

Zweiback.: Very much, very much.

Calciano: I see you've been in three of them. Why did you move from Stevenson to Merrill?

Zweiback: Well, I think in all these questions you're asking me, most people would probably be able to give you a fairly cogent academic reason. Mine are always prompted by whim. I was at Stevenson College first year and was very active -- enjoyed myself very much. Second year I went to UCLA first quarter, came back here second quarter and lived off campus for one quarter and had no contact with the school at all. It was just a big mistake on my part. Then I moved back on campus third quarter, but at that point I had really lost contact with a lot that was going on at Stevenson. And then Merrill College was interviewing for R.A.'s, and my closest friend was going there, a boy I was dating, and he was planning on going there. I didn't particularly want to stay at Stevenson if he was going to be going; I didn't want to live off campus. Merrill College sounded very interesting and very exciting, so I applied to be an R.A. there too, and I was accepted. And I don't know if I would have gone anyway had I not been accepted ... probably I would have been, I would have gone. There I think that

my transferring to Merrill College was because I was excited about the idea more than ever it happened when in transferring among colleges or coming to UCSC. But even so there was that added thing of that was where my friends were going. So....

Calciano: Your friend is Zack Wasserman?

Zweiback: Yes.

Calciano: Now why did he switch?

Zweiback: I think Zack's major reason for switching was that he saw in Merrill College a real opportunity to get involved with the community. As seniors we were dissatisfied by many things at UCSC, and we saw in our positions as R.A.'s -- because Bell saw his R.A.'s not as disciplinarians, but rather as sort of counselors and leaders and people who would help plan the colleges -- a real opportunity to use the dissatisfactions we had with other colleges into forming something at Merrill, and to a certain extent we really have done that. The government of the college, the administration goes through a steering committee ... the provost does not make decisions solely on his own; he goes through a committee of students, faculty, and the provost, which is a really

great thing for the college. It means that there's much less of the big brother thing from the administrative office. And I think that ... that we've been very successful in some ways. There are always disappointments.

Calciano: Merrill has a very small percentage of seniors. Does this affect you at all?

Zweiback: Not really, because we still have a lot of senior friends from other colleges. And I've started to realize that at this point there's very little difference in age group. There's a difference in sophistication, but that crosses all sorts of lines, some of my best friends are freshmen and sophomores, because there's just really no consideration anymore of how old someone is. It would make a difference, I think it has made a distinct difference, for people who are coming to, who have transferred and now are not dating; this has happened, of course, all over Santa Cruz. It's a very difficult place for any sort of a common social life as you find in other big universities because people just aren't in that sort of a social situation.

Calciano: Well are you referring to the fact that there is not a reservoir of graduate students for the senior girls to

date, or does this affect all levels?

Zweiback: Well partly it ... I think another thing that you find at Santa Cruz is that because Santa Cruz had no professional programs, it doesn't really guide people towards professional programs. The men particularly who come here, come here to study; they come here to go to college; they're not planning on careers; they're not, they haven't decided what they're going to be doing when they get out of college. And that whole thing sort of tends to make them wary of making any sort of permanent plans in terms of girls or anything. It's a much looser arrangement; people are really looking more for themselves than for other people. I mean the kind of relationships I've made I find far more satisfactory than the kind that I see in other colleges, because at Santa Cruz you were forced to find people that you enjoyed being with, rather than people you enjoyed going out with. There was nowhere to go. And the ... it's a much more mobile group of friends -- people are leaving; people are going other places, and I like it much better. I know a lot of girls do leave because they're not satisfied how their ... one of the reasons I did transfer to UCLA when I did, when I put in for my transfer, is

because I did want to date. By the time I got there, I realized I didn't want to, which is why I came back immediately; I'd been planning on staying for two quarters. But ... it's ... I think it's that that whole atmosphere of being interested in studying and being interested in a much more abstract way of living, rather than ... very few people here are planning on careers, or planning on settling down, and so it keeps relationships with other people fairly loose.

Calciano: When you say planning on careers, a fair number seem to be planning on graduate work with a career eventually.

Zweiback: Yes. Oh, yes. That is it's that sort of ... the career is in the far distant future.

Calciano: Right. I wanted to make sure I had this, and that understood you correctly.

Zweiback: Umhmmm.

Calciano: Would you care to give thumbnail descriptions of the four colleges?

Zweiback: Well Cowell College to me has a lot more spontaneity, a lot more originality than the other colleges. I don't know how much of that originality comes from the

administration -- Mr. Smith, and I guess Mr. Rose, and the faculty in general, or from the students themselves. There's an obvious interplay between the two of them. But I think that the things that they go out for -- the Renaissance Fair, the Culture Breaks they've been continuing -- have shown a great desire to bring things to the college community that one doesn't necessarily expect to find. And I really like Cowell; it's one of my favorite schools. And of course the people who are attracted to Cowell for that reason are a lot more, I guess, the artsy and craftsy type. Cowell really encourages people in the arts and literature. And they have some of the best faculty members there. Stevenson ... I have a very funny sense of Stevenson. Stevenson at this point I think has been far more effective in organizing the school as a whole, the campus as a whole, through.... They started the Student Information Center at Stevenson, which (I guess it just started at the beginning of this quarter, or the end of last quarter) which of course became very, very vital to the whole function of what's been going on the last couple of weeks. It's been bringing people to that college -- a lot of very aware people. And ... but otherwise I don't really

have a sense of Stevenson at all. The faculty there ... I don't get the feeling that they're as close in the same way that other faculties are. There's a ... perhaps because a lot of them are young, and I know there's been a lot of tension among the young faculty members at Stevenson and at the other colleges.

Calciano: Why?

Zweiback: I think just for a lot of them the feeling that, especially ... when I say young, I mean the young marrieds without children. They've been thrown into a very, very funny social situation among them. They're sort of halfway between the new, the new think and the old think; they've got all the, all the guilt complexes and social ... whatever (I don't know what I [unintelligible]). They're immersed in the structure of their parents, and they're thrown into a university community that is trying to explore, especially the young people, exploring new ways of relating to other people. And intellectually they're very ready for all the freedom, but emotionally a lot of them aren't. And these are the people who are around thirty I guess. And I've seen a lot of them; they're just so uncertain. They don't know what they're doing; they don't know whether they want to be young and free or

old and structured, and so consequently they're, they just mess themselves up. Of course this is a very outside opinion, but just what I have observed from my being in [unintelligible]. And it's something that of course is also true for a lot of us who are ten years younger than they are; that we've been brought up a certain way, and we're being confronted with a lot of ideas that are very alien to the emotional things that we have felt, and you have to make a decision whether you ... whether you're going to accept the structures that your parents gave you, which may not be satisfactory, but nevertheless are important to you, especially if you've come from a happy home, or whether, and whether to abandon those things which you see as perhaps wrong, but which were certainly successful for your parents. And it's a very, very difficult decision.

Calciano: You're going through this problem yourself?

Zweiback: To a certain extent. I mean I've got.... Not nearly as much as a lot of my friends, because I'm essentially a lot more conservative than they are. And being involved in only one relationship for three years certainly changes a lot of the ... the problems that one can have. But I see it in my friends, and I can

see myself being susceptible to them in a lot of ways. But it's rough, and I really feel very sympathetic for all these faculty members, because they've had a really bad time. But anyway, to go back to the thumbnail sketches. (Laughter) And then Crown.... Crown ... I feel sorry for the people at Crown, because almost all of the students just deep down hate them. And it's partly....

Calciano: All the other students hate Crown students?

Zweiback: Crown students and Crown faculty and Crown ... it's this real image that Crown has, which is in a lot of ways very unfair. It's a real prejudice more than a hate. Crown ... when Crown came, let's see, they opened third year ... Stevenson and Cowell had a lot of the same students; they had opened their regular colleges the same year, the actual physical college. They were very close, and then Crown came along, and there was no real reason for anybody to go up to Crown. We had all the things we needed down at Stevenson and Cowell. And so there was very little contact. Crown was the science school and there's great prejudice against science students. Provost Thimann is an extremely conservative man who has angered a lot of the more liberal students in a lot of

ways. And just that its situation way up on the hill, a difficult place to get to, created that sort of alienation, which has continued even now that Merrill College has been built. For an awful lot of reasons I, and I really don't know why; partly I think it is just the science orientation, because the way you get to know people from other colleges is either through artistic activities, plays and shows and things like that, or political activities, which a smaller proportion of Crown students find themselves involved in. I don't know whether the architecture of the college has had anything to do with it; that often, I think, can make a difference. But there is this prejudice against Crown students in the same way that you can say, "Some of my best friends are Crown students." (Chuckle) But even so there is that prejudice. It really came out during the strike activities in the last two weeks. People automatically assumed, were calling the people who were against the strike Crown students, and there were other students of course, but to a large extent they were Crown students, and we didn't know why. And then, of course, just the fact that Crown College has been funded by Crown-Zellerbach, which has a reputation for being, at

one time, it's not now, a very racist corporation. They made a lot of their money in Mississippi; I think their paper factories were down there; they mistreated black people very badly, and I know that Herman Blake will not go to Crown College, and I think a lot of the students feel the same way. There's this antipathy there, and a lot of guilt feelings, because a lot of the people who applaud Herman Blake still go to Crown College, and so they feel guilty about doing so and therefore translate that into dislike for the students there. And it's a very general thing; it doesn't relate to specific students; some of the people I think are just the finest faculty members are at Crown. And it's just this general feeling. And then Merrill, I think, is one of the tightest communities; we have one of the smallest groups of off-campus students. The ... there's a lot of dissatisfaction at Merrill that comes from feeling that we are in a college that's supposed to be doing something, but we're not doing something. That's partly just because a lot of the kids are freshmen, and so they just haven't got into any patterns of behavior, but I think that Merrill really has a very, very tight community; a lot of caring about each other, a lot of ... I think

that Merrill College, more than any other thing, if you find out that someone is a Merrill student, you've got a feeling for him. You've shared an awful lot together. And I really like Merrill; I'm very happy there. I feel really an awful lot of love between everybody in that college, and that relates to the faculty and the administration, a lot of real caring on different levels. I mean we're dissatisfied with a lot of the activities of different facets of the community there, but just a feeling that we're all in it together.

Calciano: And the faculty at Merrill....

Zweiback: We've got a really good faculty there. I don't know what the proportion is, but something like two-thirds of them have been involved in community action work. They're a very young group. Another thing, I think, that does lead to this feeling at Merrill is that in a lot of different ways we're working together, and when you work together. with people, you do [unintelligible] that feeling of community; that's what builds it, and because we are involved in different activities together ... whether anything from being the vanguard to a certain extent to a lot of action on this campus --we were very involved in

the grape boycott, very involved in the strike -- or whether the actual Field Study Program ... all of these things bring people together to a large extent.

Calciano: Well now, you're a government major, so most of your upper-level class work would not be in Merrill. Is that right or is that wrong?

Zweiback: A ... yes, it's right. I did take Third World last quarter, which is our core course, as a teaching assistant; we've been having ... I guess there are juniors and seniors -- there may be some sophomores -- who were taking 199's along with the core course and working in seminars with the students. Otherwise I haven't taken any Merrill classes at all. I am involved in ... no, wait a minute ... no, it's not a Merrill 193; it's a field study that I'm taking under an education course rather than under Merrill College.

Calciano: Had you decided your major before you came here?

Zweiback: I was pretty ... I figured I would probably go into a government major just because the courses that appealed to me were by and large a lot of government courses, and that made the government major -- well at the time I started it, and by the time I finished it (and in between they changed a little bit) since they required eight courses, any government courses at all,

plus the political theory course, and so it was such a -- if you were interested in, to a certain extent in government, it was a very easy major to fulfill. I didn't have to worry about different categories, different this, different that, which sort of got in the way of my taking other majors. I had considered a literature major, but I didn't like at all the way it was structured. It required a lot of language which I didn't want to take and a certain emphasis on periods that I wasn't as interested in as others. So I sort of settled on government. I could fairly easily have taken psych, I suppose. Government was my major interest, but it didn't necessarily have to be the major.

Calciano: What do you think of the government department?

Zweiback: It's gotten much, much better; just in the past year or so we've gotten some really, really good people into it. When I entered the government department, my interests were very much in the field of, I guess, realistic politics. I was interested in finding out how things worked; how they actually worked. And I think it came from my tendency at that point to think that if I could find out how things worked, then I would have answers to problems that I saw. And it took

me a couple of years to realize that this was not the answer. One of the problems is that some of the teachers I was taking were really not creative enough; the people who were leaning towards that sort of study weren't really that exciting. Now my feelings, just in this past year, have leaned much more strongly towards theoretical politics, which was the field I was violently against the first three years. And now I'm not taking classes because it's too late ... I've audited a couple of teachers; there's been just really fine critical teachers here now.

Calciano: Like for instance?

Zweiback: Oh, Mr. Euben, Mr. Nichols, who was there at the time. Who else? We're getting a man named ... I think he's going to be in government ... what's his name ... I have no idea. I can't remember it. A ... I'm trying to think who else are really good teachers. I've heard a lot of good things about Miss Elliott -- I haven't taken her -- and several others. [Unintelligible] speaking of primarily is Mr. Euben, because I've been auditing a class of his and he's just great, and I wish I'd taken him two years ago, but perhaps I wouldn't have wanted to take it two years ago. In a way I'm starting to realize that ... that I've gotten

a lot out of college, and I don't think I would have done it any other way. There would be no point in my not going to college when I did. But to a certain extent all the things I could get out of college I'm beginning to see right now ... now, whereas before I was interested in things like psychology and realistic government and all sorts of sort of down-the-line courses, textbook-type courses; now I'm getting much more interested in political theory and philosophy and things like that, because I'm starting to think much more in terms of different questions I can ask than different answers I can get ... which is really the state I think people should be in when they come to college, but the way things are structured now, there's so little you can do when you get out of high school that you almost have to go to college whether you're ready or not to go there. And of course it's also quite possible that part of the reason I'm starting to think this way is because I am leaving college, and so now I'm doing this big evaluation process within myself. [Pause]

Calciano: Did you have a comprehensive?

Zweiback: Umhmmm.

Calciano: Do you have the option of a thesis?

Zweiback: No, not in government; we just take a comprehensive.

You write a thesis, but I think that's, you max write a thesis, but I think that's in addition to the comprehensive. I don't think too many people wrote theseses ... theses?

Calciano: Theses.

Zweiback: Theses. Yes. (Laughter) I've got to get that down.

Calciano: What were your comprehensives like?

Zweiback: Well I was very, very disappointed in the way they were structured ... not necessarily because of the way they were structured for some people, but for me. I was ... it goes back to the kind of courses I'd been taking. I was never given any particular guidance in what I was taking. A lot of government professors knew the emphasis that I was giving to my whole program. I'm ... maybe I'd better explain a little bit more. The sorts of courses I took were things like "American Legislative Process," "Supreme Court," "American Foreign Policy," a comparative government course that dealt very much with the structures of different governments, and other such courses. They ... I think that gives you a feeling of that I was dealing with

the realities of politics rather than thoughts behind politics. For instance, a lot of courses that have been given lately are things like "Ideology," "Strategy and Tactics," "Civil Disobedience," things like that that I had not taken, rather than ... well ... the comprehensive was almost entirely theoretical; it was based a lot, to a large extent on the classic theoreticians, a lot of modern theoreticians, and we were given a list of books within 24 categories (I think there were 24) with about three books in each category, and you were supposed to choose one from each category. And at the time I was given, I was about to take the comprehensive, I had been, I had read or had been told to read within my classes seven out of those categories; and Zack, for example, had read fourteen out of those categories because of the way he had structured his thing. Well I felt at the time, and I still do feel, that if one is going to be tested in a comprehensive with that sort of emphasis, one should be guided from the beginning into fulfilling that sort of thing. I don't question whether those were valid books to have read at all. It's just that if the board felt so strongly that these were things I should be prepared to take a

comprehensive on, then they were negligent, individual faculty members were negligent in not pointing this out to me at the beginning ... that the way I was structuring my government course was not the way the government board felt it should be structured. I got a tremendous lot out of studying for the comprehensive because there were a lot of things that I had to read for it that I wouldn't have read. But ... so I'm really not knocking it from that point of view. It's just that....

Calciano: But would you have been happy if they had told you you had to take this, this, this, this, and this?

(Laughter)

Zweiback: Well ... no. And this is a very difficult problem for me. I'm starting to realize, especially this year, that you can't force people, of course, to take things that you think they should take. But unfortunately the way our whole educational system works, from the time we're in kindergarten to a certain extent the curiosity is forced out of us; we're asked to specialize; we're asked to define our interests; and by doing so we wind up eliminating an awful lot of things. And I've discovered, for example, this quarter I've been taking a course in Gothic Art, and I took it

mainly because I wanted to take Mary Holmes -- I just like her as a teacher -- but I've always despised Gothic Art; I've never liked it at all. And so that aspect of the course I didn't find interesting at all. But because I've been studying it, I've learned to appreciate it, and having appreciated it, I enjoy it. Now had I been forced to take certain government courses when I, much earlier than I did, I would have gotten the same enjoyment out of them as I did when I was forced to read these things for the comprehensive. But this idea of force is a very funny problem. If you're able to take a child and keep from stifling his curiosity, there would never even be a question of force, because I think most children are always curious. It's very difficult to tell a child ... very few children will say, without outside pressure, that they're not interested in something. But strange enough, by the time we get into elementary school or into junior high, people are not interested in a lot of things, because they've been told either it's unpopular to be interested, and then it's not productive to be interested, and all these things. And so by the time you get to college, that curiosity isn't there. And so you've got the alternative of

either demanding people take certain things, or not demanding that they take certain things and realizing that perhaps they will never discover these things at all. Ideally, of course, you change the structure beginning with kindergarten rather than beginning with college.

Calciano: I noticed you said that, and another girl commented, that she'd ruled out lit because there were language requirements and....

Zweiback: Yes.

Calciano: So it seems really quite a quandary for anyone.

Zweiback: Yes. And ... well the whole thing with requirements is very difficult. I took French for four quarters, had a miserable time, barely got through it, and now this year I discovered I was very, very interested in taking Spanish, and I took a quarter of it, and I would have continued with it, but it was demanding an awful lot of time on my part. And it was completely because I wanted to learn Spanish. I had a desire to learn Spanish which I never had before. And it's a very funny thing; I mean you can't just wait for people to express this desire. It's like now I have desires to take certain things, but I'm ready to

graduate. And so the kind of revolution in education this whole thing demands ... it's just unfathomable. Perhaps the sort of thing you want is that people will be allowed to go to college for a year or two and drop out and come back. Page Smith in a letter to Cowell parents a while ago that I saw said that he felt that it was very desirable for people to drop out in the middle of college, and unfortunately he couldn't encourage men to do it, because it meant that they would be drafted almost immediately. And, except for a few things, such as the fact that Zack was here, and that I also wanted to graduate with my class since I was a first-year student, I might have dropped out too. And in some ways I wish I had. But it's ... we're forced into this structure from the time we're born into a middle-class home with certain poten... certain desires for the children, and not necessarily aggressive desires. My parents never said, "You must go to college; you must please us; you must do ..." anything like that. There's natural understanding because you're doing it, your friends are doing it, and you fall into this groove of getting out and then doing something which is totally against what education should be. I think education should be a

process of learning to appreciate things, not learning to be a functioning element of society. That's pointless; then we can have trade schools. And, you know, all I have now are questions ... no answers.
(Laughter)

Calciano: What do you think of pass-fail?

Zweiback: I like it very much, but I would prefer that we had pass-no credit, which would be either you pass the course or you were in it but not given credit for the course. I don't really even see any point for failing a course, because one cannot fail the course; one can fail oneself, but that shouldn't have to go on the transcript. If you've taken a class and discovered that you're really not interested in it, you should be able to just drop out and not get any credit at all. And ... that's all. (Laughter)

Calciano: Have you had much experience with the student-taught courses?

Zweiback: Yes, I took one which was one of the best courses I've ever taken here.

Calciano: Who taught it?

Zweiback: A boy named Rick Chatenever, who's now ... he was an English major, and I don't know if he's in History of Consciousness here now or continuing literature --

he's a grad student at Stevenson.

Calciano: Or what literature?

Zweiback: Or continuing literature.

Calciano: Oh.

Zweiback: I don't know which his field is. And it was really just a fine class. We read contemporary American literature with just two authors -- John Barth and J. P. Donleavy. And ... very small class, just discussions, and it was just really, really good.

Calciano: Have your friends had experience with student-taught courses too?

Zweiback: Some of them. I think that by and large they've been really excellent courses, because as students working together, you don't have that feeling of here's the man with the answers ... if I tell him what he wants to know then I've learned something ... a much more fluid situation, almost just a, it was just a conversational situation.

Calciano: Umhmmm.

Zweiback: And to a certain extent I think you have a greater obligation sometimes when your teacher is somewhat your peer, because you're not playing any games with him. He's there, you're there because you want to learn together, not because anybody's doing anything

for their job. I enjoyed my class very much, and I know that there are some other classes that have done very, very well.

Calciano: is there anything about UCSC, the colleges or the faculty or the classes or the administration or any other area that you might have perhaps been disappointed in or would like to see changes in?

Zweiback: An awful lot. I guess I'd have to begin with the central administration which I have found to be in many ways completely unresponsive to the students. I'm going to use Chancellor McHenry's name when I talk about this, but I do feel very strongly that Chancellor McHenry's actions over the past four years have not come -- that I am quite against -- have not come because of him as an individual, but could quite easily have happened to anybody who happened to be Chancellor at this particular school. I mean certainly there may have been errors in judgment, but....

Calciano: But it's the office of the Chancellor?

Zweiback: I think it's the office very definitely, rather than the individual, because I know a lot of very good things he has done when not acting as the Chancellor that were totally in opposition to the things he's done as Chancellor. In many ways, of course, the

Chancellor has done fantastic things for UCSC. We've got a great reputation; we've got I don't know how many people applying for faculty positions, but pretty much we're able to pick and choose; it's a beautiful campus; the college system is working; but there's been a tendency on his part to feel that the preservation of the institution is more important than the individuals in the institution itself.. For instance, at one time we went to talk to him saying that there was a lack of communication between the central administration and we felt that he had to start getting out to students more. And his response was, "I don't have the time to do this because I have to be out seeking money to build this institution." Well ... now as Chancellor perhaps this was the only answer he could give, but I think, as we've seen over this past year, this has been a disastrous thing for the student body. There is absolutely no communication anymore between the central administration and the students; a tremendous amount of alienation. It's continued to the faculty -- the Chancellor's actions towards people like Ralph Abraham, that alienated a great many faculty members. And we get this ... I don't know if you know the name the people have

labeled the Central Services -- it's the Citadel. That's ... you know ... it's far away; it has no relation to us. And it's a very, very sad thing. It didn't happen first year, because first year Cowell College was the University. A lot of central administrators had their offices in Cowell College, and there was really that feeling of the University is us and we are the University, whereas now we see the University as being the students and the faculty, and they see the University as being the buildings and the secretary. And this is a very, very hard thing for us to adjust to, especially those of us who have never been in other schools. I don't know what the answer is. The....

Calciano: When was it that you went to the Chancellor and got this money answer? Was it [unintelligible]?

Zweiback: Well there.... Right after the Regents' meeting, Zack and I went to the Chancellor....

Calciano: Last October?

Zweiback: Yes.to explain to him that we saw a definite lack of communication, and we got very, very little response. And as I say, I don't know why we got the essentially negative response. It was a noncommittal response, and it was never acted on. We were very

worried at the time; we had been very much involved with the administration of the college, and this was one of the turning points that turned us rather than acting with the administration to acting with the students -- feeling that we had passed the point where there was communication possible. That ... the liberal point of view is that if you can only talk it out, then your differences will be resolved. Well there comes a point when those differences are so, things are so polarized that there is no opportunity for talk anymore. You either have to act on your own, or you have to accept the dictates of that administration, and we refused to do the latter. But as I say, it doesn't start with the Chancellor. Then it goes up to the Regents; it goes up to the Regents who are telling the Chancellor what he must do in order to keep his job. And certainly you have the problem that if Chancellor McHenry resigns, who do we get in his place? It could be [unintelligible], something much worse. (Laughter) And it's a very, very difficult thing. You know, we have the slogan of "Power to the People", but the people are the ones who are electing Ronald Reagan, and the people are the ones who are rallying behind the forces of law and order. And so

when you start thinking in terms of reform, it's a very difficult thing to decide whether we are the ... in our minority we can really say that we are on the side of truth and beauty and justice when everybody else is saying that we're not. And I mean I have no doubts as to whether my feelings of what people in the University should be concerned with are right, but all these people are saying that they're not right, and so I ... whether I think they're wrong or not, I do have to take their criticisms into account.

Calciano: Well what would you like to reform?

Zweiback: Well there's a big question of whether the University should be relevant to society. I don't know how relevant I see the University's ... whether I should see it as, see the University as being this big institution which should be relevant. I do know that at this point the University is relevant to some aspects of society and irrelevant to others, and that is where I see the big problem. For instance we, the University as a whole, supports a great deal of agricultural research which benefits the growers, whereas it is almost totally disinvolved with any reforms that would benefit the pickers in the field, the ... whether in terms of giving educational

opportunities to the children of the farm workers; whether it's in terms of providing alternate job programs for these people who are being replaced by machines; whether it's even lending its moral support to the struggles of the workers for unionization -- all these things. We're being relevant to one aspect and irrelevant to another, and this is where I see the problem. I think if you can.... I think there is, perhaps, a case for a University that really is a city on a hill, that does consider its function to be a search for truth rather than pragmatic solutions, but the University, the Regents, have committed us for money and for other reasons to this program of being relevant to society, and therefore I think we've got to go all the way. Because we cannot be doing the sort of research we're doing for only one aspect of society. That to me is immoral.

Calciano: Well now here at UCSC, and we're not, we don't happen to be engaged in either one of those two things, what....

Zweiback: Yes. As far as ... but....

Calciano: I hear many complaints about the Chancellor and I ... and specific things he's done have made the students

very angry, but yet when it comes right down to it, they still like most of the things about our University.

Zweiback: I think perhaps then the best example of how this whole thing of relevancy has come down to Santa Cruz has been the issue of Malcolm X College. There I guess beginning last August there was a tremendous amount of pressure from the students who were still here, the community, and then when school started again, from students who came back, to start working on plans for Malcolm X College. The Chancellor, for at least two months, really longer, really until March, almost ignored the pleas of the community for at least action on this problem, and for a long time he made....

Calciano: By community, you don't mean the Santa Cruz community; you mean the University community?

Zweiback: Well some members of the community. Some members of the Santa Cruz community, and primarily the students and faculty. Thousands of hours were wasted in trying to bring the whole matter to the Chancellor's attention. His answer was that he had not been informed; the demands were made for the college, but they were never mailed to him. Which ... all right ... pride ... the same sort of pride on both sides ...

which I felt the Chancellor should have acted on. I wish that the Chancellor when he first, when the first ideas for Malcolm X College were proposed, I think that the Chancellor could have, would have ... could have, at that point, said, "Yes, that's a great idea. We will take it ourselves and we will begin working." Because at that point it could have been the University's idea; they could have taken it; they, the whole faculty and the students and the administration could have worked on it. And there would have ... it would have begun in a spirit of working together. Whereas the whole, although now things are presumably in the works in some way (I don't know whether there will ever be a Malcolm X College here) there is this tremendous feeling of tension between the administration and faculty and students. They aren't working together. They may have people at the same committee meetings, but there's the feeling that we were on the, on different sides in the beginning and any sort of compromise is going to be exactly that -- a compromise. It's not going to be what we want; it's going to be to please other people. And there were tactical mistakes on both sides. I think it was a mistake to bring up the issue of Malcolm X College

before the Regents; it was giving them a power they shouldn't have had ... implicitly, since the creation of a college should, is supposed to come from this University, not from the Regents. But I think this is such an example of the administration was perfectly willing to hold a convocation after the death of Martin Luther King; they're willing to hold teach-ins; they're willing to hold ... but then when it comes to action, when it comes to responding to the students, there was nothing there. A lot of the faculty members did say, "Yes, students should have a voice in boards of studies." They're perfectly willing for students perhaps to attend the boards of studies meetings, but not to vote on them. You know, there's this very funny thing of, "We're willing to talk to you, but we're not willing to let you act with us." And ... I'm being kind of, I'm not being terribly organized because I'm not....

Calciano: Well I wonder if part of it might be that students seem to change their minds so often as to what is, what are their needs. You've talked about how you've changed your own mind in four years.

Zweiback: Yes.

Calciano: Do you think this is one of the problems of bridging

the gaps is that the administrators find it, and the faculty and the boards of studies find it difficult to come with grips with what is the consensus of student opinion?

Zweiback: At this point now, that may be true; I think it's going to become less and less true. When we first came ... to a certain extent, for instance, Chancellor McHenry has been unleashing predictions for the last couple of years that Santa Cruz will never have a riot; Santa Cruz will never have this; we're such a good group of students -- because to a large extent we led him to believe that. When we first came here first year we were given intervisitation rules for the trailers, and they were presented to us as, "There will be no inter-visitation and in addition to that there will be no discussion of this rule." I mean as authoritarian a thing as possible. Well nobody objected to that. I mean it was absolutely surprising ... nobody even questioned the fact that there would be no discussion on it. And six months later, of course....

[At this point the tape recorder stopped recording. Sixteen feet of tape (approximately equal to a page and a half of manuscript) are blank.]

Calciano: Well the needle's bouncing now. Okay. Well now on this, the basic question again is what changes would you like. Did you want to add any more to it?

Zweiback: I think that the problem is that yes, I do see a need for basic changes, and so I can't really ... perhaps six months ago I would have said, "Yes, let's get students on boards of studies; let's start these things going," and now I'm starting to see that the changes are much more basic than that. The problems that confront the University I feel very strongly are the same problems that confront society. And I really have no idea how you start making those basic changes. I think on an individual basis, it starts from beginning to question every aspect of the society, every aspect of authority, every aspect of power. And at that point, then you have to translate that into action for yourself. If I were going into the University now, if I were staying, I think that my activities, in terms of change, would be primarily in terms of organizing people together to explore these questions. And this would have to continue for a certain amount of time. At the same ... while we were doing that, I would, say, bring other people into it. Not an exclusive group -- an open group ... bringing

more people in, trying to communicate our doubts to others. Because one of the problems I've seen in the last two weeks when we were trying to organize this strike on campus, is that although a great many people were perfectly willing to vote "aye" on demands and on preambles and on tactics, the discussion that went along with it showed that there was very little understanding of what those demands meant, and why they were important, anything like that. And I think that we've been told that we are a nation of sheep, and that we follow the government; but I think it's very easy to create a nation of sheep that will follow any sort of a radical group, just because people don't question. And that to me is inherently just as dangerous.

Calciano: Now you were on the steering committee, weren't you?

Zweiback: No, I wasn't. But I was on ... Zack was on it, and I was at a lot of their meetings, and so I was fairly involved as an observer.

Calciano: Umhmmm. Well now, what was your feeling about the wording of the various demands? First of all, how was it arrived at, and secondly, were the members of the steering committee united in supporting the wording all the way down?

Zweiback: Yes. A very interesting thing happened, especially at the steering committee, that when they were elected by the entire group of students, some were elected as moderates and others were elected as radicals, but when it came to meetings, the students stood together, the steering committee. There was very, very little disagreement ... disagreement in some ways, but they were able to be solid in every way. People started worrying that the steering committee was too radical, and so we opened up elections again and elected four students who were definitely considered moderate students -- people who had been actually arguing on the floor everything that the steering committee had done, and as soon as they joined the steering committee (laughter) suddenly for some reason they began working together. And I prefer to think that it's because the steering committee's actions were right in the first place, but to a large extent it's because that when people ... again, when people begin working together, they begin thinking together, they have a great deal of respect for each other. As far as the demands go, personally I was in favor of all of them. I was in favor of calling them demands because I feel very strongly that when you are asking, that you

don't ask for your rights, you demand your rights. These were ... none of the demands, as far as I was concerned, were things that there, in my opinion, there were any, any doubts as to whether they should be granted. I felt that every single thing in Berkeley that had gone on was totally against any respect for the citizens at Berkeley or the students at the University. I didn't feel that Berkeley was a tragic mistake; I thought that Berkeley was a natural outgrowth of what is going on in this society. And therefore my basic objection to everything that went on during that week was that I felt to a certain extent it was backwards. That first the students voted for a strike; then they voted on their demands; and then they voted on the preamble that would be, that would explain those demands. And a lot of us realized that this was a very false way to proceed, because before you can take any action, you have to figure out your political situation, preamble, whatever. And this should have been the first step. Having done that, the demands should have been figured out. And having done that, we should have figured out the tactics. As it turned out, the tactics to a certain extent were sloppy. Probably the best thing that could have

happened was after the strike was called for and the Chancellor, eventually, under all this pressure, cancelled classes, perhaps at that point we should have said, "Fine, that's a victory. Forget it." But the picket lines that we wound up organizing were, I thought, a great mistake. Either if we were going to go on strike, we should have really shut it down, and thus of course faced arrest, or we should have just settled for an academic strike. But I felt that the way things went, the tactics had really no relation to the demands ... had no relations to our goals. By the end of that week, it ... the strike had become the goal, which is a mistake. You can't have action, that kind of action, being your goal; it has to be a tactic to achieve some goal, and yet it wasn't. And of course the main reason that all these things happened is because those people on the Strike Coordinating Committee were not sophisticated SDS type radicals that some members of the administration thought they were. They were people who had good ideas, had not yet translated them into action, and were groping themselves. There was no radical, communist-inspired agitating movement; it was ... they were people who had things they wanted to communicate and didn't have

the experience behind them.

Calciano: On the one "Return the People's Park to the People," how did you visualize implementing this? The University give up ownership of the land, or the University lease the land, or what?

Zweiback: Basically I only wanted the University to give up the use of the land for whatever period of time to the people. When the University tore down the houses in Berkeley for about, I guess about a year, it was being used ... that land was being used as a parking lot. There was never any question as to the rights of those people to use it as a parking lot. Nobody was ever ticketed; nobody was ever asked to leave; the University never considered building a fence about it. And then I guess about a month ago, people decided that it was a bad parking lot; they'd make it into a regular park, and they did so in a community effort. The press coverage was very favorable; community reaction was very favorable, because the people in South Berkeley had been asking for a park for years and years -- there were no parks in South Berkeley. And then the University instantly decided that it needed that land. Now in my opinion that was an excuse. It was false. And I think that to a certain

extent the University was upset because it was being ignored. Its attitude may have been different, might have been different, if people had gone to the commun... to the University and said, "Could we use that land for a park until you need it?" But the people didn't do that. They just went ahead and used it in the same way they'd been using it for a parking lot. They weren't destroying it; they weren't selling it; they weren't damaging it. And I think the University can stand being attacked, but I don't think it likes being ignored. And I think through its actions, what it did was force these people into a confrontation that it could cope with by physically ejecting these people from the park and at the same time bringing in troops and police into the area. It was naturally assuming that by its actions these people would act in response. So what the University did was really initiate this sort of polarization, initiate the sort of confrontation, because the police were in there before anybody had called for a march. And, of course, the confrontation is what they got, and it was a confrontation that now they can cope with. They can cope with it by calling for law and order; they can cope with it by calling for, by

arresting people, by getting leaders in jail -all these things. And obviously the University did not expect the kind of press it got. But even so, even in the more liberal newspapers, the University isn't coming off any worse than being told that it had bad judgment. The questions of whether the People's Park should have been built, should have been allowed to stay, anything, has never come up in the press. The only thing that the University is getting static on is the use of police with the shotguns. And this is another thing that I object to in the University: that they were willing to promote this kind of a confrontation to protect their property rights -- not "rights," nobody's trying to sell the property, but the use of that property -- that lives would go for a piece of land, which I find absolutely appalling. It was useless; it was pointless; it was ridiculous. And I do feel that it was only because it was a park, not because people wanted to use it. And that's why I supported the idea of the demand to return the People's Park to the People, because the University didn't want that land; it didn't need that land. I would not have supported something that said, "Turn the People's Park over, the deed to the People's Park

to the People," but....

Calciano: I think this is the way most of the public took it -- as meaning that property rights were in danger.

Zweiback: Yes. Yes.

Calciano: That is why I've been asking several students just what they, how they themselves did interpret it.

Zweiback: One of the alternate demands that we'd had that ... I don't think it wound up. I think what we finally wound up, I don't remember the exact wording, was that the University meet the demands of the People's Park negotiating committee. But one of the ones that I had advocated was return the use of the land to the people. Because that seemed to really .show the difference between what property is --that some people do consider property to be that deed and some people consider property to be the product of your labor.

Calciano: Would you like to comment on any of your other various activities that you've listed here, or any of the campus groups, official or unofficial, that you've been aware of or participated in?

Zweiback: Not particularly. (Laughter) I think one of the because I've been so involved in what I've been talking about for the last however long I've been here, is that it sort of tends to eclipse any other

consideration ... that perhaps three months ago I would have had some very strong feelings about the drama department, but at this point I'm so much more concerned with this that it tends to overshadow any other problems.

Calciano: Umhmmm. You were on the City on a Hill Press, I notice for awhile....

Zweiback: Umhmmm. The first year.

Calciano: It didn't start the very....

Zweiback: Oh ... I'm sorry ... the first year of the press; that was '66-'67.

Calciano: What are your future plans?

Zweiback: I have no idea. (Laughter) I had been considering entering the teaching program in Los Angeles that was sponsored by the LA board of education, but they're very hard up for money now, so I don't know what I'm going to be doing. If that opens up, I'll join that. Otherwise I don't know what I'm going to do. Eventually I'll go back to school; I want to get a teaching credential, but I don't want to go back to school right away.

Calciano: You want to teach elementary or secondary?

Zweiback: Elementary.

Calciano: Elementary. You're doing student teaching now?

Zweiback: Yes. I did some last year under Dr. Jones's class, and now I'm doing it as an independent study.

Calciano: Do you work in the Santa Cruz schools?

Zweiback: Umhmmm. Santa Cruz Gardens elementary school.

Calciano: Are there any comments on anything that I've not brought up or that we've gone over too quickly that you'd like to make?

Zweiback: No, I don't think so. (Laughter) I've been talking too much anyway.

Calciano: Okay then. Well, thank you.

Zweiback: Okay. Thank you.

Name: Richard E. FERNAU

Date of Birth: 7/18/45

Place of Birth: Chicago

Home Residence: 3204 Tamworth Ct., Modesto, Calif

High School: Woodside H. S., Woodside, Calif.

Colleges Attended: San Jose State College
U.C.S.C.

Year you started at UCSC: 1966

UCSC College (s): Cowell
(if more than one, give dates)

Resident or Commuter:

Married: NO

Major area of study: Philosophy

Other fields of academic interest: Art & Literature

Activities and offices held:

- Tutorial Project
- Art Workshops

RICHARD E. FERNAU June 4, 1969 10:30 a.m.

[Ed. Note: At the time of this interview, Mr. Fernau was just beginning to get over a very bad cold. Towards the end of the interview he was visibly tiring. Before the interview began, Mr. Fernau mentioned that he was in a rather depressed mood and that this might tend to affect the interview. He thought perhaps his frame of mind should be mentioned.]

Calciano: Did you want to start with your strange day, or....

Fernau: Oh my preamble? (Laughter) All there is to the preamble, I guess, would just be that I would [unintelligible] slightly more negative in every direction today than most other days.

Calciano: Why?

Fernau: I don't think it's coming out of a sickness loss, or coming out of the strike, [unintelligible]. You know I'm at the end of a senior year and sort of wondering what comes ahead, what's ... I don't know, a lot of things to do with it -- the strike generally.

Calciano: Yes. The strike has certainly been a theme that's been present in all the interviews I've done. Well shall I

just start off and then....

Fernau: Sure.

Calciano: Fine. I was wondering, first of all, why did you come to UCSC?

Fernau: Well I think ... I was at San Jose State, and I was extremely, you know, disenchanted with school. It was very, very uninteresting and very boring and I was just ... I only went there, it was just to get through school; it was more in the mentality of just sort of make it through and sort of get your degree, and maybe become a teacher or something ... more, I don't know, more middle class, go to school to become some little thing and then get out, and I just couldn't do it. I mean it was just ... I was just so uninspired there that it was just incredible. And a lot of my friends, well one very good friend was down here, and some other people were at Berkeley, and they just convinced me that it was worth it just to do well enough so that you could just get out and go to someplace more interesting, like Berkeley and Santa Cruz. This seemed to interest me more because I felt like, as a person, getting involved in talking, and writing papers is something I do better than being sort of in a huge

situation where it always seemed to me like the person who studies more gets there and personal involvement doesn't quite come to the fore.

Calciano: How did you happen to go to San Jose in the first place?

Fernau: Well, I think it was a ... partially just ... well I thought I was going to have to go to a junior college, because I didn't have any money, and then that summer -- so I didn't even apply to any schools -- and that summer I got a very good construction job, and by the end of it, I'd made enough to go away to some school. And I possibly could have gotten into Berkeley on test scores, not directly on grades by that time.

Calciano: By that time?

Fernau: Yes. Well I mean I ... at the end of the summer you can't do anything. Everything at Berkeley's all booked up, and here it certainly ... I don't think here was even open. But at San Jose, I wrote down there.... I wrote to San Francisco State and San Jose and San Jose took me like months after [the deadline], and I figured it was important enough just to go away.

Calciano: What year did you start at San Jose?

Fernau: A ... freshman.

Calciano: '65?

Fernau: '64.

Calciano: '64.

Fernau: And so then I just stayed there for the two years,
because I kept that job.

Calciano: Let's see....

Fernau: It isn't very impressive; my life's going to sound so
dull.

Calciano: No. I was wondering, did you go to San Jose State
right out of high school?

Fernau: Right. Correct. Sorry if I confused you.

Calciano: No, I was just getting the chronology straight in my
mind. Well, why did you pick UCSC over Berkeley when
the time for the move came?

Fernau: Basically because I just felt like it would be a place
where, as an individual, I could function. I mean I'd
be known as an individual instead of ... in high
school I was very much an individual, very, mainly in
the sense of being known as a person, and I was sick
of that. You know, sort of being a cheerleader, and
being very popular within the school, and I was just
very, very sick of that whole thing, and I wanted to
go to a school where no one would know me ... I would

just sort of not be known, and I was very, very tired of that by the end of my sophomore year. And that was why I wanted to go, you know, to Berkeley right out of high school, and then when I went to San Jose, I assumed I would go to Berkeley. But then after two years of complete anonymity at San Jose where you just get up and walk to school, and you don't know anybody, and so you change roommates or semesters, or at the end of semesters, and you just get with new people and sort of stay with them, and you never see the old ones ... and it really was hard on me after a while. I decided that there was going to be some happy medium between just sort of getting so lost in the sea of people that there is nothing for me, or getting so involved in school that there's nothing too. I mean it's in the bad sense of the term high school. I can tell you that [unintelligible]. It's superficial. So felt like at Santa Cruz maybe I could just come down here, and, you know, know people, and sort of become involved in the school again, but not get, you know, like lost. And so I came down here, and I lived alone specifically so that ... I felt if I went into a dorm, more of the same thing would happen to me again. I would probably get to know a lot of people, and I'd

join a lot of things, and I'd be lost in that, and my own development would be kind of put off.

Calciano: So you've lived off campus all three years?

Fernau: Right.

Calciano: What were your first impressions of UCSC the first week or so that you were here?

Fernau: A ... it's hard to remember, really. I was ... I was very impressed in general because it was so cushy. I mean I had just been to San Jose, and you know, things like ... oh everything here, I mean it was just so much nicer. You know, like rugs in the library and things like that. Just the fact that you have your own mailbox and the school tries to keep in touch with you -- it was very impressive to me. And just, you know, things like there's a telephone there for students to use; I mean it's so different. The state college system doesn't have any money, and you just sort of, you just go, and this place they keep ... you know, I was very flattered by all the things that you're supposed to be flattered by; the fact that they give you your name, you have an advisor who really wants to see you, and you say, "I met Page Smith talking here" and all sorts of introductory things. And then I was part of a specific college, and so I was really, I

think, impressed by that. I was no longer just another one of the 20,000 people going to some school. So I had those sorts of typical, I guess, experiences, particularly against the backdrop of San Jose. I was impressed by that ... and I was certainly impressed by the country.

Calciano: Has UCSC seemed to change much since you've been here?

Fernau: (Laughter) It has ... and a great deal I think.

[Unintelligible] it was just I think really one of the outstanding things, it was so small before, and such a sense of, oh a sense of community, and a sense, you know, of just, I don't know ... mostly, I think, of very much a sense of community, and it was a very special place, and the people were very involved in what they were doing. And there wasn't much ... most everyone who was here was involved in school, was involved in their studies, or involved in the people here, and there wasn't much happening elsewhere. Or people who would come, like now I notice even the freshmen class, I know a few kids this year, and Santa Cruz is no longer something special to them, and I think it was special to most everyone when I first came here.

Calciano: Hmmm.

Fernau: And it's no longer ... like I knew a girl up at Merrill who just, you know, came, and she's not particularly excited about Santa Cruz and spends most of her weekends, almost all her weekends, in San Francisco, so she's never given it a chance. But there are a lot of people like this. A lot of people who just don't.... I mean it's, once again it's not just a school; it's been going and these people don't feel so very, I don't know, special about it. But that's ... you know, it's certainly going to happen, but it's different in that way, and it's just become, you know, a bigger university. Like I've always lived in the same place [unintelligible]. You see I walk to school through the woods.

Calciano: Oh!

Fernau: Which is really nice, because I just live right down off the Peripheral Road and, you know, [unintelligible]. I used to count on the fact that if I wanted to walk, well it takes about twenty minutes, but if I wanted to walk up the road and hitchhike, I could usually do it in about seven to ten. Like I had a 9:30 class my first quarter here, and I used to just leave ten minutes to do it, and now I can't. I just can't

count on that, because people don't pick you up anymore. And there's just less and less of that. And now I can walk all the way to school and no one will pick me up. Not very often that'll happen, but it's just, you know, the fact that it's just become a much larger ... which isn't bad, but it's just something that's happening.

Calciano: I gather you like the small college idea?

Fernau: What, the cluster colleges?

Calciano: Yes. Or maybe not?

Fernau: Well, I do. It's just ... I was really struck like when I first came here by the fact that there were only two colleges, and that they really remained separate. I never expected that, you know, like you have Stevenson right next to Cowell. I never expected that they would get, you know, the Santa Cruz ideal of like ... well that you identifying with your college would really work, seeing as they were connected with the food center, and, you know, there's so few people, but oddly enough, it really did, and the people sort of remain separate. I thought it was ... well just funny, very peculiar, that people would like be in Cowell and then sort of talk about the Stevenson

people and the Stevenson people talk about the Cowell people rather than it just being the first group down. But ... like I found it, I don't know, really like coming ... like through the time I've been here, I think it's sort of, I think it's really been a good thing for me to sort of to be able to identify with my.... First I identified more with Stevenson, just because my friends that I knew before I came here were there. And then to be able to sort of, even within the University, sort of make a move in that I sort of left that group of people after a while and became more involved with art and more involved with Cowell and some of the Cowell art program. But just that there's growth within it ... this is really kind of.... It's nice to have that within a University, to be able to sort of move. But the fact that different people go to different colleges, and it really is a difference; it's really strange. Like the Merrill people have their own particular image now. People talk about it.

Calciano: Would you like to give thumbnail sketches of ... what was it ... Merrill and....

Fernau: Well not especially. I mean I could give you sort of the cliché things, but I don't know, I don't think that I would like to particularly do that. I just know

like they're just general auras, like Merrill this year ... and I think they change from year to year, but it's very politicized, the way they talk about Merrill, and very young, because that's the way it is now because of the higher majority of freshmen. But I agree in general about the college thing -- the cluster college. I really think it is a good system. I've really felt that it is nice to have something, particularly at the end now, to have something to identify with in a group of people. In a way it seems peculiar, and in a way it seems, you know, very good.

Calciano: You came ... did you request Cowell when you applied?

Fernau: Well I applied in philosophy, so I just got it. I didn't really request it, because....

Calciano: But it worked out very well for you even though your friends were in Stevenson?

Fernau: Right.

Calciano: Now most of your friends are in Cowell would you say, or....

Fernau: Oddly enough it really works out that way.

Calciano: Was it difficult coming into Cowell College a year after the nucleus had come? Did you find that other people's friendships were already made, or did you

have no problem getting to know all the students, or some of the students?

Fernau: Well, I was sort of lucky to have known a few people in advance, so that .I was sort of absorbed, or could be absorbed, relatively easily, and it was a very friendly place, particularly at that time. But I know the bond of the first year ... I mean it's really incredible, just one year difference, and it really makes a lot of difference in the people that were here. And I imagine if I was here and lived in the trailers, it would make a difference to me too. I mean it's just sort of still there, slightly, with the people who had the experience of being the first. But it generally doesn't arise much. And it didn't arise too much at that time.

Calciano: So in, say, five years from now, someone transferring in at the two-year level would probably find very little feeling of having to break into an established group, or....

Fernau: I don't think ... I think that's generally true. There won't.... Well I don't know, because the college system I think does breed sort of, you know, clannishness. I mean like you'll see certain little groups that stick together throughout the years or

something like that. I think it definitely ... I wouldn't say that I think it ... I think I made an easier kind of transition into it, but I think it's very difficult for some people. And like, you know, they ... last year, for instance.... You see the freshman year many ... a large nucleus is formed of people, so that slowly disintegrates, you know, by the time the junior year comes around, but in the sophomore year and everything, it's still pretty strong, but.... So I think that that is sort of bred by everyone living in the same dorm and, you know, sort of getting these connections and then moving off and then sort of getting stuck down in Santa Cruz with the same people. So that I think bonds are built, and I don't know ... somehow the place really can become stagnant for a lot of people. That's probably....

Calciano: Stagnant, you say?

Fernau: In a sense of somehow people coming to dorms, living with certain people in dorms, then sort of little, you know, nucleuses of people come together and then ... like the trend, at least last year, was after your freshman year to move off. It was sort of anti-, you know, the resident college thing, and....

Calciano: It ended it?

Fernau: No, it was anti.

Calciano: Anti. Okay. I didn't want to mistranscribe you.

Fernau: And then so like people move off, and I think when we move off here, a lot of people don't have cars, and a lot of people move in small ... I mean the houses are very spread out, so I think when you move off the University grounds, you sort of generally get ... are stuck with the people that you did know when you were on it. I think a lot of people have talked about that, friends of mine, when they have moved off that they ... they're pretty much stuck or set with the people that they did know when they were on, and somehow you don't meet that many people beyond that, which is a strange thing. I mean it's unhappy for a lot of people. It's funny ... we're sort of on the verge of something.... I'd like to talk about it, so....

Calciano: Go ahead.

Fernau: Let me see if I can just ... except I think I'm so close to it right now that I don't know if I can do a particularly good job. Because a lot of things that are talked about, like in the Santa Cruz community, and one thing that is talked about is a certain stagnation that happens, and it happens like around

the end of the sophomore year, and when I first came here it was really rampant, and it was ... the class, I guess the class that was the sophomores when I was here, when I was a junior, was the first class, but by the end of that year it was a very, very tense situation for a lot of people, and you have, I think, people getting very, very involved with themselves at this school for one reason or another. They ... you know, they just, they're all wrapped up in their problems; they get very internalized; and I think a lot of it is because very small groups are formed, and that sort of sometimes by the end of two years it is a very small, very close environment. Sort of, you know, small-townish. And people talk back and forth, and there'll be this sort of an ugly, gossipy situation from the start. And people will talk in terms of transferring to Berkeley, and that's very much a sophomore thing. They'll talk about either transferring to Berkeley or leaving school. I know the first year I was here, the sophomore class was, well it was the first sophomore class here, and very much transferring to Berkeley was the thing to do. It was more a statement that you were somehow such a large spirit that, you know, like Santa Cruz was nice, and

it was comfortable, but somehow you were bigger than Santa Cruz. And last year it sort of took the ... or this year I guess this happened, the sophomore class I watched (I guess I don't know much about the one last year), but then this year's, once again I'm watching it, and this year it's much more to leave school. There was a large nucleus of Cowell kids, and I think very talented kids, and by and large a lot of them involved with art and writing and movies and everything. But of that group now, it's just maybe there are, oh, twelve, thirteen, fourteen, fifteen basic people in it, and out of that whole ... I have a friend who's going to, who sort of goes around with those people and is going to remain here next year, but he's the only one, I think, of almost that whole group. I mean they're Going to Europe now is very much, or transferring to Berkeley, or transferring somewhere else, or dropping out to work for awhile. But it's a lot a part of the times, you know, like Santa Cruz is not isolated, and I think the times have changed a good deal, and people are really questioning why they're in school. But it just seems like it's something very unfortunate that happens around that time, or it's just a changing time in Santa Cruz.

After two years here, it's a very central experience for a lot of people whether they want to stay here, stay in school, et cetera, and it ... because it really becomes, I think, people are sort of tired of being Santa Cruz students, and ... because it's very nice. [Unintelligible.] Like one of the things I was talking to a teacher about the other day, about the Santa Cruz experience, that is, is the fact that in a way, like I really like this school; I'm very positive about it, you know, almost in an old-folksy sort of way, and I think that's because I came from San Jose. It's because I've seen, you know, much, much worse situations in a college, much more alienated and, you know, no life whatsoever, and people just don't know what that is. And so like coming from that I was like an old man who had sort of been through the Depression and sort of well like, you know, "You kids have it nice." So I'm a little more positive toward the school, you know, as against barrages of sort of negative comments from my younger friends. Because they sort of just ... and in a way I think what's wrong with Santa Cruz, if you can call it a failing, is that it somehow, things are too easy here. I mean ... and the way they're too easy is hard to define,

but it's like ... for one thing, you sort of come, and it's very, like I said before, like if you come as a freshman, it's very easy to find people you like and find people you get along with and sort of move in a circle, and really, it's very simple to do that. And then you, like the class distinctions are very small here. Like if you're a senior, it's, you know, you know a lot of freshmen, and you know a lot of juniors, and it's just sort of ... everyone mixes together, and so it's not this business of like, you know, the phony business of most universities, like "You're a freshman," [disparaging voice] sort of, and then you're an "upperclassman," and people don't even talk in terms of that. But that has a strange effect, because I think people come and after two years you really are immersed in this school, because number one, a lot of times kids move off and that's like a very big experience when you live off campus and you ... generally your friends can, are all classes, and when you take classes, you don't just take lower division, upper division. There's not much distinction, what I'm trying to say, between being like a sophomore here, or even, you know, a freshman sometimes, and being a senior in life style and in

groups and circles of friends. Which in a way is very, very healthy. That was one thing that attracted me to this place. It wasn't some of these artificial distinctions. But I think one thing that results from it is that, that people don't feel challenged after about two years here. They just don't feel, I mean they feel like they already know everyone they're going to know, or they know everyone they want to know, and they've taken, they're not sort of waiting to take upper division courses. You've taken, I mean you can take most anything you want. I mean the only courses that are held away from you are just like things that are particularly senior courses which are not all that attractive. So it's....

Calciano: Which are what?

Fernau: Which aren't all that attractive, I mean generally, like History and the Historian for a history major or something. Just very specialized courses.

Calciano: Umhmmm.

Fernau: That are just sort of, you know, if you're majoring you'll take it, but generally I think at the end of two years here you can have experienced a good deal of what there is to experience here, just because there

aren't those artificial connections, and again like getting to know teachers. What motivates kids at other schools at times is, you know, just sort of making your niche. I mean they go to a place like Berkeley (I went there once for summer school) and, you know, like just making your niche in school is just an incredible thing. One of my friends went there, and he was just sort of, kind of, you know, blasting out one little corner, and then making a few friends and a few more friends, sort of getting a major, and then kind of getting a place to live and knowing the town, and then meeting a few teachers maybe ... and that's all kind of like parceled out through four years.

Calciano: It takes four years to do it. (Laughter)

Fernau: Right. And then here, you know, like at Stanford, I know a friend of mine that transferred from Williams to Stanford. (I know a lot of friends down there; I came from that area.) And generally there too, somehow, there's a little, there's some sort of distinction of things you can do between years. It's closer to this place, I think, in that you sort of can get it all at once, but still there are distinctions, and it seemed like people would sort of progress through four years there and do different sorts of

things, but here it really ... and I think one very strange thing, it doesn't offer that many challenges to people. I mean in the sort of the overt and almost even petty sense. I mean it's just that everyday challenges, you can sort of at the end of your sophomore year be living alone in an apartment and have a circle of friends and be taking upper division courses and know professors and, you know, and you just sort of, it gets very sort of posh, and you feel very comfortable, and you sort of become these little identities like, you know, walk around campus and, you know, "You're Richard Fernau; you take art and that's groovy," or "You're making a movie," or "You're acting in this," and you sort of become a little identity. And it's just very comfortable. It's very much like that one experience in high school; you can sort of just ... it's too comfortable; you don't constantly have to make yourself over again, or face new classroom situations. I mean if you sort of like get along with your, you know, in your major, you can keep taking the same teachers and seeing the same people and that's one....

Calciano: That's a very interesting point. The ... I did want to ask you, earlier you said something --"Santa Cruz

is...." and I couldn't hear whether you said, "not isolated" or "is isolated now." Now is "not" in there or not?

Fernau: Well ... I may have meant at that time, and it certainly is physically isolated, but in that particular sense I meant "not" like meaning that you can certainly generalize to a certain extent about Santa Cruz and people dropping out of Santa Cruz like I said. This year seems to be very much something's happening, dropping out of school in general. But I didn't want to isolate that from like the country, or from California, you know, right now from what kids are doing.

Calciano: Yes. Okay. I thought you meant it; I thought you had the "not" in there ...

Fernau: Yes, yes.

Calciano: ... and I thought you meant it in that way, but I wouldn't have been able to pick it up off the tape, and I ... it was an important word. (Laughter)

Fernau: I think it's always a shock to hear your voice on these things, and it will be incredible to see what I've really said.

Calciano: (Chuckle) Well, after we're done, I'll play back a little bit if you want.

Fernau: That'll be frightening.

Calciano: (Laughter) Now you've been here three years though, right?

Fernau: Right.

Calciano: To do your upper two years of work?

Fernau: Right.

Calciano: Did you drop out at all, or....

Fernau: No. The reason ... mostly that was because of, oh, I had to take a language requirement and the draft actually. I was, it was sort of ... I would have been let out in the middle of this year. I actually probably could have graduated at the end of ... well after I took the comprehensive. But I think I would have been drafted, so I stayed this last quarter, just, you know, stuck around.

Calciano: Because when you graduate with everybody, you're less likely to be drafted, you think?

Fernau: Right. Because I would come up now like three or four months before everyone else, you know, instead of like with everyone else.

Calciano: Umhmmm.

Fernau: Which is not a very good thing to do.

Calciano: (Chuckle) Had you decided on your major before you

came here?

Fernau: I was in literature before I came here. I was thinking about literature. I think it was my first decision, but then I changed to philosophy very quickly. I don't even remember quite why, but I sort of wonder about that at times, but I did. Calciano: Are you glad that you did?

Fernau: Right now it's very hard to say. I'm really, like I said, I'm sort of in a negative [unintelligible]. I'm very wondering what ... you know, in a questioning mood of what I've done here. Why major in liberal arts? Why not in something like health science or something, you know? You just, you're just realizing how you're stepping out in the world, and you really haven't done anything to prepare yourself. Which, in a way, I think, is what I should have done -- just sort of follow a liberal arts education, but not having to live out the cliché that everyone says -- you sort of get out, and what can you do? And particularly since I've decided not to go to graduate school. I've applied to a few places, and I was accepted. But I think mostly ... the draft will catch me if I go to graduate school. I'm not so sure I want to be in graduate school anyway, which was sort of ... I mean

it's a shock when you realize that you're not going to do that, at leastways right now. Particularly not in philosophy, and I think one thing about philosophy, I think it's a very good thing to major in, but I don't think it necessarily leads you onto graduate work. I mean it didn't lead me there particularly, and most of my friends.

Calciano: You commented before the microphone was turned on that this [the editor's] job of oral historian is a rather unusual one, and every once in a while you come across an unusual job, and yet you implied that the alternatives that seemed open to you were, for instance, graduate school and being a professor, and you didn't particularly want to pursue that ... right?

Fernau: Right.

Calciano: I got the ... I was wondering is it ... is this a feeling that many kids have, that either they go on for a graduate degree or they are wiped out, so to speak? (Laughter)

Fernau: Well I think ... well I think a lot of kids right now are now facing that. But I think a lot of what, like why I'm in a very negative mood is certainly ... like the draft came up. I think for most men now it is a very ... I mean it really colors their lives, and you

can sort of bury it and push it aside, and it pops up again. And what it does is it makes it very important what you do next year. And you just, you just.... I think most people want to rest ... if they could do anything. They've spent four years; they'd want to just ... you know, maybe to travel like I've never been able to, because I've never been able to drop out, and we're all.... Most guys just never have been able to drop out, and have never ... you know, just for ... even like I had to work in the summers, so I've never been able to do that ... and you sort of live your life avoiding the draft. And then ... I don't know. It's just a real difficult thing, so you look at next year, and you're not free. I looked at ... you just ... like what I would probably like to do would just be maybe work for awhile doing something in San Francisco and get a sense of what it is for me just to live in the world rather than to be a Santa Cruz student, which is a very special thing, and you tell people that [you're a student] and you're sort of taken care of, you know, that's okay; you tell your parents and everyone that you're a student, that's fine; or if you're planning grad school, that's fine; if you go into the Peace Corps, go in the Teacher

Corps ... all these options are open to me next year. I can sort of rattle them off. I applied for these things more or less because I have to. You apply either to go to graduate school, or.... I applied to that more in the spirit of wondering whether I could do it and wanting to know whether I can return to that as an option sometime in the future. But as far as just sort of getting out, I have to more or less get into a draft-deferrable program, or leave the country, or go to jail, or go in the army ... and that's really hard on most people, and they just really don't want to do any of those things, and people are very tired of school. And I think a lot of people, I would say, are skyrocketed off into graduate school now, or they were a while back, because you could get one year of deferment ... and it's not, I don't think, a good thing to enter into that ... that type of commitment unless you really want to.

Calciano: You've ruled out the option of enlisting in a National Reserve type thing, or....

Fernau: Yes. More or less I think I have.

Calciano: Yes. You won't ... because that would be one way of theoretically solving the military obligation and then being free to do as you wished. But most of the kids

seem to have just ruled out any "getting-in-and-getting-it-over-with" philosophy.

Fernau: Right ... that's not the problem. I mean there's a lot of reasons for it, but ... like on a practical level, the National Guard means a six-year commitment. I don't want to get into that, but I mean it's six years, and they take you once a month and six weeks in the summer, you know, and you have to be clean-looking all the time, and just sort of be around and not float around. But if you really want to sort of sign up with the system, like if I wanted to get my teaching credential and just sort of, just go right out and right down the line and get married, it'd be fine. Some of my friends have done that, some people I know, but they're really gone. It's like buying your diamond ring on credit, you know. You're right into the system. (Laughter) They just can't leave for six years and they [unintelligible] have a job ... and they have to stay in that job and stay in that area, because it's very difficult to transfer. So I think that that's pretty bleak too. And I think most ... most friends that I have that are somewhere between the absolute radicalized ... you know, "I'll go to jail or I'll run to Canada," would go in before they'd ever,

ever go six years. [Unintelligible] I would, if it really came down to it, absolutely.

Calciano: Well, what do you think you are going to do then if ... are you going to try to find a draft-deferrable type job, or you just going to....

Fernau: Yes. That's why this interview's really hard. It's like about a week ago I could have ... I was much more positive about what I was going to do. Somehow right now, I'm just not as positive. I've been accepted in the Peace Corps, and I think that's probably what I'll do. The program in Nepal working as a ... like as a construction worker, building suspension bridges. It's going to be fun. And I was really more excited about that about a week ago than I am now. And last weekend I went to an interview with the Teacher Corps. There are all these sort of goody options, you know, but they could be interesting things to do. And that ... I was less ... that involved going to graduate school and getting a Master's in education and all this business, which I'm not so sure that ... I mean when I do return to school, I want to make sure that I want to be there, not just be there. I've a friend who's in graduate school in San Francisco in the Teacher Corps. The only reason he's there is to avoid the draft. He

got out of college; he was graduated from Stanford, went to Berkeley, picked up a Master's, and now he's picking up his second Master's, and this is the only way to avoid the draft, or to even think of coping with life now is to get a graduate degree.

Calciano: If this reform goes through, this lottery at age nineteen, or deferred through college and then in the lottery, would this, do you think, help alleviate the problem?

Fernau: I think it really would ... much better. Because you'd know at least when you have to go and you don't have to go. And if I knew now, I mean I could ... whether it was absolutely for certain I had to go or take some sort of radical option or whether, whether I just would not have to go. But you'd be able to, you know, face it as a concrete real thing and just say, "Well, I'll go in because I have to," or, "It's lucky I'm leaving the country," or....

Calciano: The men seem to talk a lot about leaving the country. I wonder if ... if all of you senior men were ... got your draft notices tomorrow, what percentage do you think actually would leave the country permanently?

Fernau: I just think that's really very difficult to say, you know. I mean it's like a horrible thing to say, I mean

even to imagine that, you know, circumstance, all of us having that happen. I don't know. A lot of people talk about it, and I think ... I know one fellow who's going to get married, and I think he's going to go, and I think a few people will take that as an option, and a few people will take jail, and a lot of people will try to find other ways out, and a few people will go in. I think it's just very, very difficult to say how many people would do that. But I think very few ... I don't know of anyone who is planning on trying to go to this war. They're all like running one way or another, either trying to get ... you know, maybe "running" puts a negative attitude, value judgment on it, but they're just living in sort of a way to avoid it.

Calciano: If the Vietnamese war were not ... I mean is that ... is the Vietnamese war the decisive factor, or is it that the military is a system that is somewhat foreign to your concepts and patterns of life?

Fernau: Well like [unintelligible] everything else is an enormous generalization, I think. It just varies so much from person to person. I think you have some people now who are honest enough to say the reason they don't want to go is they just don't want to go.

They just don't want to be in an army.

Calciano: Umhmmm.

Fernau: And that could mean they just don't want to shave their hair or leave their friends. And some people don't want to be part of the repressive, you know, military structure, and some people feel like it's particularly the war in Vietnam that they don't want to be a part of. And some people feel they don't want to kill in general, or be part of an organization which is built on that, so I don't think you really can say. That's just like the strike. I mean everyone had their own reasons for being here.

Calciano: What do they answer to the conservative point of view that you reap the rewards of our country, therefore you should be willing to give service to the country. What is the response to this point of view?

Fernau: Well ... I think generally ... I think people, if they said, if they [unintelligible] going to even talk to a conservative, which most of my friends would

Calciano: Excuse me ... I didn't hear that.

Fernau: If they're even going to talk to someone who'd say that, I mean like times are so radical now, someone would just say, well that's, you know, an obsolete notion in general. But I think most people would

respond that they certainly do feel like they owe the country something, but maybe that something isn't, you know, going and fighting in Vietnam. Like I would feel that way. I mean I definitely feel like with the Peace Corps, it's a viable option to going and doing that. Or like the Teacher Corps ... working with like a [unintelligible] area like Tulare County with Mexican-American kids. I don't think any of those things are easy things to do really. But, or like a CO.* I think that more people are thinking in terms of what they can do, you know, if it's relevant, and what they can do, that they would take some pride in, for their country if they're going to make a commitment. They're going to do something for their country, and why not make it a positive thing ... and they don't think of the army as a positive thing.

Calciano: Nobody has mentioned VISTA to me ... is that not considered by many kids, or have I just not happened to....

Fernau: I don't know. Like I've been thinking of VISTA lately. I wondered why I didn't even apply to VISTA. I wish I had really. I think, you know, like depending ... I mean I'm not quite sure. I haven't talked to that many seniors about what they are going to do. And I mean

people have tried even to avoid the topic in conversation. (Chuckle) But I think it's a viable alternative, and one that *Conscientious Objector I think I'm going to look into more, because it's a commitment right here. See I was thinking more in terms of a commitment right here being in something like the Teacher Corps. But like when I saw the Teacher Corps in this particular program and ... I felt more in terms of what, something like VISTA, something less, well just this one particular program was very, it would be a very difficult one to be in. It was in Tulare County which is the only county in California that went for Wallace.³ And.... (Chuckle)

Calciano: Yes. You'd fit right in. (Laughter)

Fernau: And I've met, you know, the head of the school districts and people like that, and they're very, very, you know, conservative people, and very, it's very frightening, and you have to either go underground, and the Teacher Corps there is a very, you know, uptight situation because most of the interns ... like when you're being interviewed, you're being

³ Ed. Note: George Wallace is the extremely conservative Alabama ex-governor who ran as a third-party candidate for President on the American Independent Party ticket.

interviewed by these really conservative people on the one hand, and then these Teacher Corps interns are telling me, "Join up," you know, "You can do good things for the kids, and you can just make innovations on your own, but you just can't make it known that you're doing these things." But as far as the school system goes, they're hostile to everything you do short of just being a very professional person who runs in there and doesn't think that Mexican-Americans have anything [unintelligible] you know, to sort of change your techniques [unintelligible] the growers' children. But anyway, it's a....

Calciano: Change your techniques, what?

Fernau: Oh, any special problems that the growers' children don't have. I mean that the kind of things they say is that, "They are all children," you know, and you're there to help these Mexican-American kids -850 of them drop out of high school -- and they're trying to tell you that there's no problem in Tulare County. So it's really an incredible thing. And this man stood up there and just said, "The most important thing about a teacher is his image." You know, "You've just got to have a teacher's image," and the whole town knows what you're doing. And you don't get involved in strikes;

you don't get involved with, you know; you don't drink in bars; you don't do this, that, and the other. You know, you just teach. And you don't kind of have conflicts with your master teacher, and you don't befriend the kids, and that's childish. I mean it's just ... so that if you, in other words if you work for a program like that, you're just taking a real commitment to do things very much on your own and take it all on yourself and sort of fight a hostile structure. We sort of got off the topic....

Calciano: Well, all right, coming.... Well I was very interested in it, but I guess coming back to the UCSC scene, I'd like to ask you what you think of the department you're in?

Fernau: Philosophy?

Calciano: Umhmmm.

Fernau: Oh, wow, everybody can listen to this now. (Laughter) My goodness, my whole life is out. If this were the CIA, I'd probably be dead. (Chuckle) [Unintelligible] I actually do, I actually like the department fairly well. There are some people that I like very much like Dr. Natanson, and Hofstadter. And I had a man named Blumenfeld when I was here, and there were two or

three people in the department like that that I really do like, and then other people that I'm not especially that interested in, but as far as like in majoring and feeling sort of fulfilled through that, I felt it was good. Like I'm interested in what they're doing; I'm interested in existentialism and phenomenology and that you can sort of learn that through with those people. But if you have interests in sort of like linguistic analysis, you wouldn't get it there.

Calciano: Did you take a lot of your work in the art and literature departments?

Fernau: Well generally I did; the two largest groups were literature (German mixed with literature) and art and philosophy.

Calciano: Would you like to comment on those departments at all?

Fernau: A ... well the German department, I could say a lot of nasty things about the German department. There were all kinds of things wrong with it, in my opinion. Because I mean there's an enormous controversy over the ... whether they ought to have the language requirement, and within the German department it becomes very acute, because I think German, one, is a difficult language, and two, German instructors are generally Germans. (Laughter) And I think this has

some importance ... but it's very, very, you know, rigorous, and a lot of people flunked, and it was just ... like the, you know, the German department here, they're just really, really hard on the students, and they're really ... they don't have any awareness of the fact that if you take German, it was a choice, and it was because you want to learn this language ... and you more or less have to learn a language, but you picked German, and that you're going to sort of sit through it, and if you can, you will learn something about German, or as much as you can. But what they do is they ... because everyone has to take them, they make no division between literature people and people who are fulfilling a requirement, and it just makes it absolute hell. I think mostly lit and language classes are like that here, because you just have this real split between people who are really good at languages and really like it and get a lot, and then people that don't particularly like them and aren't all that good, but have to take it. And you have incredible mortality rates in these classes ... just like I started out in German III class with 21 people; seven dropped out, down to 14, and one left for one reason or another, down to 13, and then they flunked six.

Calciano: Wow!

Fernau: Yes. And things like that happen. And you know the people are studying; you know they're trying; you know that they care. So they blame the German language department, and each department ... I don't know if I can speak in general, but I know that German is just notorious for being a little hard-nosed, to say the least. And I think like something a friend of mine at Stanford has where they split off at the end of II, and everyone takes I and II together, and then if you're interested in literature, you take III and IV.

Calciano: That'd be the second year? Or....

Fernau: Yes. Oh yes, the second two quarters. Right.

Calciano: The third and fourth quarter?

Fernau: Yes. Third and fourth quarter.

Calciano: Okay.

Fernau: You take this with literature people or you take it, you know, with people fulfilling a requirement. But, otherwise, the way it is, it's that you'll all be in German IV. I know a friend of mine now who does generally very well in school, and he's in German, and he's not particularly interested in it, because they ... it's ... they make it so hard that you're not interested in it. And they sort of beat it out of you.

And then he's just facing this fourth quarter where he has to know all the stuff, and he has to read all the stuff ... and then like, you know, one day after the final, it doesn't matter to anybody. And it's just so silly in a way, and then you can't enjoy it, and you can't just sort of take it easy because language experience can be a good one. And like I went on just because I was angry, just because they made me go through four quarters, and they made it so rough, and I just didn't want to waste it, you know. I just, I mean I still was mad at them, you know, like even the woman I took German V from when I was so, I'm not very positive about her, but just because she's so hard on people, but then you sort of are in German V, and you're part of the elitist, you know, and it's a nice deal. You don't have to get your papers in on time as much. But then I went on to German literature. But I just went on like as a reaction against, you know, like the fact that they forced me to learn. Most people, what they do is they're so mad and so you know, that they just don't ever want to see German again, which, you know ... I took a different tack. I'm just mad enough that I want to get something out of it. But I don't know if that's worth knowing on

this tape.

Calciano: Well do you think the language requirement is a good idea if it were done right, or is it not a good idea to force everybody to have a language?

Fernau: I think if it were done like in the spirit in which I said, where you either have two curves, or have a split in the center where, you know, people who are just taking it for a requirement can go through and just make it enjoyable ... read newspapers and a lot of conversation and just work it that way, and people who want to get involved in literature, have them in an intense program ... I think it's ... it would be.... I'm for it more than most people. I think most people are against it, and I really am.... I think it's ... like for myself, I didn't like it, and I didn't do particularly well at it until I got around IV and V and then in literature, because I just enjoyed reading, and that changed the whole thing, but as far as learning grammar was concerned, you know, it was very hard for me, and it wasn't interesting. And ... like going through it, I would never, in other words I never would have driven, never had the positive experience I have with languages and knowing another language and sort of enjoying that, if it

hadn't been a requirement. And so I think for a lot of people it, you know, you just sort of complain and everything, but it might be ... you know, it's sort of better in the end to know a language. I think you learn things about your own language, and I think you learn things, learn (chuckle) about philosophy, and I think it's just very important to have another language, or just to understand what one is, because you're such a linguistic being. But as far as making it, you know, a grueling experience, that's what's wrong with it.

Calciano: Does the philosophy department have senior theses or comp exams?

Fernau: We have an either/or. You can take one or the other. I took a comprehensive exam.

Calciano: What do you think about comprehensives?

Fernau: I [unintelligible] them. (Laughter)

Calciano: What?

Fernau: Wow, I just hope that all these people don't listen to these tapes. I don't think they will be interested, but ... I guess I have some strong opinions about that too because ... well one is, it just seemed like the test was very anticlimactic. You sort of ... I think

we, particularly this year, it was handled.... I guess I shouldn't talk about particularly this year, because that's not so important, but they just rushed us into it, you know, and we sort of.... They told us way at the beginning of the winter quarter that we were going to have an exam, you know, six or eight weeks into the quarter, and we were assuming, just because of the way it was last year, that it, was going to be the first week in the spring quarter, and so we just had six or eight weeks to study, and it was just a very, very grueling experience, and it, and ... I don't know.

Then when I asked the reason for them putting up the exam, and they said, "Well, we wanted it early in the year because of the fact that ... so it will have some diagnostic effect." So they'd be able to ...

supposedly we'd get back something that told us how we did on every one of the parts, so very idealistically we could, even if we passed all the parts, we could say, "Well, I'm a little weak in the ancients, so I'll study that," or something. But it worked out that they didn't. I mean we never really even heard how we did on it, so it sort of ... so just the summary feeling about it was that ... I think the studying for it was good. I think if you, if they ... as long as they

could give you enough time, like if they'd given us a whole quarter and just let us go at it and study what we wanted, to study more ... and gave us, give us more leeway on it, not sort of this "scare" thing, because they gave us a very big scare, like you've got to know it all at once. And that's ... that's wrong, I think, because if you, if they had it more toward, you know, pick a person in each area, which is the way they had it last year, and develop ... well just return, in other words, just return to what you studied, and there're so many things that you'd like to remember and like to get in deeper and sort of return to those and sort of redo them and sort of pull together your senior year which would be hopefully, or pull together your major, what you do ... that's really positive. I did some of that, and to that extent, to that extent I think it was good. And the studying for a general I think was a good thing. But as far as just going to an exam and sitting there for six hours and what I wrote and, you know, how I did, it's just a ... that all just seemed irrelevant and miserable. I ended up doing well and was nominated for honors and everything, but I just didn't feel like ... I don't know. I just didn't feel good about taking it; I didn't feel good

about what I wrote or anything. It just wasn't coordinated well enough, because I think that there are a lot of questions on the exam that just were misleading as far as what they told us to study for, and it just wasn't coordinated at all.

Calciano: When did you say you took them?

Fernau: In the middle of last quarter.

Calciano: Middle of winter quarter?

Fernau: Right.

Calciano: I see. Yes.

Fernau: I don't know. If they just made it more clear, you know, what they wanted, and just sort of ... and let you, just made it much more clear what they wanted rather than sort of, you know, the typical test where you have to know it all at once and then you sort of study sporadically things and don't really get into anything too much and then go into an exam that's not quite, you know, what you're expecting and.... I think that that stuff should be over with by the time a senior comprehensive comes around, and you should pretty much know what you're going to do. I mean if you are interested in Plato you should, there should be definitely that question on it, and you should know

it, and you should study for it and do well. Not sort of go in there and do a horrible exam [unintelligible] ex nihilo sort of creation of some concept.

Calciano: Ex-what?

Fernau: Ex nihilo -- that means out of nothing. So that irritated me about the exam. Just that ... you know, it was something that you could pass and do well, but it wasn't because they tested what I studied, and I really wanted to answer what I studied.

Calciano: What do you think about pass-fail?

Fernau: A ... right now I'm very sort of down on pass-fail. I was very positive on it for two years, and I think I can tell you why, I mean exactly why, and it's because I think the pass-fail puts an awful lot of pressure on the teacher. And I think the whole, you know, the whole positive element in what ... the whole ... the success of the pass-fail just rests on the teacher. And the reason I say that is because there's so many courses that I've taken where I haven't got an evaluation. I mean the teacher just won't do it. And it's very, you know, it's really disconcerting. Like we sort of look back when we apply to graduate school, and you look back at your record and like you ...

classes where I didn't do particularly well, where, like I said, lower German courses, then in some of the higher ones I did all right, but the lower ones are all there and they all wrote little comments ... I've got little comments that say, "Richard isn't studying his grammar," ... something like this, you know. And then for this year, I mentioned like I liked Dr. Natanson a great deal. He's been the best professor I've had here, and the class I worked the hardest for, and certainly got the most out of. And both his classes this year, senior year, I got no evaluation for. And then it's like I'm applying in philosophy to graduate school, so somebody looks at your record and, you know, what's there? I mean then you'll say, if you've got ... most schools I think will look at it with the mentality of trying to, you know, look at these little sketches and make it into a B, C, or an A. And so they'll look at my German, so they'll make all of German into C's or something like ... and then right here in your senior year, in philosophy, where you've really worked ... I mean like I've written three or four papers and really gone and talked to the teacher and everything, and nothing ... and that's really hard. Now there were a lot of reasons; there

were some reasons, special reasons, for why I didn't get one last quarter. The TA, he really fouled up and wasn't a ... and kept on saying, you know, this is extraordinary circumstances, but still I think something could have been done. And like the first quarter I took from him I think the reason was that he [unintelligible] ostensibly was that, you know, there were just too many people in the class. But I still think there ought to be just a rule. Something like that if you're a senior, you know, that they've got to write you a recommendation, and he's got to at least read, you know, a senior in your major, they've got to do it. Because....

Calciano: Can you go to him and ask that an evaluation be written?

Fernau: Well, I don't think, I mean theoretically I think you can, but I think it's very ... you just, I don't think you'd do it. I mean I think it'd just be very, very uncomfortable.

Calciano: Umhmmm.

Fernau: It'd just be really hard, because I really like him. I know how much work he's got to do. It just seems like he's always very busy and just to sort of say, "Write a recommendation for me," or something, it would ... I

mean he'd just, you know, you just have to sort of twist his arm, but by the time you twist someone's arm, they're not going to write a very good recommendation anyway, or evaluation. So like what he'd say is he'd write a recommendation for me for graduate school, which he did, but then again, as far as my record as a whole, if when I go to the Teacher Corps, I didn't have any recommendations like for philosophy, and so they just once again look at your record, and you have whole gaping holes in it. Like I took an independent study one time and never got an evaluation in it and ... oh, I don't know. One time I took an art history course which I really worked on, and sometimes it's very hard, I think, for people who really work and who really care and really put a lot of effort into it. I mean they sort of get hurt. I mean if you're not, if you're sort of lower division and you don't care that much, or are not worried about it, or not even thinking about like doing something with your degree, it's all fine. But I think when you, if you're really concerned about what you're doing, and sort of want to get, well, I guess something at the end, then I would much rather have like a comment than a grade, but I mean, you know, I would prefer the

comment to no comment, and a lot of times you just don't get one. I think a lot of people are, a lot of my friends are really disconcerted about that. Just the lack of responsibility as far as writing comments at all, and then sometimes about what they write and then it.... Like one friend of mine ... but you know, it's sort of like writing comments opens the door to being very subjective, and sometimes that works really to the detriment of the student. I ... like I think I generally tend to get along with teachers more ... just some think I'm friendlier, or somehow I just go and talk more and that makes, you know, a slight difference. But I've gone through with ... like a friend of mine transferring from San Jose with me got in the same major; we sort of walked down the line together, and he's just not, you know, he's a more taciturn person. He just doesn't get to be known as well, but he certainly works as hard, and he's every bit as smart and, well, we just generally do about equal, but I can really see in evaluations where he'll just sort of get down ... like in one class where we did identical on the mid-term, I think absolutely identical; we tied for first and second in his class, and then the final was ridiculous; it was really a ...

it wasn't what he told us it was going to be on; it was true-false, and it was really ... it was really strange. But he ... and he apologized for the final before the class. It was a man teaching logic who shouldn't be teaching it, and if he ... and then when we came up to evaluation, there were three of us, I think, who got exactly the same thing on everything we know we got ... well the mid-term was the only thing that was really something that he could measure. The final was, you know, more or less because he had to give one, and so that I got something that said like one thing (I was lucky) so mine said I was a good student or something like that. This guy who got exactly the same thing as I did, he said, you know, "Mr. Greenwood did enough to pass," and someone else said, this other girl got, "Such and such is a good student, but only an average performance in this course." And he had no basis for any of those. And things like that are really strange.. And I know that like other people have just, just sort of have gotten very ... I mean kind of very personal comments in their evaluations which were just, the teachers just do get very subjective. This really changed my mind about that. I think I've been relatively lucky except

for this year where I didn't get two evaluations where I would really would have liked to have them ... just like to have, to hear what the teacher felt about the quality of work -- not even just so much for the external thing of graduate school. But many, many people I know have just gotten, for one reason or another, just, you know, screwed by the system. No evaluations, or just very subjective evaluations that just don't seem to be at all what should happen in a university, what they should even talk about. And very few teachers I know take the time to write a good evaluation.

Calciano: Have you had any experience with student-taught courses?

Fernau: None.

Calciano: Now this next question we've already covered parts of it, but there may be a lot of other things that you'd want to go into; I was wondering if there's anything about the University, whether it be the colleges or the faculty or the classes or the administration or any other area, that you've not been satisfied with or might like to see changes in?

Fernau: The whole group?

Calciano: Any aspects of the UCSC scene.

[Pause'

Fernau: I don't know. It's just so broad, it's hard to say. I mean I've said certain things just like one thing being, making somehow, clamping down, making the pass-fail, just trying to make it work more by putting either more weight on the professors, and if it's too much weight then go back to grades. Because I know it's hard. I mean I just really feel for teachers; it is very hard to sit down and try to write those for every single person, and maybe it's so difficult that, you know, the system cannot work [unintelligible]. And I don't know, let's see, what else? Well I think there is one, you know, one, like for a small thing, I think a mistake is being made about the housing situation where they're trying to force more people, trying to.... Once someone gets on campus or starts eating on campus, they're more or less stuck. I mean the contract. The contract works such that they have to stay on campus, or else they lose an exorbitant amount of money, et cetera, et cetera. And ... like I'd really like to see the campus ideal of just living on campus and being a resident college work to a greater extent than it is, because ... but the thing of what

they've done is I think they sort of clamp their hands down on everybody and say, "You're freshmen; you signed up; you can't get off. You're a sophomore; you can't get off." And I think by doing that, making it so difficult for people to get off ... like the only way you can, I think, is either to lose a lot of money or to get a medical reason, you know. And people, you'll just know people throughout the years just, you know, who've spent like a whole quarter trying to get off campus, and they'll go to psychiatrists, and they'll complain for this, that, and the other, and they just don't want to be on campus for one reason or another. And they just make it very difficult. But I think a lot of those people I know that have moved off, you know, want like many times to move back on; I mean like they'll move off and then just like they didn't want to be on campus or in a dorm for a year, and then there'll come like a junior year, or something like that, when they have a lot of labs or something. I knew a person in science who really wanted to get off his sophomore year and take ... it was good, and it was positive, and I think he grew up through it, but they sort of wanted like to be on for a couple of quarters the next year, because they had

all these labs and just wanted to be on campus, you know. And ... but they realized that like if they do, they have to sign for another year. Just the fact of having that strong pressure. I mean I think they're just not trying to effect it in the correct way, and to have people on campus. Like it's much easier, like I think that I probably could have come up and lived for a quarter or something like that, or two, but I knew that if I came it would have to be a full year.

Calciano: Hmmm.

Fernau: And....

Calciano: Do they allow students to take over somebody else's contract? Say if you wanted to move out spring quarter, could you....

Fernau: No, they won't let you do that. They've only ... like I've known people that have tried to like, you know, work that so that you unofficially do that and trade, change meal tickets and everything, but they won't even let you do that, which seems particularly nutty, particularly insane.

Calciano: Because that would tend to protect them from not having all the dorms partly empty in the spring.

Fernau: Exactly. But they won't let you do that. That's

illegal. Because I know; people have tried to do that, have somebody off campus who wants to move on and trade, and they don't want you to do that. They have some rule that you have to have such and such level occupancy in these dorms. I think that's making it difficult. I just wouldn't, don't want it to be just like a freshmen and sophomores' phenomenon that people live on. But I think they're going to make it more that way if they do, you know, make it a whole year.

Calciano: Umhmmm. At the beginning of this interview you mentioned that among the factors that had you sort of in a depressed state of mind at the moment was the strike. Did you want to make any comments about it?

Fernau: A ... well actually just a short one. I'm getting tired. I mean it was just that when this particular quarter ... I mean it's very, very personal, a more personal level of comment, but it's just that most, like for myself, and for a few of my close friends, I know that some who were involved with picketing, some who just struck, and some who just, you know, like stayed home and weren't sure what they were doing ... for ... you know, like no matter where you stood on the spectrum, it really affected people's lives, and it affected, in the sense of ... really frightening. I

mean you're not ... because the whole spirit of the strike amongst the radicals was to polarize the situation -- you know, whether you stand with Governor Reagan, or whether you stand with the liberals or Barry Fader or someone on campus. And, you know, by calling that issue I think they really ... if what they wanted to do, and a lot of them are my friends (I mean it's not a "they") ... was to force people to think about it, they certainly did, but it's just been very hard to ... to really ... I don't know. It's just a very difficult situation, because there's so many.... Like when you're in the middle of something like that strike; I think it's just, it's just really a very, very complex situation, because what you'll have is like the real radicals, you know, who just, you know, will take off their clothes, run around, scream in the microphone, "Power to the People," and, you know, they just upset you. I mean they were just really upsetting; you just don't want to be lumped with those people, and what they want ... or they ... or they'll be screaming, "Get the Park back. Get the Park back," or something, and you might be thinking more, well ... yet protesting somehow the structure of the University system now, and that, you know, like I

was talking to Page Smith about it, and like more what he was striking for (and more what I was thinking in terms of striking for a while and a lot of my friends) was somehow, you know, the University's role, or like Reagan's role in the University, and being able to [unintelligible] and get involved in ... in the University and it's getting, becoming political, and that whole argument was like very central to a lot of people's thinking. And they were thinking more in terms of like, you know, somehow concrete reforms, or just getting, you know, politics out of the University, putting hiring and firing back in the chancellors', putting a lot more freedom on each campus and with the faculty and with students, and that whole structure there. Like those are some of the issues that people were interested in, and then other people were obviously interested in People's Park and the whole question of, you know, property and, you know, like socialistic, communistic leanings, and maybe that's what they want. I mean they were sort of ... well, there were a lot of them were very childish revolutionary notions and sort of down with, you know, private property, and then you've got a lot of them, [unintelligible] where they're at all. And then you

have just this whole spectrum of people, and it's just so, for most people, it was a horribly frustrating experience, because they just felt like they were, there were so many reasons why they wanted to support the strike; they wanted to support the general feeling of, you know, what an atrocious thing happened at Berkeley, and the violence, and that whole business, and that there was the fact that the ... and that the University precipitated the violence and sort of stood with it. And they wanted to protest that. And that people have a right to demonstrate without, you know, that kind of thing happening. But then you have this whole spectrum, where people are just really torn, but then you get in those meetings, and then there'll be people screaming and shouting and like the nudity, or they'll just ... well someone like Domhoff will get up and speak, which I thought he spoke well, and then someone will tell him, "Shut up. You talk too much," and you know, just kind of you're cringing, and then ... I mean it's just ... I think a really horrible experience all the way around for people, just realizing that ... I think most students do now, that there's a lot of changes that need to be made in this country, and it's just a matter of how you do it, and

it just seems like when you see the radicals and see what they're, what the radical consciousness is like, it's just, you know, a lot of times it's just really revolting, because a lot of people, they're having ego trips, and they're just, you know, and they just don't ... and it's like ... some of them just like if they were never cheerleader in high school, so they want to run up and scream in front of a microphone and have everyone yell, you know. And I did that, you know; I don't want to do that again. Because you have people doing that, or people dancing and screaming and ... you know, and like nudity, I mean it's just that, they just, you know, their whole consciousness that they just don't want to play ball with anybody, and so like anything they do is [unintelligible]; anything they do, it's just upsetting. They don't want to talk; they don't want to be moderate; they want to be revisionists, you know ... this whole thing; they just want to offend everybody. I mean they want ... like, you know, they'll talk about graduation now ... there might be, I'm not sure what kinds of things will happen at graduation, but there's grumblings all the way down from having our own speaker to having a guerrilla theater run down there and sort of, you

know, dance around the podium. And you just don't know. I mean you feel like you want something to happen ... like if McHenry says things that are politically offensive to people here or they feel are irrelevant to their experience at the University.... Like many kids felt last year that he, they felt sort of taken advantage of, because they were all sort of standing up there or sitting down up there and then have this man in front of you sort of speak and speak maybe for you, in the way of having your parents out there, and you felt like he wasn't representing what you felt. And so people wanted, wished that they had arranged something where they could walk out if something really offensive was said. And so you have people like that [unintelligible]. I think most people on this campus have a social conscience and want to do something, but then you have this radicalizing body that just sort of takes over and drives it so much to the extreme and so fast that people aren't ready for it and they don't ... mainly they just don't want that. And so that they ... it really, but it keeps you in the middle, because you know you're not with Reagan, you know you're not [unintelligible] all that business, but then you're not certainly with yelling

at professors and you know, and leastways I'm not, and I'm not with, you know, the idea that the way I'll make my point is to run around in the nude. I mean it's just not that way ... for me ... but some people just say, "Well okay, everything becomes political, and being nude is political." I mean it's just showing that you don't want to be in the Establishment because you're being nude. But it's funny; it's like really something to laugh at, but when you're in the middle of it and, you know, like so many people came down to my house and just ... you know, I just live like I said a little ways from campus and just walk down ... they're just so confused. Like one, you know ... like the way it went, the people would get really radical one day, like one very close friend of mine was very much, you know, reasonable and thinking about it and sort of wondering what we can do that's a reasonable protest. How can we, you know, how can we make some demands; like the one thing that was central was like the demands and whether ... well like the demands were felt by I think most people just to be, you know, purposely unnegotiable demands, and that's what they were. So, but that's the radical consciousness. You don't make anything that ... you don't make any

demands that people could meet because that's sort of, you know, being friendly and playing ball, and what you want to do is tear down the whole thing. So you just show them exactly what you think about it by making absurd demands. And I think that's just certainly not where most of the kids were at. Most of the kids wanted to do something, wanted to ask things that maybe could be done and start working things out, you know. And that was a ... it's sort of like, I don't know, I was just saying that people were just in and out of the strike, I mean in their heads. Somebody would be very much involved in it, be a line monitor, this one friend, then he'd come down to the house and something would happen, or just, like he was just in, you know, in this line, and all they would talk about was like "People cigarettes." Everything was people -- "People's sandwiches," you know, and this whole communist-socialist [unintelligible] scene. It was just childish. I mean people were just playing, playing revolution, playing, you know, all that out, and they just don't know what it would mean to have a revolution, and what it would, you know, but if you say that, my God, you know, it's a big thing. And it's awful, you know. You've really got to be committed,

but you don't just sit there and hand somebody a pack of Marlboros and call them "People's cigarettes," and I mean, and play. So then he would get involved and come out and the other people striking would come out, and ... (I was sick most of the time, so that's why I wasn't even up on campus), but it was just very, very disconcerting, very hard for people, because I mean people feel strongly about Santa Cruz, and they really do like it, and they really ... they like the things, some of the things that are trying to be done here, and being close to the faculty, and working with the faculty. Then, somehow, it's like the whole outside world came in and said, "No matter if you like Santa Cruz or not, you know, it's part of the University of California. It's the University of California that's responsible for what happened at Berkeley and so you strike." And then you [unintelligible] that social kind of thing. Maybe that's right. Maybe that should be. But people are just so ... I mean it was just a very, very trying time, mentally, for most conscious people.

Calciano: How did the demands get written? There was a steering committee that....

Fernau: Yes. I think ... it was very ... like the demands were

an essential thing. There was like several meetings on the demands. And like I said, unfortunately I missed all that stuff, you know, through sickness, but ... [unintelligible] because I went to one meeting which was so distressing, just to be there and have all these people screaming, it was awful ... that it was just hard to get anything done as far as I could hear from my friends. Like some people would come up with demands, and they were like these non-negotiable things, and it.... I think it was pretty much seemed to be taken over by the radical consciousness, and yet, you know, people didn't want to talk about the demands. I know that like my friends, one friend of mine and I later on wanted to work out more things specifically aimed at, you know, the structure of the University in order to change that. Like the power of hiring and firing in the Chancellor and like that.

Calciano: Going to the ... back to the Chancellor?

Fernau: Going back to the Chancellor rather than, you know, having Reagan and the Regents go over it, and things like that. And we wanted to maybe make those, attach those to the other demands, so that there would be something negotiable, something concrete. And certainly something that could maybe, to my mind, be

put in the newspaper that would get people behind the strike, rather than have everyone all across the state just be appalled by it ... because they don't understand, you know, where the students are at, and they don't understand that the radicals are one part of it and what they're doing, and that, you know, that most of the people that are behind them are just behind them for such much, much less radical ideas. But it was very, very difficult and no one wanted to talk about it ... and it was like if you raised at a meeting something about talking about the demands or adding things, you'd just be shouted down, or hooted down. It was just like it was taken over, and it was very radical, and it was very ... it was either you took it as the radical thing it was, or you didn't, and you couldn't do much about it. It just seemed like that was the way it was right through the center of the strike, and then I guess the last day when they, when they voted on whether to continue, a lot of very ... more moderate students, I think, were able to say things and sort of slow it down. But it was just very unfortunate that, I think, for ... generally that most of the real issues never were raised and no real dialogue. It just seemed like, like a lot of teachers

said, and people said, it was like a field day for students. But if you mean by that that the people were thinking about it, it's wrong, completely wrong. But it just....

Calciano: You mean the people....

Fernau: Weren't thinking about the issues, and weren't going through agony about wondering about what ... just what you're going to do like with your life. Whether you're going to, you know, involve.... I mean it just had all these implications like with the system -- are you going to stay with the University system, or can you work within the system or out of it, or ... that whole business. Well, what do you do with this situation? I think most people were very ... I don't know; most people I know, a good number of people, were very, very involved, you know, with discussing it with friends and people and teachers and just trying to work things through. But it just wasn't ... what happened I think as a school phenomenon just wasn't representative at all of the sort of struggle most people were going through [unintelligible] about how they stood. Just because it was so ... so radical, and seemed so irrational to most people. Then you are concerned, I mean like probably you were concerned,

you know, and what do you do?

Calciano: Umhmmm.

[Pause]

Calciano: Well, while I know we've talked about your confusion about your immediate plans for the future, do you have any more definite ideas about what you want to be doing five or eight years from now?

Fernau: No. Not at all. (Laughter) I really don't. I just....

Calciano: Play it as it comes?

Fernau: Yes. I really think that. Like if I start thinking in terms of that, that's what gets me, got me depressed lately ... just way down. I mean you can't think of anything; it just seems like absolutely nothing ... eight years seems an incredible time to think about. Now I think most people are frightened. I think the strike and the political situation in the United States is just frightening to people. And you just don't know what eight years is going to mean. And I think most people, like when I say people came down to my house and sort of floated in and out of the strike, I think that's the way most people's minds, or most of my friends' minds are now about like even living in the United States. Or working in the system. It just ... I mean part of the people just want, you know,

certainly to just have an enjoyable life and marry someone and just be left alone, and just, you know, bring up your children. And that, you know, kind of is there, and then juxtaposed to that you've got this whole political thing. Well, what do you do ... do you just, I mean is it, you know, in these times can you just teach within the system? Do you go into Tulare County and shut up, or do you work? Like that's the best thing you can do is to like work in Tulare County, but then you're still oppressive. Or do you just like work in Orange County, or just what can you do, you know? You're ... and a lot of people just think that like the whole lid's going to blow off, and you just don't even want to be here at all. You say, okay, I just ... you know, I just happened to be born when I was, I just happen to be living in the '60's, and that doesn't mean I have to be revolutionary; that doesn't mean I have to be a Reaganite. I can leave; I can just avoid it all, just bury your head in the sand. But I think most people are just really up in the air about the future in general, because the whole thing now is when you ... like when you were in college ten years ago, you sort of went, and just like when my parents [unintelligible] all right, you go to

college to get a job, you go to college to fit in, and right now it's just an open question. Everybody ... what do you do when you get out? I mean no one, people just want to do something creative, and they want to do something socially responsible, they really do. And they just don't, you know, they don't get out and just as soon go to Ampex corporation, just sort of sign up. And so no one knows what to do ... for next year, much less five years from now, or ten years from now. They don't even know if there's going to be a United States, or whether a big conservative thing is going to come and find this interview and, you know, put me in jail five years from now. So.... (Laughter)

Calciano: Horrors! Let's hope not. (Laughter) Well, is there anything else you want to say before we terminate?

Fernau: Oh (chuckle) I think that's a good dousing of what I feel.

Calciano: Okay. Well thank you very much.

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Elizabeth Spedding Calciano was born in Iowa in 1939 and lived in Ames, Iowa, until her college years. She received an A.B. cum laude in history from Radcliffe College in 1961 and an M.A. from Stanford University in 1962. She is married to a physician and is the mother of three children. The Calcianos moved to the Santa Cruz area in 1962 and on July 1, 1963, Mrs. Calciano became the Editor of the Regional History Project in a half-time capacity. In 1967 and '68 she also taught a course on the history of Santa Cruz County for University Extension.