

# UC Santa Cruz

## Institutional History of UCSC

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Donald T. Clark: Early UCSC History and the Founding of the University Library

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## INTRODUCTION

The Regional History Project conducted ten hours of interviews with Donald T. Clark in his home in Scotts Valley, California, from January, 1984, to January, 1986, as part of the University History interview series. As the first of founding Chancellor Dean E. McHenry's academic appointments at UCSC, Clark arrived in September, 1962, and joined the small core of faculty and staff charged with building a new campus from scratch. Prior to his appointment at Santa Cruz, Clark had been at Baker Library at the Harvard Graduate School of Business for over twenty years where he had distinguished himself as a librarian and consultant. Chancellor McHenry's invitation to participate in the Santa Cruz experiment in public higher education was a rare opportunity which Clark couldn't pass up. He left behind his settled academic life at Harvard in favor of joining McHenry's challenging endeavor. He was excited by the prospect of building a new library and intrigued by the plan for UCSC which emphasized undergraduate education centered in small residential colleges combined with the traditional research strengths of the University of California. His recollections illuminate the genesis of UCSC during its first decade.

The interviews in this volume are organized into three sections. The first, "Early History," includes Clark's comments on his family history, his early years in Washington and California, and his undergraduate education at Willamette University and UC Berkeley, where he graduated in 1934 with a double major in zoology and English literature. He began his library career as a page for the Berkeley Public Library while he was a student at UC Berkeley and received a B.S. in librarianship in 1936 from Columbia University.

"Baker Library, Harvard University," focuses on Clark's more than twenty years at the country's largest business library. He discusses his appointment there in

1940 and his tenure as assistant librarian, associate librarian, and head librarian, as well as his attendance at the Business School where he obtained his MBA. He discusses the relationship between the “B School” and Baker as it evolved before and after the war and his approach to various aspects of library management. Many of the ideas he developed at Baker for serving his faculty and student clientele, which became known as “Clarkmarks,” later showed up in the University Library at UCSC. His publication of the *Executive Magazine*, a compilation of business journal articles, demonstrated his interest in making accessible to faculty the proliferation of research in the growing fields of business literature. His imaginative vision of the library’s mission showed itself in his efforts to foster library instruction for students and in his initiation of library exhibits integrating business and the arts.

In the volume’s third and final section, “University of California, Santa Cruz,” Clark focuses on his tenure at UCSC from 1962 until his retirement in 1973. He begins by describing Chancellor McHenry’s offer to become the campus’s founding University Librarian and why he accepted the appointment. Although he was an enthusiastic recruit to the Santa Cruz experiment, Clark acknowledges his initial ignorance regarding the differences between public and private institutions. He discusses how he learned to work within UC’s bureaucracy and the constraints imposed by the system’s complex rules and budgetary formulas for building projects and staffing.

His first task when he arrived was playing a leading role in the planning program for the University Library building. He describes the details of planning involved in setting the library amidst a grove of redwoods, looking, as if “the building was dropped in there by a helicopter,” and notes the care which was taken to protect the trees. John Carl Warnecke’s stunning design, with its spiral staircase and spacious inner courtyard was recognized in 1966 when the American Institute for Architects gave the University Library its Award of Merit. In 1983, after Clark’s retirement, University President David P. Gardner named the Donald T. Clark Courtyard in McHenry Library in recognition of Clark’s singular contributions as founding University Librarian.

Clark worked closely with University Architect Jack Wagstaff and contributed numerous Clarkmarks in arranging the building’s interior space and

appointments—open stacks, excellent lighting, broad aisles, easy access to books and periodicals (originally grouped together by subject), a central reference desk, and numerous thoughtfully furnished small study and reading habitats placed throughout the building. Clark hoped that the library would be a focal point for the decentralized campus, and worked to make the library a functional building with as few barriers as possible between people and books.

Establishing the new library was considerably simplified by the New Campus Program, initiated by UC President Clark Kerr, in which a basic list of 50,000 titles forming a core undergraduate book collection was compiled and purchased for the three new UC campus libraries at Irvine, Santa Cruz, and San Diego. This imaginative solution to starting up three new libraries enabled Clark to spend his energies on other important library projects. His farseeing decision to develop a computerized book catalog at Santa Cruz was the first such effort in the UC system. With McHenry's support, Clark worked tirelessly in overseeing the development of the computerized catalog, at a time when there no other libraries with which to work cooperatively in solving vexing automation problems.

Faculty research needs and the undergraduate curriculum defined the library's basic working collections; Clark's own strong interests influenced the library's growing personality as it was expressed in special collecting areas such as Santa Cruz local history and fine-printing and graphic arts collections. Clark describes how serendipity also played an important role in the library's growth. When Lick Observatory's headquarters and faculty were transferred to the Santa Cruz campus, the library unexpectedly acquired the Lick astronomical library, perhaps the finest in the United States. The establishment of the Center for South Pacific Studies, the campus's first organized research unit, brought to the library the South Pacific Archives during the years 1965 to 1970, whose holdings are recognized as one of the finest collections in the country. Clark himself was deeply involved in enlarging this collection of books, documents, and serials in an extensive buying trip he made to the South Pacific. He narrates his fascinating experiences in visiting the region, and also provides an account of the South Pacific Center's genesis and demise.

Clark's abiding interest in local history led to his efforts to build the library's collections in Santa Cruziana. He gave many public talks to community groups to get out the word that the University was committed to collecting and preserving local historical materials. He thought of this endeavor as creating a sort of small-scale, Bancroft-like collection for California's central coastal region. Clark and McHenry also established the Regional History Project as part of the effort to preserve and collect local history sources by means of oral history interviewing. Materials slowly started trickling in—historical photographs, maps, ephemera, scrapbooks, and writings. Clark describes the library's acquisition of the Preston Sawyer collection of historical photographs and the Roy Boekenoogen collection of memorabilia, both of which launched Special Collections as an important resource for local history researchers.

Another of Clark's major collecting interests was fine hand-printing. He was instrumental in the library's acquisition of the 140-year-old Acorn-Smith press from Lewis Allen of the San Francisco printing family. Working closely with Rita Bottoms, head of Special Collections, Clark describes the founding of the Lime Kiln Press and its renowned publications, such as *West to the Water* and *Granite and Cypress*. He also discusses his friends in the Roxburghe Club, a group of Northern California printers, book dealers, librarians, and collectors devoted to the book arts, and how his interests in graphic arts and fine printing influenced the growth of library collections in these areas. Perhaps the library's most remarkable acquisition during this period was the Norman Strouse Collection of the works of Thomas Carlyle. Clark tells the story of how this magnificent collection came to the young Santa Cruz campus and recalls Strouse's generosity in supporting other Library collections.

Clark's conception of the library's service mission shaped his management style and the way in which he built up his staff of librarians and paraprofessionals. He discusses the redefinition of academic librarians in the UC system during this period and his participation in the process of upgrading the professional status of librarians. His narration includes other library developments, including personnel matters, the establishment of collection planning, the role of paraprofessional staff, and the library budget. He also reflects on the unexpectedly rapid growth of the sciences at UCSC and explains why a separate science library came to be built.



As a key member of UCSC's small staff, Clark participated in numerous campus activities, working closely with McHenry, entertaining numerous prospective faculty and library donors, and building bridges to the Santa Cruz community. Later, when Clark served as chairman of the Academic Senate from 1969 to 1971, town and gown relations became increasingly strained. He candidly talks about the Santa Cruz community's growing ambivalence towards the fledgling campus during this period which was exacerbated by numerous student demonstrations against the Vietnam war and by the student counterculture. He concludes the volume with a narration of the events leading up to his retirement.

Since he retired in 1973, Clark has been a volunteer in the University Library's Map Room, while continuing his abiding interests in traveling, book collecting, and bird-watching. His two decades of research into the history of Santa Cruz place names culminated in 1986 with the publication of *Santa Cruz County Place Names*. In 1991 he completed a companion volume, *Monterey County Place Names: A Geographical Dictionary*.

The ten hours of Clark's tape-recorded interviews were transcribed verbatim, edited for continuity and clarity, organized into chapters, and the transcript returned to him for his editing. At his request we provided him with his manuscript on a floppy disk. As a fluent Macintosh user, Clark is the first of our interviewees to edit his manuscript on a personal computer. He went over the lengthy manuscript very carefully and made numerous small changes, corrections, and amendments. He also provided clarifying comments for inaudible portions of the tape and corrected the spelling of many names. He kindly loaned us the photograph by Lawrence Madison for the frontispiece. Copies of this manuscript are on deposit in the Bancroft Library, University of California, Berkeley; and in Special Collections, McHenry Library, University of California, Santa Cruz. The Regional History Project is supported administratively by Marion Taylor, head of Collection Planning, and University Librarian Allan J. Dyson.

Randall Jarrell

April 1, 1993  
Regional History Project  
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## EARLY LIFE

### Family History

**Jarrell:** Could you tell me when and where you were born?

**Clark:** Yes, March 13, 1911 in Seattle, Washington.

**Jarrell:** Did your parents grow up in Seattle or had they come from somewhere else?

**Clark:** My mother was born in Illinois, but her background was English-German. Her name was Minerva Angeline Heppenstall. She was one of eleven children. In Illinois her father was a coal miner. When she graduated from school at the age of seventeen she was immediately certified as a teacher and taught in a small country school about two miles from her home in Colchester, Illinois. Some of her brothers moved out to Seattle . . . the first one in 1893, then the others in 1895 and 1897. She came out, I think, around 1897, 1898, and then her mother followed. I don't know much about my grandfather on the Heppenstall side. I think I saw him a couple of times. Grandma and grandfather were separated . . . I don't think they were divorced, but grandmother lived with one of her children and grandpa with another. He later died in an old soldiers home.

My father was born in Canada. I used to think he was born near Guelph, Ontario, Canada. His father, Malcolm, had arrived in Canada with his parents when he was five years old. His family migrated from Islay, Scotland and settled near Guelph. But my older sister tells me that one of our aunts has proof that dad was born on November 5, 1875, on a small island, Cockburn Island, in Lake Huron, separated from Drummond Island, Michigan, by less than one mile. I am not sure what year his family moved west. All I know is that his father died in Seattle in 1891.

My father, according to the family stories, had at most a third or fourth grade education. In many, many ways he was a self-taught man. I do know that he did

do some studying in engineering through the International Correspondence School. How extensive that was, I don't know, but I do know that he worked for some years with the Seattle Bridge and Dredge Co.

My mother and father met in Seattle in 1905, and were married a year later, 1906. I think that they met through mother's teaching. After she went to Seattle, she attended the University of Washington for at least two years and got her degree at the end of that period . . .

Her degree was in pedagogy, so she began teaching. She taught school first in Ballard, and then in Seattle itself. I think that it was through teaching one of my father's sisters that they met, maybe not. But they did meet. My father had two sisters and three brothers. All of those at that time had settled in Seattle. All the Heppenstalls came out except one or two that stayed back in Colchester, Illinois. It was fascinating because at one time, six of my mother's brothers all lived in the little town of Foster, which is 12 miles south of Seattle on the Duwamish River. They probably made up 50 percent of the population of the town. But when I was born, father was working in a department store, Frederick and Nelson. He later worked for a furniture company, I think it was called The Golden Rule Bazaar. Then later in 1917, the family moved to Portland, where he was associated with a department store there called Meier and Frank.

**Jarrell:** Your mother taught when she got married. Did she continue to teach when you were growing up or did she stay home?

**Clark:** No. I think she stopped teaching probably shortly after the marriage.

**Jarrell:** So throughout your childhood she was a housewife?

**Clark:** And the dominant one in the family. When I look back and think about my mother and father . . . my father was very sweet, kindly, friendly, outgoing . . . he just loved people. He was an awfully nice guy. Mother was the disciplinarian. Our family, my two sisters and I were brought up in a very strict Methodist background. Sunday School, church, Wednesday night prayer meeting, and I think this stemmed from my mother.

**Jarrell:** Your father wasn't particularly religious?

**Clark:** Well he participated. But I think he went along. Oh sure, he participated because he was active in running the Sunday School, I think they called him the superintendent of the Sunday School. He also served as chairman of the building committee for our Methodist Church in Portland, the Rose City Park Methodist Church. When we moved to Berkeley, he was on the building committee for Trinity Methodist Church in Berkeley. He was an usher and took part. But I think

the decisions in relation to the insistence that we participate all the way through until I rebelled later in college, stemmed from my mother.

**Jarrell:** How old were you when you moved to Portland?

**Clark:** Well, I entered the first grade.

**Jarrell:** You lived in Portland until?

**Clark:** I went all the way through grade school in Portland and the first year of high school. That would be 1925, we moved to the Bay Area. My father took a job with the Jackson Furniture Company in Oakland.

Another reason why I talked about the dominance of my mother is that when we lived in Portland, it was all in the area called Rose City Park. This was way out in the country. We lived on 64th Street. It was very countrified. Sandy Boulevard, which later turned into the main road from downtown Portland out to the Columbia River Highway, was paved, but the streets in front of our houses weren't.

In Portland we lived in six different houses. This came about because mother was, I think, a frustrated architect. She liked to design houses. We moved to Portland and lived on 64th Street, then moved a block south. In that block, I think there were maybe three other houses in the whole block; then she got the idea of building. So we built a home . . . My mother designed it. She designed four houses, two in Portland and two in Berkeley. We always knew things were happening when she'd pull out a roll of butcher paper at the dining room table and start sketching. She designed these houses and then would either give the plans to a contractor, or in one case she did get an architect to help. For one house in Berkeley, she served as the contractor, and seemed to be very successful.

In Portland we lived in four houses that we rented and two that the family built and owned. Well I said rented. I'm not sure about the first two houses—whether they were owned or rented—but I do know that in between the construction, we did live in some rented facilities. When we went to California we rented a house on Claremont Boulevard, right across from Chabot Road, that location was suggested by the relatives of close Methodist friends in Portland who lived in the neighborhood and they found this place for my parents. Shortly after we moved in out came the roll of butcher paper and Mother started.

### **Berkeley, California**

**Clark:** They bought a lot up in the Berkeley Hills on Leroy between Hilgard and Cedar. She planned that house; we moved into it; later they sold it. Went back to

Chabot, opposite Claremont and rented a house. Mother designed a new one on Hilgard at the corner of Leroy, just across from where we'd been living before.

**Jarrell:** Did she have an artistic background?

**Clark:** I don't know where it came from. She had sketching ability. She had a sense of space, a sense of function. She knew what she wanted.

**Jarrell:** Would you say that these houses had a sense of style?

**Clark:** Yes. I think so. The house we were living in on Leroy—1626 Leroy Avenue—she *must* have been reading books on Tudor England at the time (laughter) because the design was more or less Tudor. But the one at Hilgard, 2630 Hilgard, was clearly Californian, certainly had California Mission overtones. That was a fascinating place and was income property as well. It was a duplex. It was really a triplex in one sense. But from the exterior, you would never know it. It just looked like a single house. There was an entrance for the upper floor which she rented out to a family, but she never bothered them. We lived on the first level and part of the lower level. The house was two stories high in the front and three stories high in the back. It was an interesting house because she let herself be dictated by the presence of a foundation. Here was a house that burned in the Berkeley fire and the foundation was there, so she capitalized on that and designed the house to fit the foundation. On the lower level were two small apartments designed for students at Berkeley. I lived in one of these apartments for a while and at the same time the other was rented by a graduate student, Ted Treutlein, now a professor emeritus in history at San Francisco State University. I was fascinated by him because he spent most of his time projecting microfilm on the white wall of his apartment . . . microfilm of early records from, as I remember, archives in Spain and Mexico.

My father was a salesman and buyer for various department stores. I never felt any sense of being poor, but I realize now that the family was far from affluent. I think that part of their small bit of capital came from building a house and then selling it at an appreciated value. During the Depression there were very tight circumstances and I knew that my father worked hard, but he didn't lose his job. He was never without work. During the Depression I think that the NRA stipulated that employees could only work so many hours. But this didn't affect my father because he was semi-managerial. He put in more hours sometimes than the others.

I would say that about half of our friendships stemmed from the church and the others from our neighbors. Our activities were self-activated. We didn't spend money on going to the movies. As a matter of fact I can remember the first movie we went to and I felt almost sinful. But we amused ourselves in small ways.

## High School Years

**Jarrell:** Where did you go to high school?

**Clark:** I went to Oakland Tech, a vocationally oriented school. There was a small elite group that was college prep. We had outstanding teachers. My Latin teacher, Miss Bailey, was just tremendous. She was about the only high school teacher I used to go back and visit, because of my affection for her. Then there was my English teacher, Talcott Williamson. He was an incredible individual. He gave me holy hell because I submitted a book review of (laughter) *Rebecca of Sunnybrook Farm*. In his eyes, this was degrading, too low-brow, and he raised my sights in terms of what I read.

**Jarrell:** Were you much of a reader?

**Clark:** Excellent reader. I don't know how this started, probably from my mother and father. We didn't have much of a library at home, but we always had books and I read from my youngest days on . . . incredible amount of reading. Particularly my last two years at the university when I was concentrating on English literature. I just don't know . . . now when I look back what with all the social activities I was doing plus my work—I worked all the way through high school and college—how I got time to do all the reading—but I did. Williamson was one that certainly stimulated it. He always seemed to have three or four or maybe five favorites in the class, and frequently we'd meet over at his house in the afternoon for a kind of a book discussion session—something that doesn't happen now, I guess?

Now I spoke about working . . . I cannot recall anytime when I wasn't working. I don't know what my first job was, but I delivered papers a good part of my life. I worked as a delivery boy for a meat department in Portland, I delivered newspapers in Portland and in Oakland. In my high school years I delivered *San Francisco Chronicles*. This meant getting up at 4 o'clock in the morning, going down to the ferry, picking up the papers and rolling them. I was a partner of an older man. He was maybe 22. (Laughter) It seemed awfully old. He had a car. We'd go down to the ferry terminal and pick up the papers and then we started our route, which covered a terrific territory.

**Jarrell:** This is when you lived in the Berkeley Hills?

**Clark:** Yes. But I still was going to Oakland Tech. We'd start off and deliver the papers . . . he would drive and I would roll and throw. He had the responsibility of collecting the money. But I had this partnership and when I gave it up, I sold it.

**Jarrell:** It was so lucrative.

**Clark:** Yes, right. It was lucrative when I learned how to throw and not to break windows. The Sunday papers were awful . . . because you would throw them and they would hit the bottom step and go twirling up and through the lower glass window of someone's front door—that would run up costs. Then I worked at a hardware store. Oh, I worked at Craviatto's Market in Berkeley, which was the fancy, high-priced grocery store of the East Bay. Later it was called University Market. It no longer exists. I started as a clerk filling shelves and then worked my way up to a runner and then to a lugger. The runner was the one who would take the slips from the telephone girl and run through the shelves. They had a big stockroom in the back where you'd go off and fill these orders and put them in boxes and get them ready to go on the delivery truck. Then I got to be a lugger, and that was one who went along in the delivery truck and lugged the boxes into the customer's houses. Then finally one period for a month or so I was a driver. Driving in the Berkeley Hills teaches one how to drive very quickly. This was such a fancy store that during the summer they had weekly runs to Tahoe and other vacation spots up in the Sierra. I never had the joy of driving up to Tahoe.

I'm certainly jumping around, but in terms of working . . . my first library job stemmed from an experience at Willamette.

**Jarrell:** What year would that have been?

**Clark:** 1929. I graduated from high school in December 1928 and I stayed out and worked as an office boy for Marchant Calculating Machine Company in Emeryville, the headquarters of the Marchant Company. I saved up my money to go off to Willamette in 1929 . . . a wonderful experience.

### **Willamette University**

**Jarrell:** Why didn't it seem obvious to go straight to UC Berkeley since that was in your backyard?

**Clark:** Four blocks away. I don't know. I rationalize it. I say that I did it to get away from the family . . . could be true. Matter of fact, I'm not even sure. I think I could have entered UC. I didn't apply, but I think my grades were good enough to get in. I also was tired of following my older sister and being known as Margaret's brother.

**Jarrell:** It was time to make your own way?

**Clark:** Precisely. So off I went. And it was probably the best thing I could have done, because essentially I'd been pretty much of a loner. I'd never belonged to



the Boy Scouts and didn't join groups particularly other than the church groups . . . and had always worked at home. I went up there and lived in a fraternity house and had to associate with others. I was very sensitive because a year and a half before I went up, I had polio and it had affected my right arm so, to me, I was a cripple.

**Jarrell:** In your own eyes?

**Clark:** Yes, at that age. I just didn't want to undress in front of any of these other guys because they would see it. But it forced me to get out of that shell and people didn't give a hoot about my right arm being withered. I was elected president of the freshman class the first two weeks we were there . . . here I knew that if I'd gone to Berkeley . . . good heavens I forget what the population was . . . but there were 600 students at Willamette.

I was very comfortable there. I had the chance of being a big fish in a little pond instead of vice versa . . . and enjoyed my experience of being president of the freshman class. The fraternity was a rich experience . . . at that time there were three fraternities at the whole university. Ours were all locals, not nationals. Our house was, I found out later, labeled the intellectual versus the athletic house.

**Jarrell:** The jock house?

**Clark:** The jock house, precisely. And the politicians. So I guess I got into the intellectuals then much easier than I would have otherwise because of the influence of the people in the fraternity to whom scholarship meant so much.

**Jarrell:** When you went up to Willamette, would it be accurate to say that you were a bookish young man?

**Clark:** No, I think I was known more as a good dresser.

**Jarrell:** Really. Dapper?

**Clark:** Dapper, right. I was always intrigued with clothes. I had trouble. I almost had to lock up my clothes at the fraternity house because everyone else wanted to wear them. I had to get up early to put on what I wanted. I was a brash young California kid who was impressed with his clothes. Bookish . . . I didn't take anything in English up there . . . my main joy was in zoology. It was taught by a Professor Monk who I thought was the ancient man. But this past summer when I went back to my 50th reunion, there was Professor Monk . . . now retired of course. I was so done in by this, I asked him about his teaching at Willamette during my freshman year. Turned out that was his second year at Willamette and I don't think he'd ever taught anywhere else. I was really influenced by him. He

came down later to Berkeley to do some graduate work and we had him out, for Sunday evening dinner, that sort of thing.

**Jarrell:** So he influenced you much more than simply the class . . . it was as a human being.

**Clark:** As a human being. He stretched my imagination. I could even give you the title of the first paper I ever did for him—“*Anguilla Anguilla* versus *Anguilla Vulgaris*,” a study of two different species of eels. (Laughter) No, he was a very inspirational, enthusiastic young teacher. The other teacher who inspired me was Professor Gatke . . . I never had any classes from him, but he was my faculty advisor. I felt very close to him. He was exceedingly helpful. But this is a diversion. What happened at Willamette was I became ill . . . this Californian who had lived so much in Oregon forgot how cold it could get. Every one of us in the fraternity house slept on an outdoor sleeping porch.

### **Berkeley Public Library**

**Clark:** But I couldn't take it. Finally I moved in, but out of this experience developed a case of bronchitis-pneumonia. I ended up in the hospital for several weeks . . . enough to be in pretty miserable condition, so I dropped out in my second semester, and went back home to recover. Then I started looking for a job. This was 1930, the Depression. I just padded the streets of Oakland and Berkeley looking for work. One day, I was so worn out that I finally went into the Berkeley Public Library and sat down and was reading. I saw all these young people putting books away. So I said, I can do that. I went to the office and got to see the head librarian, Miss Susan Smith, and applied for a job, had an amazing interview, just an incredible interview with her.

**Jarrell:** How was it incredible?

**Clark:** In the questions she asked about my experience, and what I was interested in. Then the last question she asked me was what was my favorite dessert. So I said, “Apple pie à la mode.” Which, turned out to be the right answer to the question. Because when I got home later . . . I stopped at some other places to apply for work . . . I got home and my mother said, “You've done it again.” I said, “Done what?” “You've kept out books overdue so long now that the librarian herself is calling.” She called and wanted me to start work the next day, and I did. I went down and reported in. She said, “Donald, I guess I didn't tell you what I want you to do, because you aren't dressed for it.” I said, “What's wrong?” She said, “I want you to work at the front desk, the circulation desk. So you'd better go home and change . . . put a sweater on or something.” So I went back and changed. I started working at the circulation desk at the main Berkeley Public Library. I found out later that Susan Smith had a group which everybody

around the place called “her boys.” I turned out to be one of her boys. One who was there when I was working, for example, was an ex-Rhodes scholar; another was president of the ASUC—Associated Students of the University of California.

It was a rich experience because after working at the circulation desk, she farmed me out as the substitute when the branch librarians took their vacations. Can you imagine just a freshman in college . . . I became intrigued with working in the library. I asked the lady who ran the circulation department if I could take home a copy of the Dewey Decimal Classification. I was fascinated by this array of how you put things together. I think this is what stimulated me in zoology—it was kind of a taxonomic approach. You know—family, genus, species . . . What great times I had. The first branch I worked in was in West Berkeley, which, in those years was the center of a Finnish settlement, a lot of Finns . . . who were very motivated to learn. They just haunted the library. It was quite an experience. I worked in almost all of the branches—Thousand Oaks, Claremont, South Berkeley.

I went back to Willamette after a year recovering. Then I worked in the State Library as a page, under another wonderful person, the State Librarian—Harriet Long. One of her jobs was that by law she had to inspect periodically public libraries throughout the state. Miss Long didn’t like to drive. So every once in a while I’d be working up in the documents section, putting documents away . . . she’d come up and say, “Don, how would you like to go to Bend this week?” So I would drive her to Bend. Typically on these expeditions she would say that I could go in if I would be absolutely quiet, not say anything. So I followed her around as she was making her inspection . . . I learned an awful lot about libraries from this and she was the one that finally said, “Look, if you want to be a librarian, I think the best thing for you to do is to go to the University of California. Nothing wrong with Willamette, but in terms of your acceptance later on, the University of California will probably have greater stature.” That wasn’t why I went back. I went back because my money had run out and I could live at home. But she was a marked influence on me.

**Jarrell:** So you already had this kind of in mind.

**Clark:** Very much so. This is why I ended up with a strange combination of English literature and zoology majors. I knew that there were all kinds of librarians and so it didn’t really matter what your undergraduate subjects might be. I figured why not take two things I enjoyed. So that’s why I concentrated so heavily in English and zoology.

**Jarrell:** What was your particular interest in zoology?

**Clark:** Ornithology. Under Professor Grinnell, whom there couldn't be any better. Also took a course under him in vertebrate zoology of California. It was zoology, ornithology . . . all grounded by genetics and other courses in the theory, but mainly I spent a lot of time out in the field.

**Jarrell:** In those days was it unusual to have such a double major?

**Clark:** You had to get a special vote of the division to do it . . . it wasn't recognized as such. You had to petition and have it accepted. Not like UC Santa Cruz today where this is encouraged. Oh no. Because they didn't like this . . . this was too narrow. You should have broad experience. But I knew what I wanted to do. There were only two other things that kept cropping up once in a while. One of them was I thought I'd like to be a teacher, but my grades just wouldn't do it. I took courses in education and it was just ugly. It was terrible. Awful. Waste of time. I was thinking I would like to be at a college but I didn't have the grades to do that. And the other was, mainly I think because of my father, I got out the catalogs for schools of business, University of Washington, Harvard University . . . but finally settled on library school.

### **Columbia University School of Library Science**

**Jarrell:** You'd been in several public library systems, and must have gotten a sense of what kind of a career it could offer?

**Clark:** Yes. Except I hadn't had any of the academic side. That came later. My whole professional work experience has always been just kind of accidental.

**Jarrell:** One thing growing out of another.

**Clark:** Precisely. Being at the right place at the right time. I went to Columbia School of Library Science. I think it was a combination of setting my sights on something maybe a little high plus getting away from the family plus the thrill of going to New York. I applied for Columbia and was immediately admitted, much to my surprise. I stayed out a year. I got my bachelor's at Berkeley, stayed out a year working full-time-plus at the Berkeley Public Library. I took a graduate course in English under my faculty advisor, George R. Stewart—do you know him?

**Jarrell:** Oh yes.

**Clark:** This was a course on the bibliography of English literature. Our classroom was wherever he wanted it to be. I might be walking across campus and pass him . . . he'd say, "I guess it's time for a class, what are you doing for lunch tomorrow?" The course turned out to be a kind of detective story. He turned me loose on a three volume work called *Traits of American Humour*. It was a collection

of supposedly American humor around the period of the 1840s, 1850s, gathered by “Sam Slick.” whose real name was Thomas Chandler Halliburton. For a few of the stories he had put down the name of the author, but most of them were listed as anonymous. George Stewart gave me the task of attempting to find who wrote them. I’d make some guesses because of the style of their writing . . . it turned out that I tracked down maybe 85 percent of them. It led into all kinds of things. I got to be well known in interlibrary loan service (laughter) because of requests for some such esoteric things as a newspaper from Kentucky. But we tracked them down.

**Jarrell:** Were you still working full time at the Berkeley Public Library?

**Clark:** Yes. I was a page. One of my jobs was the vice president in charge of sex. You may not know, but public libraries have certain attractions for deviates. I became the liaison between the library and the Berkeley Police Department. One of the weirdest cases was where I had spotted a man who was flat on the floor with a mirror looking up the skirts of nearby girls. Unfortunately this guy saw me the same time I saw him, which resulted in a slug. He knocked my glasses askew and darn near broke my jaw. I yelled out. He ran out and escaped. So I went down and called my contact at the Berkeley Police Department. The patrolman, Thaddeus Stevens, came up and he asked me some questions and then he said, “All right. Come with me.” You think I’m making this up? He said, “I want you to come with me.” We walked up the street in front of the Whitecotton Hotel on Shattuck . . . and there was a stand of taxis. He said, “Now as we go by, you take a look at that first taxi.” And we did. Sure enough, here was this guy. Stevens said, “Oh darn it. I thought it might be he.” I said, “What do you mean?” He said, “He’s an old friend of ours. He loves to play detective, and as a taxi driver, he has given us many valuable tips. But every once in a while, we have to take him in.” Another time, something like that happened again and Stevens took me down to the police station and he said, “Now, I’m going to show you something, but you’re not going to tell anybody what you’ve seen.” What he showed me were the mug books. He wanted me to go through these pictures and identify another character that I’d encountered. I found out later why he said, “Don’t tell anybody,” because I was amazed at some of the prominents of Berkeley that were there—peeping toms, etc.

But I was mainly at the circulation desk and stamping books. One of the board of trustees was an avid reader of detective stories. We were always to save a certain bunch of detective stories at the desk for this trustee. I learned a lot. Miss Critzer, dear Miss Critzer . . . she was the reference librarian. One day I went up to her and said, “Do I have to put up with this?” . . . the rudest individual . . . something that either I or the library had done just set this character off and I was ripped upside down. “Donald, you must remember that you are a public servant.” I

learned to take it. Oh, yes I had a lot of fun. A couple of times I prepared exhibits for the library.

**Jarrell:** Did you work at all at the reference desk?

**Clark:** No, you had to be a professional at the main library. At the branches, you were always doing reference work.

**Jarrell:** So you went to Columbia?

**Clark:** Having known for almost a year that I was going to go there I read everything I could on New York City. I went to Columbia by way of Greyhound. There was a price war between Peerless and Trailways and Greyhound. So I went from San Francisco to New York via Los Angeles and Kansas City and Washington, D.C. for \$28 because of this price war. I stayed on the same bus until it got to Washington, D.C.

One of the problems was that Father Divine was having a big rally in New York City. At Kansas City a bunch of Father Divine's followers got on the bus. They tried their best to convert me all the way from Kansas City . . . (laughter) till at one point where we had a rest stop, I really dipped into all of the four letters that I'd learned in summer lumber camps and put them together and then I was left alone. But I finally got off. I holed up in a hotel in Washington for two days and two nights. Then took the bus from there to New York. I got off at the station, knew exactly what subway to get on . . . I had a whole mental picture of New York City. During my stay at Columbia I did an awful lot of exploring.

**Jarrell:** Where did you live?

**Clark:** I lived in a dormitory. I lived in John Jay Hall on the 15th floor because the elevator only went to the 14th floor and if you stayed on the 15th, the rent was cheaper. But it was the best place because the 15th floor had gables and parapets, and you could get out and sunbathe on the roof of this dormitory.

I was alone. I didn't know a soul in New York. I just joined this library school cold turkey. Great group . . . it's where I met Emily, my future wife. I met Emily because of a dumb seating arrangement.

### **Emily Espenshade Clark**

**Jarrell:** You sound a little dismayed?

**Clark:** Because I can't imagine a graduate school where you would force people to sit alphabetically in class. The professor would chide someone because she was chewing gum. But anyway, I, in cataloging, sat next to Betty Sue Clark, from

State College, Pennsylvania. Don Clark, Betty Sue Clark. So Betty Sue from State College was there at Columbia with two sorority sisters who were over in the business school—Margaret Kinsloe and Emily Espenshade. As a blind date Betty Sue fixed me up to have a date with Emily. That's where we came together.

As I said, I was just enthralled with New York City. It was a tremendous place to be in those days. Did a lot of walking. Got to know the different districts. One of the first districts I got to know was where the bookstalls and the bookshops were in Brass Town. And developed very soon warm friendships. John Jay was a dormitory for men. It was mostly graduate students, the undergraduates lived in other dorms, Hamilton Hall and so on. The students in John Jay covered all kinds of disciplines and I got to know quite a number of the people in history or economics, English literature, but in the library school we formed a study group where we almost always prepared for the next day while sitting around discussing among ourselves.

**Jarrell:** What was the size of the library school?

**Clark:** I can find out easily now, but it's a little hard to say because I think there might have been say 65 full-time students. There were a lot of others that were part time. They were spreading their degree program over a period of time because there were many that were employed in the area. But I think in our class there might have been around 65. We became a very close-knit group. We stayed in contact over the years. One of my classmates has just retired as the Associate Librarian of Stanford. I don't know of any of my class that ended up out here besides Elmer Grieder. In your notes you asked about my impression of Columbia as a teaching, learning experience. In many, many ways I was disappointed in it. It was too elementary. Having worked so long in a library, to have a teacher hold up a tray of cards and say, "This is a shelf list. A shelf list is . . ." Unlike my experience at the graduate school of business at Harvard, this was pedestrian, elementary, uninspiring.

**Jarrell:** Not challenging?

**Clark:** No. Terrible thing to say, but . . . aside from one course in library administration taught by Professor Ernest Reese—we used to call him Dead Earnest . . . whom I later got to know and appreciated very much . . . aside from his course, we weren't forced to think.

Maybe this is why when later I taught at Simmons Library School one summer on the theory of administration, I met the class first day; we told each other names and a little about ourselves—I got the feel of their backgrounds, how much experience they'd had, where they had come from and where they were going. I said, "All right. Your assignment tomorrow, for tomorrow's discussion is

the question, Why do we have a public library? What is a public library? I don't want you to go to any of the textbooks. I want you to go out on the banks of the Fen and sit and think. Why is it? What is this kind of institution?" We met, the class came the next day. The first one gave me an answer straight out of the standard work on public libraries. Next one the same. . . finally after about five or six of these rote replies I said, "You didn't get the message. I want *your* thoughts. Class is going to be dismissed. I'm not going to talk to you anymore. You're going to leave, you're going to go back, you're going to think. When you are ready we will have a class discussion." This kind of approach stemmed of course from my later experience in the Harvard Business School.

**Jarrell:** Well, before we get onto the Harvard Business School, maybe we could just go back—so there were maybe a couple of courses . . .

**Clark:** There were a couple. There was a course on book selection which could have been better but it was stimulating, probably because of the fact that the text, just off the press, was by a great individual who had an awful lot to say on how you selected for certain people, certain clients. But there could have been so many challenging things, how to deal with censorship, how to deal with Christian Science.

What do you say to some woman who calls up and says, "I understand you have on your shelves Mark Twain's diatribe against the Christian Scientists?" All the other sort of things that you would come up against in your library experience. How do you deal with that reality? A cataloger comes in to your office and before she can say anything she bursts into tears and says, "That Bernie!" What are you going to do? You never got this at Columbia Library School. It was memorization, rote, book selection . . . I wish the dean had taught. I got to know the dean very well a few years later because in the New York Public Library there was group of us that went hiking quite frequently. I was the baby in that group—the rest of them were ancient and honorable librarians, including the director of the New York Public Library and the dean of the Columbia University Library School. I got more out of Dean Williamson on those hiking trips than I did in the classroom.

**Jarrell:** When did you become associated with the New York Public Library?

### **The New York Public Library**

**Clark:** I ran low on funds when I was at Columbia. I went to the New York Public Library and applied for a job as a student while I was still at Columbia. I got a job. Then they put me in the position of making a tough decision. They offered me a permanent job as soon as I got out of Columbia, as did Miss Smith at the Berkeley Public Library. Miss Smith wanted me to come back to Berkeley,



she offered me \$1800 a year. The New York Public Library offered me \$1500. That was rough. Finally I decided to take the \$1500 a year because of the potential experience.

**Jarrell:** What part of the library did you begin working in?

**Clark:** Again luck . . . I began working at the main reference desk—it was called the information desk; it's up in the main room with all the catalogs. That is the principal reference desk for the whole library, although it's called the information desk. I don't think they had ever taken anyone directly out of Library School to work at that desk. But maybe it's because I'd worked in what's called the button department—obviously you're familiar with the New York Public Library. When you go in and fill out your call slip and leave it at the desk it is put in a pneumatic tube and it goes down in the stacks to the proper floor where somebody runs the book, puts it on a little chute and it comes out upstairs in the main reading room . . . they've given you a number, 132, let's say . . . so my job was to take the book off the lift, look at the number, 132, push the button which lit the light on the indicator to . . . I worked in the button department my last semester at Columbia.

**Jarrell:** What year did you graduate from Columbia?

**Clark:** 1936. And oh what a crew we had at the desk. They were a spread; I was the baby, but there were other younger people and some older and still older.

**Jarrell:** Real veterans.

**Clark:** Real veterans. The head of it was a man we called Papa Waite. But the crew that was there went on—David Clift went on to Yale as Associate Librarian and then became the Executive Director of the American Library Association; Charlie Adams became Librarian at the University of Virginia; Charlie Gosnell became Librarian of Queens College, then Librarian of the New York State Library, and finally the Director of the New York University Library. These were all younger guys . . . the older ones stayed on and I think some of them became petrified. Not scared, but like wood.

**Jarrell:** Ossified?

**Clark:** Ossified is better, yes. After a while I was told that I was going to work in the economics division. But I didn't want to work in economics. I wanted to stay at the reference desk. However, my chief said that Mr. Metcalf was going to call me down to his office and offer me a post in the economics division. He said I was going to say, "Oh, that's wonderful," and to take that job.

I saw the handwriting on the wall, so I took that job. Worked for a man by the name of Rollins Sawyer—a gentleman. One of the nicest human beings I ever met. I worked for him along with a crew of other people who are now spread around the country. I think one of the highest compliments . . . I took it as the highest compliment . . . was twenty years later when Mr. Sawyer retired, he wanted me to take his place. I was just overwhelmed twenty years later with a family and I wasn't about to move to New York City with . . .

We saw each other at least once every three months. I was on a board that he was on—he was chairman of the board—the Public Affairs Information Service. We had kept in touch with each other all the way through my years at Harvard. I just admired him so.

**Jarrell:** In the long run, what kind of an effect did working at the New York Public have on you? Did that institution impart to you some ideal or idea of what public libraries were about . . . what kind of institutions they were . . . or something along that line?

**Clark:** It certainly couldn't be called a public library. The library at 42nd and 5th Ave. was essentially a research library . . . non-circulating, nothing ever left the building. Scholars came to it from all over the country . . . various parts of the world. So it wasn't like the Berkeley Public Library or like the public library in Santa Cruz or any big city. That function was taken care of by the circulation department of the New York Public Library which was tax-supported. The reference department that I was in at 42nd and 5th was all supported by endowments and grants—the Astor-Tilden-Lennox Foundation, I think that's what it was—three different foundations had merged and supported the building and the collection. So it was an experience that I hadn't anticipated having until I was much older. Here I was, fresh out of library school and put at the reference desk. It was only because of the strength of the people there that I was able to get along. We had people on the staff at the reference desk from all over the country. Charlie Adams had grown up and attended university in South Dakota and David Clift was from Kentucky; Archie DeWeese was from Tennessee; Ralph Carruthers came from Manitoba; Charles Gosnell was from Rochester, New York; Jim Gourley was from the Oklahoma/Texas area. I was their representative from the Far West.

We answered everything from the most elementary kind of question as, "Where's the men's room?" to "Who were the captains on Columbus's ships." I can remember people coming in . . . young boy opening a box in front of my face and asking, "What do you feed a boa constrictor?" Baby boa constrictor. I worked at the start at the reference desk and later was informed that I was going to move to the economics division.

**Jarrell:** We just touched upon where your boss had told you that, “yes, indeed, you’d accept it whether you wanted to or not.”

**Clark:** That’s right. Right. And after moving down . . . I can’t recall the sequence but I’d already started graduate work at Columbia in economics . . .

**Jarrell:** Oh, I didn’t know about that.

**Clark:** I don’t know whether it was because I’d moved to the economics division or they put me down there because I’d started this. In addition to working full time, I began courses in the graduate school in economic history. I took courses in statistics, economic theory . . . had a marvelous course in modern capitalism taught by Louis Hacker, who started out the course saying, “I’m a communist.” Matter of fact he was at that time editor of the *Marxist Quarterly*. He said, “I defy you as I teach this course on capitalism to detect my bias,” which was a smart way to keep the students interested. I became so entranced and intrigued by him that I went to him and asked if I could do my master’s degree under him. It turned out this had never happened to him. He didn’t have any master’s students. He was younger than I realized, but after a lot of skirmishing, I was finally admitted to candidacy under Louis Hacker. I was going to do my thesis on Moses Taylor, an early New York merchant banker whose papers were in the manuscript division at the New York Public Library. I began working on it. I couldn’t use the manuscript division because they had hours only from 9 to 5, but finally they brought up boxes from the basement—big, huge boxes of Moses Taylor’s papers that I could work on at night in the economics division. My work at the New York Public Library was a very rewarding experience. The only thing that bothered me about it was that I saw what I at the time assumed were ancient people but I’m sure they were young from our viewpoint today, in somewhat of a rut in the New York Public Library.

**Jarrell:** I was going to ask you about that. How vital were people’s intellectual interests?

**Clark:** Oh, they were very mixed. Some were extremely active intellectually. Archie DeWeese, for example, was the principal organist for the St. Bartholomew Episcopal Church . . . others had outside interests of one kind or another. Many of them left . . . but there were a number that stayed that were in the middle management area and just so satisfied in their jobs and living in New York. I didn’t want to end up that way. I told my chief, Mr. Sawyer in the economics division, that I wanted to have five years of experience, but I was afraid if I stayed beyond five years, I would end up somewhat the same way as some of these fuddy-dufs. So he was kind enough to send me out on interviews . . . I kept coming back saying, “No, I don’t want to be the librarian of the National Industrial Conference Board,” or whatever it might be. Finally he asked me what

I wanted. I said, “I’d like to be in a higher educational institution. I’d like to be maybe an assistant librarian in a small college, and be able to teach economic history on the side.” This was my hope and my aspiration. I said, “The only job that I know of that is like that that I’ve heard of recently is they’re looking for somebody up at the Harvard Business School to be an assistant librarian.” After that things started happening.

### **The Leos**

**Clark:** In addition to the job, one of the highlights was my association with a group of young men called the Leos . . . you know the lions in front of the New York Public Library?

**Jarrell:** Yes.

**Clark:** The Leos was a group of self-appointed members whose purpose was to meet the last Friday of every month for bowling. But I think that was just an excuse for getting together and enjoying ourselves. But we did bowl . . . though the most common occurrence was getting together for lunch quite frequently. There were thirteen members . . . never could be more than thirteen . . .

We had the most elaborate unwritten bylaws that you could ever imagine. This group stuck together for years even though we went off into our various parts. I learned more about libraries and the purpose of libraries and how to get along in a library from people in that group . . . particularly Dave Clift. David Clift every once in a while would say, “Let’s have dinner.” He would just chew me out for some of the things that I had done during the week at the reference desk. He coached me and taught me . . . I can remember one day when the chief, Mr. Lydenberg, the head of the New York Public Library, called the information desk and . . . I didn’t know it but he had the habit of never announcing himself, he just called. I asked him who he was and he said, “Who are you?” I wasn’t going to give him my name until he gave me his name. I found out you didn’t do that to the boss. Things like this. Dave would coach me on the politics of the institution—who were the important people within the library. And how to serve the public. Even after I left, whenever we went to a library conference and there were three, four, ten of us or so, we’d always get together . . . the Leos . . . I don’t know if it still exists in any form but it certainly was a great thing at the time. Fresh out of library school and to have this experience.

### **Thoughts on Library School**

**Jarrell:** When I was leaving last time you started giving me a few comments on your feelings about library school. Would you like to elaborate?

**Clark:** My mumbling was that then and somewhat now I felt that library school was just a necessary evil . . . it was the way that you got your ticket . . . the way you got your trade union card. Before this interview is over I want to talk more about my feelings about the upgrading of the profession. I had hoped to see at Santa Cruz within the University of California system that we would develop a core of *extremely* competent subject-oriented people that could stand head to shoulder with any member of the faculty. People who had some library school experience but more important, I'd like to have seen them with Ph.D.s or near Ph.D.s. in a discipline. I would have liked to have seen those people as the tops.

Even after having taught in library school for two summers at Simmons College in Boston and at San Jose State, I feel that there is a great deal lacking in the educational program at library schools. I can't speak of what's going on today. I don't know what's happening at Berkeley or UCLA; I hear some things which give me some encouragement, but I don't know enough about it to speak. But my real training came on the job and with the tutelage of men like Mr. Sawyer, chief of the economics division, who, by the way, was a library school graduate. He graduated from the predecessor of the Columbia Library School when it was up in Albany. But he had been in an investment advisory position, had been in a bank and brought this substance to the job of chief of the economics division, of the New York Public Library. He was a very, very wonderful person. The New York Public Library was a center of inquiry and we'd get letters from every place asking some very simple, but also some very elaborate questions. He would farm these out to the reference assistants. I can remember time and time again taking my draft to him . . . nobody signed these except Mr. Sawyer, the chief. Everything that went out of the division went out under his name. But you would prepare a draft for him. Pleased as punch I'd go in just as happy and delighted with the work I'd done, only to sit there as he went through the letter . . . then very softly he'd say, "Have you considered so and so, did you look in the such-and-such journal? What about the writings of Matthew on this?" He had a knowledge that was very deep and he was a stickler for accuracy. That kind of training was very helpful. He was one that rarely told you *how* to do a job—he would say, "Okay, this is the job to be done." Later he might criticize the results, but he would let you alone . . . to flounder or whatnot but he would measure you against the assignment he'd given you. I have just a warm feeling, always had a warm feeling for him. But let's get up to Harvard.

#### **BAKER LIBRARY, HARVARD BUSINESS SCHOOL**

**Clark:** I'd heard there was a job but I didn't know much about it. I'd heard about it but as I told Mr. Sawyer, I couldn't do anything about it. I'd heard of it through Les Dunlap who was a reference assistant whose desk was next to mine. He had been interviewed for this job. So it wasn't for me to say anything. I learned later

that the Dean of the Harvard Business School . . . let me go back. I found out many things after I went up to Harvard. The library at the business school was in a shambles.

**Jarrell:** What year was this?

**Clark:** I went in January, 1940; was offered the job at the end of December 1939, and went up in January, 1940. They'd had a bad cut during the Depression. The library was decimated in terms of its staff. The librarian, Mr. Eaton, was just an extraordinary collector who had no sense in terms of any budget or no sense in terms of what the library should collect. For example, you could have found one of the finest collections of books in shorthand . . . *Alice in Wonderland* in shorthand. They had *no* business in collecting this sort of stuff.

**Jarrell:** Anything that was even peripheral in the field they'd collect?

**Clark:** Right. There was no consideration as to what was over in Widener Library. He collected a beautiful set of *The Federalist Papers* that once had been owned by John Quincy Adams . . . but this didn't belong in the library. To take care of this situation and more or less keep Mr. Eaton in line, Dean Donham persuaded Dr. Arthur H. Cole, who was a professor of business economics in Harvard College, to come over and straighten things out. Apparently the dean didn't tell Mr. Eaton about this, and when Mr. Eaton came back from his vacation in Europe, there was Dr. Cole sitting at his desk. Eaton was given another job within the business school and shortly thereafter retired. Dr. Cole hired a woman to be his personnel manager whose husband was a consultant on the Taylor System of scientific management. She was highly imbued with the scientific management methods and theories. She tried to superimpose them on the personnel of the library and that was all right, until she then tried to superimpose some of her ideas on the faculty . . . creating a rebellion. She was fired. So they were looking for someone to replace her.

I didn't know anything about any of this. All I knew was that the chief of the reference department at the New York Public Library, Keyes Metcalf, had shortly before been made Director of the Harvard Library. Dean Donham of the Business School asked him to survey this mess, and to be a consultant for the library at the business school. Keyes Metcalf went over and he and his assistant, Andrew Osborne went over and surveyed it. They came up with a recommendation that Mrs. Fiess, the personnel manager, the scientific theory woman, should be fired and that they should hire a professional librarian. Dean Donham agreed that that would be a good idea. But then he insisted that they ought to get a graduate of the Harvard Business School . . . somebody that knew the school, its methodology, its purposes, but they weren't able to find any MBA that had gone out and become a librarian. There was a chap who was librarian of the business

school at Northwestern who had an MBA from Harvard. But they decided the next thing to do was to hire a professional librarian and *make* him an MBA. Mr. Metcalf, Keyes, who incidentally died last November at the age of 94 . . . and I want to talk about him later . . . but Keyes Metcalf recommended to Dean Donham that there's a chap by the name of Don Clark at the economics division, New York Public Library. So next thing, Arthur Cole appears at my desk at the NYPL. Now I had known Dr. Arthur Cole for two or three years. He was a very frequent user of the material at the economics division and he used to come down from Harvard to use the library. So I knew him as a user. He appeared one day and he said, "I suppose you know why I'm here." I said "I assume you're continuing your study on the wholesale commodity prices of New York City in the 18th Century." He said, "No, I'm down here to interview you."

### **Graduate Studies**

**Clark:** It was all news to me. I didn't know anything had been going on. I didn't know that Mr. Sawyer had been at a library conference a short time before and had talked to Mr. Metcalf about my interests. I didn't know that Mr. Metcalf had been a consultant . . . I didn't know anything about it. So I was offered the job with the understanding that I would go up as a student. I wasn't to tell anybody. Preferably . . . oh, this was really something . . . sometimes now I think what a cad I was . . . Dean Donham wanted me to come up as a student and to live in the dormitory as a student.

**Jarrell:** But you were married?

**Clark:** I was married. I wanted that job so badly that I finally persuaded Emily too. So she stayed in New York working at the Chamber of Commerce of the State of New York . . . She worked in the library. Her parents couldn't understand this strange separation.

**Jarrell:** And this was confidential still, is that right?

**Clark:** Yes, right.

**Jarrell:** I mean the part that was confidential is that you were being hired as a librarian.

**Clark:** Yes.

**Jarrell:** You went under the guise of being a graduate student?

**Clark:** I was being paid by Harvard to go to Harvard. But I wasn't to tell any of the students or any of the faculty. I found out later that several of the faculty knew about this. I was just to be a bona fide student. After a few months of this I

finally approached Dr. Cole . . . just told him this had to change. Emily came up and we lived on the campus in housing for young faculty. It was difficult to explain to my fellow students how this was happening.

**Jarrell:** Did they give you a reason for keeping this whole thing under wraps?

**Clark:** That they wanted me to live the full experience of a student. And wanted me to be treated like a student.

**Jarrell:** I see. So you could take that and use that when you went officially on top of the table as assistant librarian at Baker?

**Clark:** I was using the library . . . only one person other than Dr. Cole in the library knew why I was there. I saw the library as students saw it. I don't think I'd do it today.

**Jarrell:** How long did it last?

**Clark:** As a student in the dormitory, it seemed like ten years. It was probably only a few months. I think it was a few months.

The Business School MBA program is a two-year program. The first year was a series of required courses . . . you had no choice at all. You had to take everything that was offered. Mainly it was along functional lines—courses on accounting, industrial management, marketing, finance. The second year you could branch out. There were wide offerings where you went into deeper aspects.

**Jarrell:** You mentioned last week that the Business School utilized the case book method such as the law school at Harvard had started in the 1920s. How did that work for you?

**Clark:** It originally drove me crazy. I can remember my first class vividly . . . it was a class in accounting and the case dealt with American Tel and Tel. Here I was fresh out of the library in New York, . . . and to think that they were throwing the AT&T Company's accounting practices at me the first day was a little overwhelming. But it was a series of case after case after case . . . these were all based on actual experiences, developed by the research staff of the business school where there were no right answers. I look back on it and I think the business school teaching was nothing more or less than trying to teach someone how to analyze situations. To come up with suitable, best possible answers to the problems at hand.

**Jarrell:** So it was really critical thinking and analytical abilities that you could take anywhere.



**Clark:** Precisely. I think that if you'd had this in your kindergarten or grammar school or high school, there wouldn't have been any need for the Harvard Business School. There were people in the business school who were either planning or actually later went into other professions—into the ministry, into education—so that it was a useful tool that one learned how to use one's mind.

My main interest after struggling through some of these awful things, particularly accounting, was the field of what they called human relations—human relations and administration. I think if you tried to categorize it, it would be a combination of the disciplines of personnel theory, sociology, psychology. The first course I had in the second year was taught by Elton Mayo who was the father of this whole notion of human relations in the workplace. I found it absolutely intriguing. Later, at the business school after a self-survey of the curriculum by a faculty committee, it was decided that much of this human relations should be introduced into the first-year program. Right after the war they began doing this.

That course had a terrible name—it was called administrative practices, which the students nicknamed Adprac. This was the field that I pursued. I went through as a student, even though I was on the faculty. I sat in on the first courses that were offered in this human relations, administrative practices area. I took the course just as a student would. I don't think I took the final exam but everything else. Then the year after I did this, I began teaching administrative practices in the first year program, half-time teaching and half-time in the library.

**Jarrell:** A joint appointment?

**Clark:** They called it fifty-fifty, but it wasn't. Because in preparing for class, one spent as much time doing that as if he were working full time in it. There were six sections of administrative practices in the first year. I had one section and the others had one or two. I think there were four or five of us teaching it. We'd meet once a week to discuss the cases that were coming up, trying to establish a common approach so that the students wouldn't be getting a different story if they were attending Professor Hower's class or my class. We also met many, many hours developing the criteria for grading the final exam. So my hours in teaching were far more than just half time. In addition to the MBA program, there were many other things going on at the school at various times. They had what we call the Advance Management Program which was a 16-week course for top-management people. There was a middle-management program. There were many types of specialized conferences, seminars. They had a program of bringing other people from throughout the United States to this school under a program of teacher education in a sense. Many other schools adopted the Harvard case method; their instructors came and they had a very structured program for them . . . lots of educational . . .

**Jarrell:** So there were pioneering efforts going on in those years.

**Clark:** All the time, yes. It was quite an art running the library by the precepts that I was trying to encourage with the students. The main concern I think that I had as an administrator . . . these concerns were developed and fostered by Mayo and Rothlesberger, and Lombard and their work in the field of human relations . . . primarily of looking at every individual within the library as an individual who had his own set of background experiences, prejudices, his own ways of dealing with problems. These were individuals; each person was an individual and should be treated as an individual. I enjoyed both aspects of it.

**Jarrell:** What you're describing sounds like a very humanistic approach to personnel relations. And not just a strict hierarchy.

**Clark:** Not by the book. Maybe it led me to delve into things more than I should have. When two of my senior people, both mature ladies, lived in the same neighborhood, went to mass every morning before they came to work, who had been close friends for many, many years—they suddenly stopped speaking to each other. They still went to mass, they still came to work together . . . but if one of them had any dealings in the library, she would say to someone, "Please hand that to her." They would never speak to each other. This bothered me. By talking to each one of them over a period of time, not questioning, but giving them an opportunity to talk, using what Mayo called the interviewing technique, a special kind of technique that he had developed at the Western Electric Plant in Hawthorne. I spent time with both of these ladies and it turned out they had had an absolute violent split over Franklin D. Roosevelt and an election. Somehow after time we got them to heal the wounds and get back together again. It was part of my life.

**Jarrell:** And then you were moved into the faculty housing?

**Clark:** Right. Which is right on campus. We lived in Sherman Hall which was on a quad . . . all the other buildings in the quad were student dormitories. After that first year . . . shortly before the year was over, it was announced to the library staff who I was and what I was doing. Dr. Cole had a big luncheon for the staff and introduced me. He was a smart man. He said, "Okay, you've worked hard." Believe me it was the roughest experience that I think I've ever gone through. Being a student at the Harvard Business School is no easy matter. Fortunately Emily had been a student at the business school at Columbia. When she came up I got tremendous help from her getting through school. But I managed to get through the first year. I think Dr. Cole sensed what a traumatic experience it had been so he rigged up a trip. He felt that I should go out and investigate how university libraries in the United States handled the matter of serials [journals and periodicals].

I think it could have been anything. He wrote letters to various libraries Emily and I visited. I can remember University of Illinois, University of Michigan, University of Ohio, Wisconsin, University of California, Berkeley for about a month, I guess. Getting out and renewing what few contacts I had with the profession, seeing how things were done in universities. But it was a boondoggle . . . it was a very enjoyable one. We had a good trip. Came back and started in. Before the second year started I went over to Mr. Donham, the dean, and asked if he would give me permission to take the second year, which consisted of five courses per semester, in steps. So I took two courses one year, and then two the next year. By that time I was mighty darn tired of going to school. So I asked Dean Donham if I could get credit for the work I'd done on my master's at Columbia.

**Jarrell:** Had you gotten your master's?

**Clark:** No, no.

**Jarrell:** You'd just done all the course work?

**Clark:** No, I hadn't even done all of it. I'd taken about 18 units. Dean Donham said that he couldn't answer that, he'd have to petition the faculty, of which I was by then a member. At the next faculty meeting I was excused from the room while they discussed whether what amounted to 18 units at Columbia were equivalent to three at Harvard. Fortunately they said, "Yes." So I got my MBA in three years instead of two. By the way I should make clear, for chronology's sake, that at that time Harvard Business School was running what they called a midterm program. The regular program was from September to May, but the midterm started in January and ran through August. It was so people who were finishing college in the middle of a year could enter mid year. Ours was a smaller group, very tightly knit group. We had our own study groups. During the summer months we were the only students at the school. It was a *very, very* tight group of students. Very intense. I finished up my MBA, but what I'd walked into as the new assistant librarian was a fascinating story with fascinating problems. There were very few professionals on the staff. The head of acquisitions, Mrs. Bowser, was a graduate of Simmons Library School. Simmons had been an institution for women.

The head cataloger had library school experience. But the librarian, Dr. Cole, was a professor of business economics. The head of reference and the head of circulation, were gentle New England ladies, nothing particularly qualified them for the job. They were doing lousy jobs. The head of circulation was a woman who endeared herself to every student that had gone through the school. She was a whiz on personal names. You would walk up to her after being away from the school for twenty years, and be greeted by name. She was the most beloved

person on the campus by any stretch of the imagination. But she was a lousy head of circulation.

### **Appointment as Assistant Librarian**

**Clark:** The first thing Dr. Cole did when I took over as Assistant Librarian, was to call the whole staff together. “As of Monday morning, Donald T. Clark is going to be in charge of this library. He’s going to be in charge of personnel; he’s going to be in charge of the budget. I’m going to devote myself to book selection and to running the rare book library, but he’s the man. Don’t come to me with your problems anymore. Go to him.” It was clear from the start that there were problems all right. Particularly with this Mrs. Kerr, head of circulation. Finally I talked matters over with Dean Donham and said, “I recognize that if I do anything to that position, the roof is going to collapse. All the alumni are going to be out for your throat and my throat. I just want to let you know I think that this is terrible. But I’m willing to put up with it as long as you understand what I’m dealing with.” He couldn’t have been more helpful in this, saying, I agree with you. Let’s just see if we can tolerate it . . . build around her.” So that’s what we did. Dr. Cole was a gentleman, scholar, great New Englander. He was a man of some wealth, although I didn’t know it at the time. I found out later that he for years had been running his own WPA. There were people on our staff he had hired and he paid for them. He paid Harvard out of his pocket to pay them. He was running a WPA. These people were out of work and they needed work, he helped them out. But it was all anonymous. They didn’t know it and I didn’t know it until years later. I became so fond of him that he became the godparent for our children. Just a remarkable man. But he was a bungler when it came to any administrative problem or personnel problem. He pulled some great, great boners. So it was with a kind of relief he said, “Okay, it’s your problem.” I took over.

I had a severe problem in the library. A cataloger was insisting “they” were out to get her; “they” were putting something in the ventilation system to get her, et cetera . . . I won’t go into all the details. I finally went over with all my notes from interviewing her, hours of interviewing, went over to see Professor Rothlesberger, with whom I had studied human relations in business. I said, “I’ve got a problem.”

I told him the whole story about her family background, her father a wealthy man who, with the crash, jumped out of the tallest building in Boston, committed suicide . . . the whole background. Professor Rothlesberger said, “If you’d done this in class last year, I would have given you a high distinction.” They didn’t have A, B, C’s . . . the grading system was distinction, superior, pass, low pass, etc. But anyway, distinction was the highest grade you could get. He said, “I’d

give you a high distinction.” I said, “I don’t give a damn about the grade.” I said, “Help me, help me.”

He helped me. The result was that I finally told her that before she could continue to work, she would have to see Dr. So and So. Right away she responded by saying, “Is he a psychiatrist?” I responded, “Yes.” She said, “I won’t see him.” There was problem after problem.

Harvard Business School wasn’t an old school; it was started in 1908. It was the second graduate school of business in the country. I think that the deans, Dean Gay and his successor Dean Donham, who hired me, founded the library as a means of making the business school a respectable institution in the eyes of the rest of the university. Business was a crass thing.

They had spent tremendous funds in building up this library . . . to the point that when I got there it was one of, if not *the* world’s greatest single collection of business literature. It was used *primarily* by researchers . . . professors from other universities, professors, as we said at Harvard, from across the [Charles] river. Business men in town, stockbrokers, manufacturers. But because the business school’s teaching was based on the case method the students had little reason to use the library. They were discouraged from using the library. When I went there I think there were maybe twenty people on the staff . . . by the time I left there were about forty, building, working, developing this great institution. The philosophy when I arrived was, “Here it is. Help yourself.” As a result of my student experience and I guess just my natural inclination, I took it that my job was to do everything I could to integrate this institution, this library which had been kind of a self-sustaining . . . the people were interacting with each other; they weren’t interacting with the faculty, they weren’t interacting with the administration except through Dr. Cole, who was really not accepted as a member of that team. He didn’t teach in the business school. He was an economic theoretician rather than a business practitioner. It was a great institution but its *raison d’être* wasn’t clear.

### **Relations with Faculty**

**Clark:** Oh, there were many problems. So I took it upon myself to do everything I could to build these bridges. I did it by conscientiously eating every meal I could at the faculty club, of associating with my conferees, starting with the young people that were on the campus the same time that Emily and I were there as a young faculty couple. The lowest rank in the faculty were research assistants. These were the people that were living in the so-called faculty housing. The reason why you didn’t have any older faculty was because they had a strict rule . . . once you had a child you had to move off campus. These were all young research assistants—Jack McLean who later became president of Continental Oil

Company; Charlie Anderson who was later president of Stanford Research Institute . . . upstairs above us, Harry Hansen and his wife—he's still a full professor, just about ready to retire, at the business school. Ed Cratsley was over in another of the houses, he and his wife, he died recently, but at his death he was vice-president of Swarthmore College.

We also had a poker group made up entirely of the young faculty. Emily and I, our social relationships were with the faculty . . . not that we didn't have some ties with the library staff, but essentially it was with the faculty. By osmosis I learned what was going on: what were their research activities, what were their interests, what were their concerns. By the time I left, the collecting activity of the library had changed considerably. One of the things was the coming of computers in business. We had nothing in the way of mathematics in our collection but now at that business school you'll find great strengths in mathematics. One of my pride and joys was the bringing in of a collection on morality in business, business ethics, of getting away from strict functional production, finance, marketing, etc. of trying to get material that would underpin, as you say.

### **World War II: Developing Harvard's Officer Training School**

**Clark:** I went to Harvard in January 1940 and then along came World War II and the school eventually as a business school shut down. I was tapped to be on the faculty for the United States Army Air Force Statistical Officers Training School. This came about in an interesting way. Professor Learned, who'd been my statistics professor at the B school, had been hired by the Pentagon as a consultant to the Army Air Force. When the United States entered the war, the Air Force didn't know what they had. They had no notion of the flyability of their aircraft, of what kind of people they had, where they were . . . so General Hap Arnold hired Ed Learned to come down from the school and help them organize a reporting system—a uniform, daily reporting system . . . not only from the Pentagon's point of view, but from the point of view of the individual local commander at a given base so he would have . . . what now would be called a management information system. They didn't have anything.

Professor Ed Learned and a group of young faculty, Professor Miles Mace, Professor Robert McNamara and others went to Washington and spent months at the Pentagon developing a uniform reporting system. Hap Arnold was their chief, but they reported to a young whippersnapper who had been in the Office of Budget and Management or something and was brought into the Pentagon and put into a uniform to develop this knowledge system. His name was Charles B. Thornton. When I got to know him, he was a colonel . . . Colonel Thornton, Tex Thornton. Tex finally persuaded the Pentagon that in addition to the system they needed people to implement it out in the field. So they created this Army

Air Force Officer Candidate School to train what they called statistical officers, which was a poor name, they should have been called executive officers, but that title was already pre-empted, to train these statistical officers.

Under contract the Harvard Business School developed an officer candidate program. The students spent the first six weeks at Miami Beach at the regular OCS. After six weeks, they were shipped up to Harvard; after six weeks of military training and brass polishing and marching and singing as they marched, "I've got sixpence," they all came up to be greeted by a faculty in civvies, grey flannel suits and ties . . . By this time there were several military programs being conducted at the school: the quartermaster corps, the Navy's supply corps, the Army, Navy, and Air Force, which was then part of the Army had taken over the school. They had various programs. Shortly after the Stat school started I was asked to join its faculty.

**Jarrell:** Did you take a leave from the library?

**Clark:** Completely. A one hundred percent leave. I just moved from one building to another. Each program such as the quartermaster corps and the supply corps had its own teaching materials; they didn't give any assignments to books outside, so during this period when there were no civilian programs at the Business School, the library was in a holding operation. They were collecting material and whatnot. But the staff was reduced considerably. I don't know what I would have done if it hadn't been for being asked to go over to the Stat School. That was another lucky break. I taught there in 1943 and 1944. The affiliations, the associations with the students were trying at times, but soon we had great rapport, to the point where it became competitive. At the beginning we used to have to go down to Miami Beach and recruit, beg them to come up. But after a while, it became so that it was competitive and we got to choose our students, to pick the cream of the crop. This Colonel Thornton I mentioned, who later became General Thornton, gained such a reputation because of the success of the Statistical Officer Training Program and the then new statistical officers. You may recall that just before the end of the war the Ford Motor Company hired a group called the "Whiz Kids." Number one was Tex Thornton; number two was Roy Ash, who'd been a student of mine in Stat School . . . I can still see him . . . plus Bob McNamara, Tom Lilly, a whole host of people who had been in this program from the beginning.

It was a remarkable group. As you know, Tex Thornton later became president of Litton Industries. He and Roy Ash formed Litton Industries. Took over a company by that name, but really formed it. Ash coming through tough experiences in recent years . . . after he left Litton he had trouble at Addressograph-Multigraph Company. Of course you know what's happened to

Bob McNamara.<sup>1</sup> Bob McNamara and his wife were another of this young group on campus at the same time we were. Emily and I were forced out of our house on campus, not because of a child, but because the navy supply corps came in and Captain McIntosh, the commanding officer, decided our apartment would make a nice headquarters.

**Jarrell:** And housing was tight.

**Clark:** It was very, very tight. Not only housing, but appliances. Emily and I finally found a house in Cambridge—three story, half duplex and split down the middle, our side was three stories. We wanted to buy the refrigerator from the university since our apartment was going to be turned into an office so they wouldn't need the refrigerator, but they wouldn't sell it because the captain wanted a place to keep cream for his coffee . . . things were tight. But after Stat School, the next thing we had was an Officer Training School developed to teach contract termination.

**Jarrell:** What was contract termination?

**Clark:** The war was going on and there were huge contracts to build B 24s at Boeing or wherever it might be. Boom . . . along comes the end of the war. How do you terminate the contracts? What do you do about it? I didn't know anything about contract termination. None of us did. So they sent a group of us to a contract termination school out in Dayton, Ohio, at Wright-Patterson Field. We then came back and started teaching at the Business School. This was very tough because we had the hottest hot-shot, gung-ho group of pilots who had fulfilled their mission and were being retreaded back to the United States, and were being sent to this contract termination school—the last place they wanted to be. The morale was rough. I didn't get to finish my experience, 'cause that's when I got polio for the second time. I had to drop out.

**Jarrell:** This would have been in 1945?

**Clark:** Yes, 1945. So after a fairly long recuperation . . .

**Jarrell:** I didn't know you could get it twice.

**Clark:** Neither did I.

**Jarrell:** Is it rare?

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<sup>1</sup>Robert McNamara became Secretary of Defense during the Kennedy Administration—Editor.



**Clark:** It was then. The notion was, just as you say, you couldn't have it twice. I didn't think I could, the doctor didn't think I could, but he turned me over to a neurologist, Dr. Denny Brown, who was savvy enough to know that just a few months before at Hickory, North Carolina, there'd been a *big epidemic* of polio where they had discovered that there wasn't just one strain, there were several strains. Salk vaccine now covers more than one strain. They didn't know that there were these, so I, in a sense had the California polio and the Atlantic Seaboard polio. We took leave from Harvard and went to Emily's parents down at State College, Pennsylvania where I recuperated and finally after being out several months went back.

**Jarrell:** Debilitating.

**Clark:** Oh, exceedingly so. Not only that, but scary because I lost complete use of my left side. I had double vision and for a librarian to have double vision . . . I had trouble with my neck and back. First that disappeared; then I got back the use of all my left side except my left leg which became atrophied and I wore a brace for two years. When my vision came back, it was okay. Oh, I can recall shortly after I had polio and was back home in Cambridge, I got a telephone call from Bob McNamara who was in Wright-Patterson in Ohio, near Dayton, calling me to tell me . . . just wanting someone to talk to . . . that both he and his wife Margy had contracted polio. Fortunately Bob recovered very quickly and very completely, but Margy didn't. She had lost her voice for some months, but slowly recovered. She had pool therapy for months and months, and for years wore a brace. She had just a terrible time. It was a sad occasion. But they snapped out of it.

I didn't have pool therapy the second time. The first time I had it I practically lived for months at the Berkeley YMCA. They didn't do that the second time. I had massage . . . a physical therapist. I begged my doctor to fuse my heel so it wouldn't drop, so I could get rid of the floppy foot. . . fuse it . . . he said, "No, no. Don't give up." I didn't give up, and about a year and a half later, my muscle strength started to come back miraculously, so much so that I could throw away my brace and I didn't have to wear it. I still have a certain flop in my left foot but it's not bad. Many people apparently weren't aware of it. I guess I was more aware of it.

### **Managing Personnel**

**Clark:** So after the war back to the library I went. Dr. Cole again retired in a sense. He kept the title. He had the title as librarian until 1956. I started out as assistant librarian, then associate librarian, then he retired in 1956. I think my pride in the job was developing a staff, an excellent staff. It wasn't easy. One of the people I remember that I thought had superb qualifications, she was in the

acquisitions department under Mrs. Bowser, and I asked her if she would take over as head of reference. I finally got rid of the head of reference . . . she finally retired, rather. Miss Porritt didn't want the job. She said she was happy where she was. I begged her and finally I said, "Look, please, will you take it for six months?" Fortunately she did. After the six months she said, "Try to move me back. I won't go." She later became the head librarian at Radcliffe. So sorry to see her go across the river. But I started getting people from Columbia Library School and I got some from Wisconsin and California. Tried to widen the base . . . from as many different library schools as I could . . . get away from the New England mode.

They were awfully nice people. When the war program came along, and it was clear that they were going to have to fire somebody, I finally promised the dean that I would meet his goals, even though I was off over in Stat School, I would guarantee that the budget would be down to the goal he wanted at the end of the year if he would give me permission to do it my way and not as he had asked me to do—to summarily cut the staff the next day. So by attrition and transfer I met my goal. I couldn't fire anybody. Oh I did once, a couple of times. There was a young man who turned out to be an alcoholic. It didn't bother me except that it began interfering with his work. I told him, "The next time you come back from lunch staggering, don't come back." One day it happened that he didn't come back. Two days later I had a telephone call from his mother wanting to know where he was. It was a tragic situation. But anyway, I did fire him. He didn't come back. But part of this attrition program backfired. It wasn't exactly attrition. The university had a firm rule that you couldn't have relatives in the same department. Doggone it one of our chaps in our acquisitions department married a cataloger. Unfortunately, the wrong one left.

I had great pride in the staff we ended up with. I think the thing I look back on with greatest pride is in trying to make it a service-oriented institution—of serving the faculty, serving the research associates, serving the students. We tried to develop programs for teaching library use to the students. This was a failure. The students couldn't care less, you know. The initial programs were awful.

**Jarrell:** What we now call library instruction?

**Clark:** Right.

**Jarrell:** It didn't meet with any kind of success at all?

**Clark:** No. Until we finally worked with the marketing faculty. They had some specific assignments that were definitely library oriented, called for an awful lot of research. So the day after the research assignments had been given out to the students, our staff went in and took over the class for two or three sessions

talking about library use and research. There was an incentive; they could understand that you weren't talking about a hypothetical situation, this was a real thing. We developed programs, we had a growth situation . . . always new faculty coming in.

**Jarrell:** This was after the war, when things were really . . .

**Clark:** Yes. They were booming after the war. After the war was something that will never happen again. We had the top students of the country. The demand for the B school was something like a ratio of twenty applications for one admit.

**Jarrell:** To what do you attribute that kind of interest after the war?

**Clark:** You had this big backlog of GI's that had been deprived of the opportunity of going on . . . Also a lot of it stemmed from the fact that many of these students that we had in that first group had been exposed to the business school through the military. Roy Ash is a good example. Roy never went to college. He graduated from high school. He had a number of courses of AIB, American Institute of Banking. When the war came, he was working for the Bank of America. He went into the Air Force, went through Stat School. Professor Mace became intrigued with Roy and his abilities. So Professor Mace talked Roy into applying for the MBA program after he had finished his tour of duty with the Air Force. The Business School for years had a policy that you had to have an AB, but right after the war, they made exceptions and Roy was one of the ones for whom the exception was made. He came and graduated. Graduated either head or next to head of his class—terrific. There were a lot of people that had been exposed to the B school through Quartermaster Programs or the Navy Supply Corps Program or whatnot. So they knew the school and just felt a need for it. But they academically were just superb . . . oh, it was scary. So good. I wasn't teaching. I didn't start teaching until '53 so I didn't have that daily contact with them, but I could see it in the vital work in the library.

**Jarrell:** After the war when the school reopened on its old basis, was the faculty enlarged? Did a whole new group of faculty come into the Business School who were especially innovative or stimulating?

### **The Post-War Period**

**Clark:** Both. It was a return of many of the men that had gone into other kinds of work during the war period, in the service or elsewhere. A lot of them came back, plus bringing in people from other institutions. The early history of the Business School was one of an ingrained institution. In the beginning, of course, members of the faculty were recruited from other institutions around the United States, but in the 1920s and 1930s, you looked at the faculty, and they were all

graduates of the Business School, almost exclusively. The School had developed a doctoral program that had just burgeoned and was feeding new faculty. But then in the 1950s, there was a great amount of bringing in people from new institutions.

**Jarrell:** With other points of view?

**Clark:** Precisely. Some outstanding people had come in. That place now, I just find it awesome. The caliber of the faculty, their backgrounds, it is *so* superior to what it was when I was there. Absolutely.

**Jarrell:** But you were there when they were starting to really grow up intellectually and to become more diverse.

**Clark:** It was a period of fermentation because there were all kinds of experimental programs going on . . . of trying to adapt the business school method to educational programs. Chancellor McHenry went back to a program at the Harvard Business School for college administrators.

Of course one of the things that was a bother for the Harvard Business School was the creation of the graduate school of public administration across the river . . . later you had the Kennedy School of Government. However, the Business School was in the forefront of that. In the 1940s and 1950s you look at the number of high ranking people in Washington that were B School graduates or former members of the staff or faculty. The Business School, every year, brought on board young research assistants. They would ruthlessly bring them in as research assistants, the demand was great, and then pick the cream of the crop and make him a lecturer and then an assistant professor and associate professor. The third thing at the B School that I did was to develop a publications program at the library oriented again to service—reference lists. Reference lists. Guides to Baker Library, any current topic and the reference staff would grind out special bibliographies. Every term whenever a new group of research assistants or new faculty came we'd have teas for them and try to talk about what their interests were. One of the things that I brought from Harvard to Santa Cruz was the notion of *absolute* control over the book budget by the Library.

### **The Book Budget**

**Clark:** Frequently we'd be asked, "How much does our department have in the way of money to spend on library materials?" I'd say, "You don't have a blessed cent. Not a cent. What you do have is an open telephone line to make requests." I had learned early at Harvard of the ills of having the book budget run by faculty. You could walk into Widener Library and go through the stacks and this may be good or may be bad, but you could go through the stacks and you could tell

almost to the month when they hired their first professor of Icelandic literature and when he'd left.

**Jarrell:** What a weird book collection policy that would be . . . so they'd have this really fragmented Icelandic collection that would . . .

**Clark:** Be great while they had this man who had an interest in it . . .

**Jarrell:** Right. And then they'd drop it when he left.

**Clark:** So that's changed now. But anyway, at the Business School our idea was to develop a balanced collection.

**Jarrell:** Was this an actual change in the policy?

**Clark:** No. This was inherited from Dr. Cole. I can't take any credit for it. Partially it was because of inertia—the faculty was doing an excellent job in teaching and they didn't really feel any need to interfere with the library. It really raised its head when we started getting people from other institutions, they were coming from the University of Wisconsin or something like that.

### **Publication Program**

**Clark:** We'd started this publication program. We issued things that would make our sources better known outside. I started writing for the *Harvard Business Review* . . . articles on business literature. We published the results of scholars who came and used our facilities. We developed a manual on the care of business manuscripts and developed a finding list on company histories, business histories. A wide spectrum of things that made our facilities better known. One of the other things I should mention is that I felt so concerned about this *great* library—it was a tremendous library—and the library staff had a great pride in the library. Here it was not being used so that's why I got the notion of developing the magazine called *The Executive* which was a guide to reading for businessmen. I went to the dean with this notion that I'd been thinking about and I had been talking to certain people about it. I used a lot of trite phrases—the tritest was, "How can a businessman drink of this flood without drowning?" Because thousands of reports should be going past his desk . . . and articles in obscure journals that he should know about. So I asked the Dean if he would appoint a committee to look into this. He responded, "Committee, nothing, you'd be committed to death. Let's do it." So we put out a dummy . . . volume 0, number 0, was an immediate hit.

**Jarrell:** This was published by the library?

**Clark:** It was published by the library; I was the publisher. At the beginning I was the editor, the publisher, everything. Oh, I learned so many lessons. The problems of putting out a magazine are just incredible.

**Jarrell:** Who was your audience?

**Clark:** We addressed it to chief executives, top executives. I did have an advisory board of top executives, some of the top executives in the United States, which never met as a group, but by correspondence, and by visiting I was able to get some excellent ideas of what to do.

What we tried to do was to work on broadening their field of vision, of picking out articles on social problems, or political, or economic problems that would have some bearing on business, or even to get in some cultural kinds of things. And very little advertising . . . I didn't do any advertising except I think once in the *Harvard Business Review* and the Harvard Business School *Bulletin*. Word of mouth . . . slow . . . I didn't want to be overwhelmed. We built it up. When I left it had a circulation of 12,000 which isn't tremendous but it was doing beautifully.

### Collection Planning

**Jarrell:** What kind of collection planning did you do there in terms of these various subject fields in business which are very wide-ranging? How did you handle that in terms of your staff and your own personal interest?

**Clark:** We developed what we called our decision book. I took this over from Dr. Cole—we wrote down, codified our collection activities. For example, the Boston Public Library had an outstanding collection of books on bookkeeping. So we decided to make our strength in accounting—accounting theory, accounting ideas. Just before I got there, Dean Donham and Dr. Cole had purchased the Foxwell collection which later was funded by Kress of the Kress dimestore family. The Kress Library of Business and Economics, a collection of the roots of business literature, a collection which had material from the 1500s up through 1850. The school bought it and had the entire collection shipped over from England. In it was a lot of stuff on bookkeeping which we then shifted to the Boston Public Library, and raided the stacks of Widener and brought over to the Kress Library Rare Book Room things that were there on early accounting . . . even some of the rare books. I said we didn't collect books on bookkeeping, but we did have the basic book, Pacioli's *Summa de Arithmetica*, 1594, which was the first printed account of double-entry bookkeeping. But we didn't collect things that you would use as a text at, say, Heald's Business College. Our collection policy decision book was developed over time. The head of the acquisition would note every letter that went out of my or Dr. Cole's office. I saw to it that all the correspondence that had anything to do with other people in the library got

widely circulated. Someone would write and offer us a collection and I would say, “That’s great—however we aren’t interested in it for the following reasons,” or, “It’d better go over to Littauer, the public administration library.” In the early years, which we found out later was a mistake, we weren’t collecting books on labor per se, we collected any writings on the part of management as they viewed labor.

**Jarrell:** Yes. But labor from its own eyes you weren’t collecting?

**Clark:** Mrs. Bowser, the head of acquisitions, would copy down in this book every thing that we ever made any decision about . . . that Dr. Cole or I ever made. As I say, Dr. Cole was a remarkable individual. He went away for six months one time and said, “Okay, now it’s your turn to work on the rare material.” Oh, I was so pleased with some of the stuff I bought and he came back and, “Bah! If I’d been here I wouldn’t have done that because . . .” He would have his logical reasons in relation to what was at the law school and Widener. No, we would make group decisions, decisions that would cover a multitude of things. For example, we said arbitrarily, “We’re going to collect the annual report of every company on the New York Stock Exchange.” So you didn’t have to sit down and say, “Get Westinghouse but we won’t get Woolworth. We’ll collect every single annual report.” We had certain strengths that we inherited. We were given a fabulous collection of books on canals . . . yes, canals, waterway transportation . . . So we just built to our strengths. Railroad conventions, a nice little collection on the South Sea Bubble. This had been built up by the man that started *Barron’s* and when he died, his widow gave it to us. We had another man, a Business School ex-professor who had given us a collection on the writings of Adam Smith. We had every possible publication of Adam Smith—Chinese, Japanese, Czechoslovakian . . . 1st, 2nd, 3rd editions. . . everything beginning with his *Wealth of the Nations* (1776 and up). We had some books that Adam Smith himself owned. We were strong in manuscript material. Dr. Cole had picked up in 1916 the records of the Slater Mill, the earliest woolen mill in America. We had the records of the Saugus Ironworks, the first ironworks in America.

I was responsible for acquiring ninety years of records of the New York, New Haven, and Hartford Railroad. I was also responsible for collecting the papers of Thomas Lamont, of the J.P. Morgan Company. Another significant collection that I acquired, through an accident, were the early records of Dunn and Bradstreet, the handwritten, confidential reports of ratings and why.

**Jarrell:** In all of the collections that you’ve enumerated so far I see that there is a bias. I go back to Louis Hacker’s class . . . although you haven’t said anything about capitalism per se, I see the business school as a bastion of capitalism, right?

**Clark:** It's even been called the West Point of Capitalism.

**Jarrell:** The business school was still not looking upon labor as a legitimate collecting subject even after the watershed labor legislation in the 1930s?

**Clark:** Oh, I mentioned that this decision as to what to acquire in the library was one that we later came to regret. Our reason for regretting it was because of the strong interest in labor that developed within the Business School. There were outstanding people on the faculty that had a labor orientation of one kind or another. And they had strong courses on labor relations.

**Jarrell:** How big was the library in terms of the number of volumes?

**Clark:** Our library was bigger than over one third of the state universities in America in terms of size, in terms of budget, in terms of staff. We were a big library. When I left it was 450,000 volumes, I think. We did as much weeding each year as we did adding. Declassification. Getting things out of the library was just as important, it seemed to me, as adding. I did all of the buying. I used faculty advice whenever I could get it. After I became the head librarian, I made the woman who had been Dr. Cole's assistant in the rare book room, Mrs. Reeves, head of the rare book division, the Kress Library, and gave her the power to do all the selecting out of the special endowment we had. Those books were purchased out of funds that didn't come from student funds, they were all out of a special Kress Foundation endowment. Shortly before Dr. Cole died he gave \$50,000 to the library for buying books.

### **Art in Business Exhibit**

**Clark:** Speaking of broadening, one of the things I did at the Business School was to develop an interest in art in business and business in art. I put on an exhibit in the library on art in business. And it was a hit! To such an extent that the Dean formed an art committee on the campus of which I was made chairman.

The halls of the Business School were barren before we went to work. We did two things. One, we even commissioned stuff. We got funds from outside and works of art. Some of them had nothing to do with business per se, just fine art to expose the students and faculty. Others were . . . you'd be surprised . . . if you decided let's go through art and pick out things that have some business orientation. Roman sculpture . . . you didn't see the slide show at Wednesday noon, this last one, the UCSC slide librarian Christine Bunting showed some slides she'd taken in Rome recently. Here is a sarcophagus and it shows a figure of a merchant. I could extol on this whole subject. But that was another new interest that developed in the library . . . a collection of posters, prints. Business and the arts. Engravings, anything that . . . Our boundaries were pretty fixed, but



the media wasn't. We were able to secure by accident an archive of Margaret Bourke-White's early industrial photographs.

**Jarrell:** I've seen some of them—the steel mills . . .

**Clark:** Precisely. It was an incredible library but what was so frustrating was that it wasn't being used. We had a collection of business instrumentalities—paper money, coins an alumnus had sent us (laughter) a stone from Yap . . . stone money, have you ever seen that?

**Jarrell:** No.

**Clark:** Which weighed a ton. We put it on exhibit under a glass case but it got mildewed. We had drafts, advertisements, all kinds of stuff on the periphery as well as just business manuscripts. One time I had a safe within the vault and somehow it wouldn't open. I was at lunch one day with a chap, a vice-president from Yale Lock in town and he said, "There's no problem. I'll send up our safe man to open it up." It turned out that a mechanism had defaulted and a pin had dropped down, so he had to take his torch and ruin the safe to get it open. But this led to my close relationship with this vice-president. His company had a historical collection of early locks, keys, some people may say this has nothing to do with business, but we put on a kind of museum show in one end of our reading room, that room's 240 feet long. That's why you don't see any memorial reading rooms at Santa Cruz. Huge, huge, perfect. At one end we put on this museum show, "Yale Lock." That was part of this kind of art business. [Henry] Dreyfuss's earliest works and getting some of his man and machine concepts.

**Jarrell:** When you had come to Baker you were an assistant librarian. Was it in 1956 that you became the librarian?

**Clark:** I became the librarian in the summer in between . . . I can easily check the date. I became librarian in 1956 but in between I was promoted to associate. The titles were really meaningless because of Dr. Cole's insistence that I take over management of the library right from the start.

**Jarrell:** It's clear that your influence on the place was major and considerable from the start since Dr. Cole had handed you responsibility for running the place . . .

**Clark:** I became associate librarian in 1948.

**Jarrell:** Can you describe some of the problems or issues that were most important to you there from the time you became associate librarian?

**Clark:** One of the primary things was to make the library a more effective institution. It was in shambles. Part of this was because of the nature of the building. The building was designed by a competent architect who took his directions pretty much from Mr. Eaton who had never been a trained librarian. He had some peculiar ideas. One of them was that the heart of the institution was the stacks. This became the main part of the library. All of the other floors were centered around the stacks, housing the staff, the acquisitions people, catalogers, the bindery prep . . . of course the circulation staff. He had the thought that one shouldn't waste money by hiring pages . . . first I must say that the stacks were closed stacks. Terrible. They were not only closed but they were highly restricted when I first came—the access was highly restricted. Faculty had access but that was about it. They were highly restricted in one sense, then in the other sense, the place was like a sieve and I'll come back later and tell you why I changed all the locks in the building.

Here was the center of the stacks and as I say Mr. Eaton didn't think the library should spend money on pages. According to him it would be more efficient to have squawk boxes at work places, and if the circulation desk was asked for a book on stack 1, someone at the circulation desk would squawk into this box to somebody down in the acquisitions department to stop whatever he or she was doing and go, run and fetch it.

One of the first things I did was to remove all the squawk boxes. The second thing I did was to run a survey on the path of a book from the time it was ordered, you sent out the requisition, to the time it came into the building . . . where did it go. Okay, you finally got the book. Who handled it? I found out that these books were shuttling from the basement up to the third floor, down to the second floor, back up to the fourth floor. My concern was to try to reorganize the physical facilities so that you would have a more expeditious handling of materials coming in. This resulted in moving the acquisitions people from the basement and putting them right next to the catalogers and as close as possible to people that kept the various kind of records—the serial section or the binding section or what not.

Another issue that seemed to me an important one was the fact that Harvard always had a kind of laissez-faire policy in regards to reference. They didn't believe in reference. Reference work was spoon-feeding and students should learn by themselves how to use the facilities. Now I thought this was a big mistake. Unlike what was going on across the river, I spent time in developing the reference staff, of building it up. Harvard College Library had practically one person for the whole college in reference.

**Jarrell:** So reference was not seen as a useful kind of activity?

**Clark:** Not in those days at Harvard.

**Jarrell:** It was thought of as catering to the students?

**Clark:** Precisely. I was a kind of renegade . . . not only in developing a bigger, more highly trained reference staff, but also in fostering finding-aides—guides to Baker Library, guides to the various divisions of the library, the manuscript division, the rare book room . . . of putting out reference lists on special subjects that might come up over time . . . what are the sources for materials on workmen's compensation? How do you handle, how do you get access to some of the outstanding stuff in magazines in the business field? Many, many magazines had annual issues, annual statistical issues which weren't properly indexed. So we developed indices and mimeographed reference lists for the students.

Another thing was that the library was so self sufficient. By this, I mean the staff seemed to be happy just doing what they did without any notion of why they were doing it. They didn't see the end product; they didn't see the students or the faculty; they didn't see the research workers. I think they were cataloging in the blind in many ways. So I started a program of taking people on the professional staff in the acquisitions department and the cataloging department and having them work two or three months at the reference desk. So over time everybody in the professional staff in the library had some service out where they met the public. I tried to emphasize that their job was not as a cataloger, and not as a book procurer, but their job was to do these for a given public—for the students and the faculty.

When I went to Harvard, the main schools, the principal schools—business, law and medicine—were extremely independent. I guess you could say this for all of the schools—school of education and the like. They were independent in the sense of their financing. They were independent in terms of salary scales. The salary scale for librarians at Baker Library was different than the salary scale at the law school, medical school and the Harvard College Library.

This created various kinds of problems . . . of recruiting, of staff morale . . . one cataloger found out that cataloger A over in Harvard College Library was getting paid more than she was. They didn't bring up the complaint when it was the other way around. I was very happy to see that Keyes Metcalf who had become Librarian of Harvard University a few years before, just a year or so before I went up there was trying his best not to upset the autonomy of these bigger institutions of the graduate schools, but was trying to develop some kind of uniformity. He developed the Harvard Library Council which was made up of the head librarians of the independent schools plus the museum librarians . . . the

Fogg Art Museum librarian, the Peabody Museum librarian . . . We met regularly.

We worked hard at trying to develop a common scale. Now as I understand it at Harvard the role of the University Librarian and the University Library is much more pervasive . . . there is a standard library salary regardless of where the person works. There are definite library policies. When you are the head of the Harvard Medical School Library or head of the Harvard Law Library, your boss isn't the University Librarian, it's the dean of the school with whom you are attached. So much has been done over the years. Part of it too was the work of a chap by the name of Doug Bryant who came to Harvard University as associate librarian with long years of experience in the University of California Library at Berkeley, particularly in the field of personnel administration . . . he was a very savvy chap who was able, through his own efforts and personality, to persuade the graduate schools and museums and independent parts of the university to conform to a certain kind of standardization.

Except for one thing, and this was because of Dr. Cole, who in his tenure between Eaton and my coming, had codified the book collecting policies. That was because in addition to his being responsible for purchasing materials for the business school, he was still the representative of the Harvard College Economics Department to the Harvard College Library. He was the one who was the selector of material for the field of economics, so that there was cross-fertilization. But it was independent in so many different ways . . . funny kinds of ways . . . in terms of hours, days off. It's unbelievable now when you think about it. Some of the libraries had shorter hours than others. If you were working in the Business School Library, you might have less hours per week than the person in the Law School. But they're all common now. We made it possible to extend the hours the library was open well beyond what they had been. Unfortunately this was a matter of using student help rather than having any members of the staff, but of keeping the library open to midnight, that type of thing. For many, many years we had a policy of not allowing periodicals to circulate. This meant that (laughter) periodicals were heavily used by the faculty and students from across the river. Many of them would go to Widener only to find that the volume they wanted was checked out. So in time they didn't even bother to look. They would know that it was available at Baker so they'd come across the river and use our library.

Another interesting issue . . . I'd never had any training in, or didn't know how to handle, was on the relationship of reference staff to members of the faculty who were acting as consultants to business. They'd be hired to be advisers to XYZ Corporation on some matter . . . maybe it was on location of a new plant. Here they were being paid handsome fees by these corporations to be their

consultants. They would come back and walk up to the reference desk and ask the reference librarians to do a subject search on plant locations. This bothered me . . . quite a bit. I spent a lot of time talking to various members of the faculty and to the library committee, faculty committee on libraries and to the dean of what was the proper role . . .

**Jarrell:** You thought there was something improper about their using the reference staff to do their research?

**Clark:** To do their research for which they were then being paid. By this time we had enough trained reference librarians that I tried to strike a balance . . . it's a judgment thing . . . saying to the reference librarians, "Do what you can, but if it becomes abusive or becomes excessive, then refer them to the front office." We would make available the services of our reference staff that were willing to work overtime on their own at a given rate . . . which seemed to me only logical. It just wasn't right to have these people being paid by the University doing work for a professor who was in an entrepreneurial position getting paid for his consultant work.

Another thing that I really had a problem with was what do you do as a private institution in relation to the use of your library by outsiders. Over time we finally developed a fee schedule. For borrowing privileges, for having access to the reference staff. Another type of outside use that became bothersome right after the war, I'm not sure why, was the excessive number of neighborhood children who found out that Baker was a nice quiet place to study. With the result that it was no longer a quiet, nice place to study. It became such a serious concern that our students rebelled and resented the fact that these kids from high school were in there socializing and talking. So for the first time we had to set up a control of access to the library.

Another issue I meant to refer to just in passing was the lock situation. The problem I faced was the use of the building for non-library purposes. The building had been designed with the notion that over the years it would be totally devoted to the library, but in the meantime, when I got there, it was being used partially for a classroom, the Bureau of Business Research had its offices there, later the Placement Office had its offices . . . and still, just as I was leaving, the Computer Center for the campus was in the library. So was the United States Post Office Branch. Among other things, the Railway and Locomotive Historical Society had its headquarters in the library plus a museum. It was a ticklish problem because the Railway and Locomotive Historical Society had done wonders in building up transportation resources in the manuscript division. But in this museum there were badges, bells, pieces of rail, whole uniforms . . . I don't know whether you have known any railway nuts, but we finally moved them out. They became affiliated with a private museum down near Cape Cod and

moved the museum out even though the headquarters of the society are still there.

The place was hard to manage in terms of who had access . . . oh, and the faculty offices; the business school faculty had offices there too. So slowly we developed a plan, which by using fire doors and gates, isolated the library per se, thus giving the faculty the option of getting into their offices anytime they wanted to—day, night, Sunday, Christmas Day—but I found out that that was only a partial solution because I kept finding people in the stacks at weird hours of the day and night. So we changed the locks. Maybe I should have warned the faculty but I didn't. (Laughter) We changed the locks. A few days after the change, I got a blistering telephone call from General Doriot, Professor of Manufacturing, who wanted to know why I had blocked him out of the library.

**Jarrell:** You didn't send a memo out to the faculty or he didn't get it?

**Clark:** No, no. I just did it. Yes. I learned. This Railway and Locomotive Historical Society experience had an impact upon me later at UC, in the University Library.

One of the other things that was a problem at the business school was the collection which was formerly the personal library of Senator Nelson Aldrich, who many people thought of as the father of the Federal Reserve System. The collection was a good scholarly collection dealing with American finance. The Rockefeller family, and the Aldrich family had given money for the creation of a room to house this collection at the business school. But no one ever used it. It was kept open. We had a member of our reference staff down there . . . dull, nothing to do. Along came the war and it was suggested that the room housing the Aldrich Library of Finance be turned into a space for an office for the Army Air Force Statistical School . . . one of the officer candidate schools at Soldiers Field. So we boxed up the collection and stored it. I don't think we ever had to open a box during the whole period. When the war was over, I made a proposal to the library committee and to the dean that I felt our students were being deprived culturally and that we had the world's best collection of business literature, but we had nothing in terms of recreational reading, or reading in politics or history . . . and that I would like to turn this Aldrich Library into a browsing room. To my surprise the proposal won great support within the school administration and they in turn went to some members of the present-day Rockefeller Family who thought this was a great idea, and they funded it.

### **Student Reading Room**

**Clark:** They funded the refurbishing of this room. It had a fireplace, dark oak paneling, dark oak furniture, Persian rugs, inadequate lighting. They paid for all

new furniture, for the stripping of the dark oak to make a lighter room . . . and the school had also acquired a fund in memory of Professor Philip Cabot, who had been one of the most popular professors ever at Harvard, who had run an annual series of bringing business men to the campus. When he died there was a great outpouring of monies in his memory. I sent a note to the administration saying I thought a good use would be to take money for the Phil Cabot Memorial and buy books for the students. I went to the student body president and asked if he would appoint a student committee to work with setting up this room. He did and the committee was very helpful. Not only for the types of things we should get but also the nature of the room. One of the things that they came up with was that this room should be for students *only*, that under no circumstances should any member of the faculty be admitted to it. From not only the faculty but from your peers. It was intensive . . . hard-hitting groups formed to discuss cases. This was a safety valve and a release to get in and . . .

**Jarrell:** Read *Sports Illustrated* or something.

**Clark:** Precisely. They didn't want to be caught by a member of the faculty who would walk in and see them reading *Sports Illustrated* instead of studying cases. (Laughter) This was a good place to unwind without being caught, if you can believe it. With the permission of the Aldrich and Rockefeller families, we integrated all of the Aldrich finance books with our rare book room. And there the Aldrich Library of Finance was properly displayed and properly catalogued . . . it had never been catalogued before, properly catalogued. So it had use and got to be known beyond the confines of the campus.

**Clark:** One of the things I was never successful in doing was getting a staff room for our library staff. If they wanted to use the equivalent, they had to go over to Morgan Hall, the administration building, and use a staff room there.

**Jarrell:** For a cup of coffee and lunch?

**Clark:** Yes. When I arrived at the B School, coffee breaks were unheard of, but we soon took care of that. But we never could get a room of our own . . . the Dean was somehow against it. Dr. Cole took care of that. When he retired he insisted that there not be any party for him . . . it'd be all right to have a party, but there wasn't to be any gift. He didn't want a gift. So we had the party for him. At the party he announced that he was giving furniture for a staff room—a refrigerator, the stove, and the sofas . . . everything else. I had this in hand and I went to the dean. I said, "Okay, where shall we put it?" (Laughter) So we developed our own staff room. That's the kind of man Dr. Cole was.

I had a bunch of just *outstanding* secretaries who soon learned how to keep me in line. I would bounce ideas off of them and they would say, "Oh yes . . . but you

can't do that," or, "Yes, but have you thought of so and so?" I insisted that anybody, *anybody* in the library could come and talk to me without getting permission from his or her boss. But they also all knew that I wouldn't take any action as a result of this without going through channels. They could come in and they could just blast. For many I was able to work out compromises or changes, to others I would just say, "Look, you've got to live with this."

**Jarrell:** What kind of faculty relationships did you, as the librarian, have with the business school faculty, and did librarians at Baker besides you have such relationships?

**Clark:** First of all, for myself, and for Emily, exceedingly close, friendly relations began when we were living on the campus with these other young, very young faculty people, These people later became senior members of the faculty. I think that in the early years our social relationship was almost exclusively with the faculty. Later on, when we moved out from Cambridge to Lexington, it broadened in terms of neighbor, town, and church relations, but in the early days, it was pretty much exclusively, faculty. There was a very special, tight little social group that played poker at least once a month . . . the men did and the women played bridge upstairs or did what women do. I learned an awful lot from this tight social group for the library . . . of what they were doing, what their projects were . . . what they were working on. Now as far as the faculty, in terms of the library staff, I don't think there was any mixing at all, Later, when I started developing a reference staff of people who had more university training, had gone on to graduate school . . . they began developing . . .

### **Status of Women**

**Clark:** I also worked with the faculty to get permission for members of the staff to attend classes, to find out what it was like in the business school classroom. That was hard to do because this was a male bastion. As a student I can recall only one class which had a female in it and it turned out she was the professor's research assistant.

**Jarrell:** She wasn't a bona fide student.

**Clark:** No. They didn't have women students.

**Jarrell:** There were no women students in the Harvard Business School at that time?

**Clark:** No. At that time, no.

**Jarrell:** Did that start to relax somewhat during your tenure?



**Clark:** Yes. First they admitted them to the doctoral program. Then after I left, they admitted women to the MBA program. There could well have been certain friendships that developed there that I wasn't aware of. I know that particularly with the reference people and some of the catalogers, as time went on, there was much more mixing. There was a great community of the women, the professionals in the library and the professionals in the school, very close relationships with the research assistants and the people in the alumni office and people that were on the staff of the *Harvard Business Review*—that was the level of the mixing for most of the staff rather than with faculty. There were only two women professors in the Business School when I was there. More since, but when I went there were none.

**Jarrell:** Well, if you look back over the whole time of your span at Baker, how would you assess your contributions to that institution?

**Clark:** That's hard for me. I think that's for others to do. If you force me, I would say that the main contribution was turning it around from a passive to an active institution and of making it a much more integral part of the whole school. It was physically isolated . . . there were changes going on which made my life easier in that respect. Upon arrival in 1940, I was a student, and in 1941 I was given a faculty appointment and therefore could eat at the faculty club, become a member of the faculty club. This was male. Absolutely male! When the great physical expansion of the campus took place after the war, when the Kresge people gave money for a student and faculty dining area, and Kresge Hall was built, they did enlarge the faculty club and they did permit women. To be sure they had to go in a door on the right hand side instead of the left hand side (laughter) up the ladies entrance. Now it's entirely different. They're all together. But all of the people that had corporation appointments were eligible to go to the faculty club, even though there was this segregation, no women were permitted on the male side, but men were permitted to eat in the ladies dining room. (laughter) This was another opportunity for our professional staff to get to know people in the administration and in the *Harvard Business Review* or in other programs at the school . . . so it was a combination of many things.

**Jarrell:** You gave me a list of your many civic and community activities when you were at Harvard . . . and lived in Lexington. Would you talk about your social life there?

**Clark:** We first lived in Soldiers Field at the Business School, then lived in Cambridge, and then finally after the war, we joined with the group that built Six Moon Hill and lived out in Lexington.

## Social Life in Lexington

**Jarrell:** I know you had a whole other side of life.

**Clark:** Oh we certainly did. Emily and I did an awful lot of traveling around New England when we were there. We were both history buffs and we'd read up on a place, and we also spent our vacations on an island off the coast of Maine, and down on the cape, and spent some vacation time at Nantucket and Martha's Vineyard . . . oh, we had a very varied outside life. One of the things we did when we lived in Cambridge was join a neighborhood book club. At the beginning of the year, we'd all pool some money out of which we'd then buy books that circulated amongst the members . . . but each member was responsible for reviewing a book at a meeting. We had monthly meetings. Two of the members of this book club were Professor and Mrs. Kenneth Thimann.<sup>2</sup> One of their daughters was the age of our daughter, and they both attended the same nursery school.

**Jarrell:** Will you tell me how you ended up at Six Moon Hill?

### Six Moon Hill

**Clark:** We had to leave Soldiers Field because our apartment was taken over by the Navy. So we found a big old house, a duplex, out in Cambridge, up on Avon Hill Street, and lived there during the rest of the war. Finally we were told we had to move because the landlady's daughter's husband was coming back from war and they needed a place to live. So we started looking around. We looked at all kinds of houses from the North Shore down south and even out toward Lincoln, and couldn't find anything we really liked.

A friend asked me if I knew about the new organization that Professor Walter Gropius was putting together. These were some of his former students who were now practicing architects. They had a notion of starting a very democratic architectural office. It was called The Architects Collaborative—TAC. It was quite idealistic at the beginning because they didn't want to have any hierarchy. They didn't want to have a chief architect and draftsman, and secretaries. They were all supposed to be on the same level. There were five or six of them at the time. They had gotten the idea of starting a little housing community. We came along and talked to them and talked to Mr. Gropius and finally got the notion that this was what we wanted. It turned out we were the first residential clients of this brand new organization. They had been working on plans for a dormitory at Smith College as I remember and a few other things, but this was their first

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<sup>2</sup>Kenneth V. Thimann joined the UCSC faculty in September, 1965—Editor.

residential venture. We met with them and finally decided to go ahead. At that time this was just a concept, but we finally formed an organization. When the organization was formed, I guess by that time, there were two or three other outside families. It was made up of architects in the Architects Collaborative, except for Gropius, who had his home out in Lincoln, which incidentally is now reproduced on a United States postage stamp.

But all of the young architects in the firm, decided that they would live in this so far unnamed community. We formed a corporation. Before that we had a lot of discussion about whether this should be a cooperative, or a legal corporation, or just what. We invited De Mars . . . who later came out and taught . . . was a dean, I think, of the School of Architecture at Berkeley . . . who was in Washington, D.C. at that time in government service, in housing. But we finally decided no, we wouldn't go the cooperative way of having the corporation own the land and have us lease it. Instead we formed this corporation and we tried to get land. We finally found two places adjacent to each other in Lexington . . . after a lot of surveying of potential land sites, we ended up with around 30 acres, between 20 and 30, I'm a little unsure now about the acreage. We had trouble buying one of the pieces because Mr. Bonet who owned it didn't really want to sell it to us. He'd have to move his six Moon automobiles out of his barn. His brother had owned the Moon car agency in Watertown, and they'd gone bankrupt. He'd salvaged the cars and had them moved out to this barn in Lexington, and there they sat all these years. But we finally persuaded Mr. Bonet to sell to us, and he found another place to house his cars. Eventually he sold them for a fancy price to an automobile museum down on Long Island. (Laughter) But he didn't want to sell because he had to move these Moon cars. Which, incidentally, led to the naming of the place. After we'd formed our corporation, we had to get a name for it . . . a lot of people had ideas, patriotic sort of things relating to the revolution or Lexington or the Minute Men . . . and nobody could agree on anything. Emily said, rather facetiously, "Let's call it Six Moon Hill." People laughed at it, and as the evening wore on and on, they kept coming back to her suggestion, and finally it was named Six Moon Hill. But that's the way it started.

The corporation had a lot of interesting things to it. It was mainly made up of these architects plus one other outside architect . . . Bill Heible . . . who was a close friend of the other architects, but was with a firm called Anderson and Beckwith. We set up the bylaws so that anyone living there, buying into this group, had to choose an architect from either TAC or Bill Heible himself. We bought the land, we set aside certain parts of it as common land to be made into playgrounds for the kids. Later we built a community swimming pool. There were to be no sidewalks, no street lights, trying to do everything we could to keep it rural . . . no fences. The lots were divided . . . we ended up with a limit of twenty families . . . and the lots were to be divided according to the terrain . . .

some were smaller and some were larger, but it was all related to the topography of the land. Then (laughter) we all lined up . . . we threw numbers in a hat and drew the numbers. I can remember we were number two, another family got to be number one. We knew exactly where we wanted to build. Finally the first family chose another spot and we got our spot. There were restrictions; an addition, garage, any outbuilding couldn't be put up without approval of the board of directors. We were trying to get a homogeneous type of architecture—to be sure, it was all strange to many in the community because they were contemporary design.

**Jarrell:** The article you gave me about Six Moon Hill in *Architectural Forum* . . . that was 1950, so this was when everything had been built.

**Clark:** Let's see. Pamela was probably five years old so it was 1947 or 1948 when we got the place.

**Jarrell:** What interested you the most in being a participant in this experiment?

**Clark:** One of the things was that in our search for places to live we never found anything that got us really excited. Emily and I had always had wanted a place with a view; we wanted something that was not cheek and jowl to another building. We wanted privacy, but we also wanted to have a sense of community. After our first initial meeting with Gropius and the younger people in the firm . . . they asked a lot of questions. They weren't just going to let us come along; they asked lots of questions of what our druthers were and they expressed what their ideas were. It seemed a happy joining up. Some of them were our age; most of them were a little younger. They had an idealistic approach to what they wanted in the way of a community. We just liked the people.

The whole concept of designing a house to fit the family . . . they spent hours with us talking about our living habits. Their theory was that function came first and form came secondly—that you didn't design the outside of the house, and then try to make plans inside . . . you started with what your collecting interests were, what your sewing activities might be, then designed the house around the people. Our house was the first one built at Six Moon Hill. The next was by an architect, Len Currie. These people of course have gone on to great heights. They lost their idealism along the way, the firm became exceedingly large . . . they had contracts all around the world. They had the plans for the new University at Baghdad, and U. S. embassies in . . . I forget what countries they built American embassies. Graduate school at Harvard, large residential units . . . the firm just grew and grew. Most of the original group are still living out in Six Moon Hill.

The Harknesses, the Fletchers—Mrs. Fletcher was a architect as well as her husband. She died and Fletch has remarried and is still living there. Along the

way . . . there are the MacMillans and . . . some of them have gone on, but most of them are still right in the neighborhood.

**Jarrell:** How many houses were ultimately built there?

**Clark:** I think there were twenty as I recall.

**Jarrell:** But it's still thriving and existing as a corporate entity?

**Clark:** Yes. Very much so. It's hard to recognize it if you go back now because it's so grown up in the way of vegetation, trees. We did a lot of things in common. I mentioned the common land we had. But we always had our community Christmas tree at the cul-de-sac and sang carols around the tree. We had our annual New Year's Eve . . . the greatest parties were all our New Year's Eve parties because you didn't have to drive and you didn't have to worry about alcoholic intake. Many of the families had various ventures of one kind or another. There were three or four of them who owned a large summer place up in Maine. One thing that intrigued us was that as time went on in this community, most of the families started sending their kids to private school . . . which didn't please us one bit. Emily and I were dedicated to the public schools, and we could see nothing wrong with the Lexington school system . . . but as soon as someone had trouble, off they went to private school. That kind of developed a certain cleavage . . . in some ways we felt these people were making up excuses, saying their kids weren't doing very well when in fact, I think it was a kind of snobbishness.

One of the architects that later joined the firm, not as a partner, but when they began to expand, was a chap by the name of Dick Morehouse, who later built his own house in Six Moon Hill. When we added an addition to our house in Lexington, Dick Morehouse from the Architect's Collaborative did the design for our expansion. He later left The Architects Collaborative and went out on his own . . . Morehouse and Chesley located their architectural office in Lexington. When we moved to Santa Cruz, we decided to ask Dick to design our new house. Dick had never been in California; he had no notion what it was really like out here. We showed him this site where we are now sitting. He didn't think this was the place to build the house.

We took him on an architectural tour of the Bay Area—Berkeley Hills, San Francisco—he then said, “After seeing what was going on in Berkeley or San Francisco, you could build anywhere.” This is the site we wanted. Dick finally came around to doing it here.

Before Dick left to go back home, I had taken him around to see some other houses. Thelma and Elise Hoffman had recently built their house . . . designed by

a local architect, I don't know whether you know that Thelma Hoffman was a librarian at Shell Oil Company up in Emeryville, Shell Research, whom I had known through our membership in the Special Libraries Association. As a matter of fact I was on the National Board of Directors of the Special Libraries Association when we chose her as a member of the Hall of Fame for SLA. When I came out to California, one of the first persons I called on was Thelma. Later her sister Elise, who had been a librarian at the McKesson Foremost Dairies came down and joined her in Santa Cruz . . . Elise later became the Lick Librarian. Their house had been built by Chuck Davis. I also went over and saw our friends, the Penry Griffiths . . . Chaffee Hall's daughter. Their house had also been built by Chuck Davis. So we got Chuck and Dick Morehouse together and had a long conversation about all kinds of things. Dick at first thought maybe he would have a local architect supervise, but after meeting Chuck they decided they could do it by telephone. So whenever any problem came up there was a conversation at the house here and in Lexington. It worked our beautifully. We're still close friends with Chuck Davis . . . still, of course, very close friends with Dick Morehouse. This was an offshoot then of Six Moon Hill.

It took longer to get Six Moon Hill organized, to buy the land and settle all kinds of questions so we finally had to leave Cambridge and had no place to go while our house was being built. Finally we were able to get into married student housing at Harvard in a place called Splinterville, or Tortilla Flats, some people called it. What it was was after the war they had moved some temporary housing from a shipyard in Maine down to Soldiers Field. There were gypsum board walls . . . oh! We lived there in the coldest winter in the history of our stay in New England. So cold that a friend of mine from California gave me a smudge pot to put under the hood of the car to keep the thing from completely freezing over. It was bitter cold. We lived there much longer than we wanted to until the place was finished in Lexington. The annual meetings of Six Moon Hill are something no one would ever believe.

**Jarrell:** The annual meetings of the corporation and the board members?

**Clark:** Yes.

**Jarrell:** Raucous?

**Clark:** Oh yes. And controversial. There was always something. One year it was the [speed] bumps. Well not one year—year after year it was the bumps on the road. People got concerned because the rather long Moon Hill Road was just an invitation to speeders. Many people got up there and thought, "Aha! This is the shortest way to get to Highway 2." (Laughter) So we finally put in bumps. But we had to take them out after the fire department announced that they would no longer come up to Six Moon Hill because they feared they would lose their

engine if they went over the bumps. Before that we thought we might have some trouble because one morning we heard a great crash . . . it was the local Borden milkman who had come in and hit the bumps and broken over 100 bottles of milk. If it wasn't bumps, it was all kinds of other little issues. Written into the by-laws was something I'm not sure if it'd ever gone to court would have held up. That was, that no one could sell his property to any other person without having that person approved. Secondly, if you bought land in the corporation and didn't build within three years you had to sell the land back to the corporation. We didn't want to have land taken up on a speculation or have it empty. We wanted a community, we wanted living bodies there. You had to sell it back for the price you paid for it, maybe plus a factor of inflation, I can't tell. The group was prolific. Emily and I felt we should have been the charter members of the two is enough organization. (laughter) Because you know, three, four, five, six children in the family . . . this is nice for all the children growing up. They did lots of things in common. They had this playfield, baseball field, and the swimming pool. Oh yes. It was a different kind of life all right. We were about ten miles from the office but you had a sense of being out in the wilds, out in the country . . . Lexington was still quite rural. It began to build up after the war. In spite of the fact that it was pretty much a settled community where people had been living for ages, our group fit in pretty well. Several of us took part in town affairs. A number of people took part in church activities as we did. But I can remember the first time I ran for office as a town meeting member.

### **Civic Activities**

**Clark:** In New England the government stems from the annual town meeting of all citizens of the town. They set the style, the goals for the town; they vote a budget, so much for schools, so much for public works—that's the heart of the government. The day-by-day affairs are run by an elected board of selectmen. But their policies are pretty much established, the broad outline, by the town meeting. As the towns grew larger, they were unable to house the full citizenry, so they then developed in some towns, a representative form of town meeting. That was true in Lexington. There were at that time at least four or five precincts that elected 17 members for three-year terms, so that'd be 51 members . . . oh, there were four precincts, yes 204 members. And these were elected. We ran for office, served for three years. I claim I had the lowest elected office in America because the first time I ran I tied for seventeenth place.

The way they handled that was they had a runoff . . . all the other members that had been elected except the man and myself that tied . . . the others that had been elected met. So the weekend before they were to meet to break the tie, I telephoned, I guess I must have called 45 people, telling them that yes, I tied, and there was to be a runoff . . . that they could ask any questions about my policies. I

only had one person ask me a question: “What was my stand on sewers?” (Laughter) They held the run-off election. I guess because of my telephone calls, I won the runoff. Then I started becoming more interested in other activities. We were upset in Six Moon Hill that we thought we were being discriminated against in terms of our assessments. So we started a taxpayers organization and did a lot of work because other people in town felt the same way. So we petitioned the town meeting to appoint a committee to study the methods that had been used in assessing and see if we couldn’t get more equitable treatment. They didn’t know how to treat these contemporary houses . . . these Gropius-design houses were something new to them. One of the assessors told a friend of mine he’d seen better pig houses. (laughter) . . .

At a town meeting the citizens voted to form this investigative committee and doggone if it they didn’t then make me the chairman. The committee studied current practices of the assessor’s office, and ways of assessing in neighboring towns. We then made our report back to the town meeting, and things happened. From then on, I was a marked man (laughter) in the community in a sense.

Then I was appointed to the Finance Committee which in Lexington was called the Appropriations Committee . . . in other towns it was called the Finance Committee. This is the committee of citizens that review the budget for every line item that comes up at town meeting . . . the Finance Committee makes a statement, a recommendation either for or against it. It’s a powerful committee, a very powerful committee. I served on that for several years.

Then I became interested in the school system. Partly it was because Emily and I had a deep feeling that we wanted our children to go through public schools rather than private, for various reasons. She was a product of a public school and so was I. Anyway, I ran for school committee and was elected to that, and later served as chairman of that committee.

### **Lexington School Board**

**Jarrell:** Would that be equivalent to a school board?

**Clark:** That’s what it was . . . the school board. These were absolutely fantastic, exciting times. Lexington had excellent schools. But during our period I think they became even better. We became nationally known for establishing merit pay for teachers. It was done after a good deal of communication with groups of teachers, parents, and the administration; of consulting with all kinds of institutions. We met with very differing kinds of reactions from people. But our school board, and our school community was 100% behind it and so was our superintendent of schools.



So I think Lexington probably was one of the first that developed a team-teaching concept . . . a mixture of these two notions. Some teachers were exceedingly well qualified in specific subjects and they could form a group . . . and so it wasn't lock-step education. It was a period when we were working with the Harvard School of Education and two other school systems. Wellesley was one of them and Newton was the other, of forming, with Harvard, a research institute to study . . . It was exhilarating. Lexington had courses in Chinese which you don't see in elementary or high schools very often. We had an exchange program where if we had students in our school system who wanted to get education in some field we weren't strong in, we would see to it that they got to go to, say a vocational school in Cambridge. It was grades 1-12. We didn't have kindergarten. I'm not sure whether they do now or not. That brings up another aspect of living . . . just the year before we moved to Lexington some of the people in the town had formed a cooperative nursery school. Cooperative meant that the parents had to put in x number of hours. I can remember washing every window in that nursery school. Parents worked as teacher's aides and that was a new idea in that part of the country. The school got written up in the *Women's Home Companion*. They wanted illustrations. My son Michael was chosen as a model. The editors wanted pictures of a student coming to school the first day and going through the school. So they pictured him at his easel with his fingerpaints and had all kinds of pictures of Michael and his father. One of them portrayed me holding his hand and leading him to school. These were published in the *Women's Home Companion* as illustrations for this article on this new concept of a cooperative nursery school. Which led one of my colleagues at the Harvard Business School to say, "Clark, I always knew you were the woman's office companion, but I didn't know you were the woman's home companion." That was after the article appeared. But while we were there, while I was on the school board, to show you how things were expanding . . . I was there when they built a new high school; a new junior high school; and at least three new grade schools. The place was just popping! Bulging! A real baby boom.

One of the interesting things about it was that when we decided to build a new junior high school, the school committee had, as always, the problem of naming it. Fortunately Lexington hadn't gone too much with the presidential . . . Washington School, Jefferson School; they had more local names—Monroe, Adams, Esterbrook and so on. Came time to name the junior high school . . . Someone on the board suggested that we have a contest among the children that were going to go to that school the next year. So in all of the elementary schools, the last grade of the elementary schools, they had this contest. One of the students came up with the notion—let's name it William Diamond Junior High School. And you'll say, why in the world William Diamond? Who was he?

He was the drummer boy in the American Revolution which started in Lexington. The drummer boy that drummed the troops and the citizens together to meet on the Lexington Common. No one on the school committee would ever have thought of that. I think one of the reasons why it clearly won, why the student chose it was a few years before Doubleday brought out a novel.<sup>3</sup>

It was called *William Diamond's Drum*, and it was about the beginnings of the Revolution. The book jacket had a beautiful illustration of the drum, which still exists . . . his drum is in the museum of the Historical Society opposite the Lexington Green. It so happened that an old college friend was chief editor of Doubleday, so I wrote to him and asked him if by any chance did they have the original artwork for this book jacket. Turned out they did, and it's now hanging in the hall of the school, William Diamond Junior High School.

One of the problems with being on the school committee was that the town had a peculiar bylaw. The public library was organized like no public library I ever heard of. It was called the Carrie Memorial Library, named for two maiden ladies who willed their estate to the Library. One of the articles in their wills specified that the board of trustees of the Lexington Library would consist of: members of the board of selectmen, members of the school committee, and settled pastors.

**Jarrell:** Settled pastors?

**Clark:** No circuit riders . . . they had to be preachers who lived in the town. Yes, settled pastors. This resulted in a board with a lot of non-interested people. They had run to be selectmen; they hadn't run to be members of the trustees. But by law we were all members of the Board of Trustees of the Lexington Public Library. So in addition to being a member of the school committee, I was a member of the Board of Trustees of the Public Library. Since I was a librarian, there was pressure put on me to serve actively. (Laughter) As the town grew larger and larger with more and more preachers, it became unmanageable. So they decided to form an executive committee, which would be the really active board. It consisted of five of us at the time I was on it. One of them was the local Catholic priest who later became a monsignor—he was editor of the Catholic newspaper in New England called *The Pilot*—developed into one of my closer friends. He was an extremely liberal pastor.

I remember when we were recruiting a new librarian. We interviewed fifteen or twenty people . . . and these people would walk into this interview and here would be Father Casey with his white collar. They didn't know what to make of

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<sup>3</sup>Tourtellot, Arthur Bernon. *William Diamond's Drum: The Beginning of the War of the American Revolution*. Garden City: Doubleday, 1959.

that. When Father Casey would turn around and say, “What’s your opinion of *Lolita*? Should we have that on our open shelves?” This question really separated the men from the boys. Because a lot of them would gulp and look at him and mumble and try to think of an answer that would please this Catholic priest, not knowing anything about him. My main interest was in serving on the school committee, serving on the executive committee of the library board was an additional duty that I didn’t really want. In my opinion we had a darn good school committee. Maybe it was too good. I think it was too good in the sense that we found ourselves way ahead of the community. I must say that when I went on the committee the first few months we had no attendees, no souls, no citizens, nobody, just us in a little room. Over the years we had to move to bigger quarters because of the increase in the number of attendees. We had a very loyal group of attendees. There were always at least a dozen or so from the League of Women Voters, and parents from all over. We would have different people on different issues. If it were a matter of something to do with athletics, we would always count on a big house . . . but it was quite a contrast from the early days when nobody showed up at our open meetings. The committee at the end was loaded too much in a way of education people. There were four people in the field of education. I think that we developed team teaching and merit pay and some of these concepts were just too foreign. When I ran again for my second term, I participated in the League of Women Voters candidate’s night where candidates for the principal elected posts in town stated their positions. My opponent who got up after I had spoken, said, “You have just heard the voice of communism speaking through the mouth of a dummy.”

**Jarrell:** Oh. So there was some of the red scare there?

**Clark:** Yes. He claimed I was a communist. Which I didn’t have to respond to, fortunately, because there were enough people in the audience who knew me so well that it brought great guffaws of laughter. The year after I left the school committee, one of the reactionaries was voted in rather overwhelmingly, which showed that we had been very remiss in not working more closely with the town.

### **Library Consulting**

**Jarrell:** You started consulting for libraries and later did business education consulting?

**Clark:** Yes, the library consulting was mixed. I had various jobs. For example, Ohio University at Athens, Ohio had a school of business. The dean of the school of business went to the president of the university, saying, “We must have our own separate business school library.” So John Baker, president of the university hired me. He had been an assistant dean at the Harvard Business School and we

had known each other for years. President Baker hired me and I went out to Athens, Ohio, spent a lot of time talking to the faculty, talking to students, studying the University Library. I came up with a recommendation that they didn't need a school of business library, it would be a mistake. What they needed was a new librarian at the university. Too bad, but she didn't have any concept of how to serve people. The library itself was in pretty good shape, but the school of business was crying that they had to have a certain kind of service, and they weren't getting it. They thought the answer was a new library.

For several reasons, it seemed to me, it would have been very unsound to develop a separate business school library. I turned in my report to President Baker. About two or three weeks later he telephoned me and said, "Okay, the school of business has read your report, all the faculty and certain other people, the staff, the faculty committee on the library have read it, and we all agree. Now find us a new librarian." Fortunately . . . they didn't fire her, but they eased her out. I recommended two or three people, and they hired one of them. He did an excellent job. He brought the school of business and other fields into his fold and solved a lot of their problems. But doggone it if he didn't up and marry the dean of women. At that time they had a rule that you couldn't have that. One of them had to go. So pretty soon I got another call from John Baker. "Find me another librarian."

I also did consulting for the business school at the University of Virginia, which encouraged outside consulting. They felt that this was an absolute necessity in making teaching business more realistic. The administration encouraged the faculty to act as independent consultants and as librarian, I was also encouraged to do the same. Again the business school was desirous of having a separate school library. In their situation I highly recommended that they do so. I also had consulting jobs with private enterprises. One of them was Price-Waterhouse. Price-Waterhouse was probably one of the world's largest accounting firms. They had been spending money on a library and had a fair beginning but the partners thought they could do better. I visited a number of accounting firms throughout the country . . . including one that I thought was most impressive, Arthur Anderson in Chicago. I came up with a series of recommendations for improving library service at Price-Waterhouse which they took and put into effect. Same thing for Bolt, Beranec and Newman.

**Jarrell:** Yes, in acoustics.

**Clark:** Acoustics. There I was asked to select a new librarian. They were just stumbling along. They'd taken a former secretary and put the "library" under her. But they were spending money foolishly and not getting the proper results. I found a trained professional in the scientific field for them, and things improved considerably.

The consulting in other areas was a little different. I had taught in executive programs, advanced management programs that were sponsored by the school—such as the one at the University of Hawaii, and one at the University of Western Ontario . . . and I had also been involved with many of the management programs in the telephone company. Frequently members of the HBS faculty were asked for advice. “How do we go about upgrading our junior level, and middle-management people?” Several of us individually or working with a team of other people from the school would work on development of in-house educational programs. One of the biggest of those was with General Electric Company. They had an absolutely superior educational program . . . they were more interested in what possible improvement might be. They weren’t many, but we worked a long time with them on developing programs.

### **Social Life**

**Clark:** I think Emily and I have had a great life. Living there in the Boston area, we certainly took advantage of what was there. We had an annual subscription to the Boston Symphony . . . they always had a series at Saunders Theater in Cambridge. We had an annual subscription to what they called The Theatre Guild in Boston which brought Broadway plays . . . sometimes first run and sometimes later runs from New York. Many times at the Boston Pops. We liked the museums. Emily was a great gardener—we spent time at the Horticultural Society, particularly at their annual shows, visiting the arboretum or other spectacular gardens around the area. We belonged to a book club, a neighborhood book club.

One time Emily and I both belonged to a Six Moon recorder group. We also belonged to another little group of musical listening. There was a neighbor, not in our Six Moon Hill, but another part of town, who had an extraordinary collection of records. Once every other week or so we’d spend, ten or fifteen of us . . . listening to a prearranged program. Did an awful lot of traveling day trips—both of us history buffs. I remembered of course reading all about New England, so it was bringing it to life. We went to auctions in New Hampshire, Vermont, Maine. There was a period when I became a sports car nut and had the first TR 3 in New England. Before that I had a Singer, both of them right hand drive. Entered in the rallies . . .

**Jarrell:** All those little country roads.

**Clark:** Yes. Michael and I would go to the sports car races down at Thompson, Connecticut. We went through the Cub Scouts and the Brownies. Emily said that she didn’t want to ever, ever have to see an April 19th parade again. April 19th was the day that they honored Paul Revere’s ride. She’d have to get up at 5:00 in the morning and get the little Brownies all properly lined up for the parade.

**Jarrell:** Were you watching birds back there?

**Clark:** I certainly was. There were great territories up around Ipswich or the meadows out at Concord. The best birding place I found was Mt. Auburn Cemetery.

**Jarrell:** Was this solitary or did you go with other people?

**Clark:** I went with a few other people, groups, and found I was not a group birder. I've done it here in Santa Cruz but these people are more interested in gossip and yackety-yak than they are in what's going on with the birds. They scare them away. For years, every morning I'd get up and drive in to Mt. Auburn Cemetery in Cambridge, on the way to the office, to the Business School. And spend an hour, hour and a half, birding, early in the morning, here at Mt. Auburn. I got to meet some very interesting people. Mary Baker Eddy's tomb is there. And a lot of famous writers. You were always stepping over someone famous. It's beautiful—little ponds, it's on a flyway; it's sizeable acreage right in the heart of a big residential area. That was marvelous birding territory.

Emily and I spent a lot of our vacations in New England . . . Cape Cod, Martha's Vineyard, Nantucket, a lake in New Hampshire, islands off the Coast of Maine—Heron Island was one of them—and several summers on Vinalhaven Island, which is about an hour's ferry ride off the coast of Maine. In Vinalhaven we stayed at the property—Company Point owned jointly by three architects from Six Moon Hill. Great big mansion and a boathouse and cottages. We joined the Morehouses and rented one of the small cottages. Explored the island . . . it was big enough, really a sizeable island. On the other side of Fox Island Thoroughfare was North Haven Island—that's where the rich folks were. The Rockefeller family, Lindbergh family, the Saltonstalls, and others. But our side was more common. We liked our side of the island. Our day trips sometimes extended up into Canada. Beautiful! In October, particularly, with the colors. We would stay off highways—get on the back roads. Little communities. Get out and visit little inns. It's so splendid. Except in March when the snows get deeper.

**Jarrell:** Did you do much entertaining that was mandatory?

**Clark:** Oh, I suppose you could call it mandatory in a way, but we never thought of it that way. We always had a lot of things going on. When I was on the board of directors of the Special Libraries Association, there was a lot of entertaining whenever any dignitary came from out of town, or the president of the association, or visiting librarians, but it was not because we felt we had to, we enjoyed it. A lot of entertaining went among ourselves of this faculty group.

I was brought up as a Methodist. And then . . . I was a dropout. But Emily was an Episcopalian. I was confirmed in the Episcopal Church in Cambridge, Massachusetts, which is one of those beautiful churches on the green. Early architecture—the pews, and the chandeliers and everything was in excellent taste. The rector, Father Day, was an unusual man, I think, for his time. He was very ecumenical. I liked him very much. I liked his services; I liked everything about the church. It added a lot to my private life. Went out to Lexington and I put up with the local priest there as long as I could (laughter) and finally stopped going, much to Emily's amazement. It got so bad that one of our neighbors, the Pinkertons . . . Mrs. Pinkerton sang in the choir, so when I wouldn't go to church, Emily would sit with Mr. Pinkerton. But when people started calling her Mrs. Pinkerton, she decided it was time to call a halt to that. But I just couldn't . . .

**Jarrell:** Wasn't your cup of tea?

**Clark:** I shouldn't be so unkind, but I got to know Father Handley because he was on the board of trustees of the public library. I used to come home saying something about well you can be Christian on Sunday but why can't you be Christian during the rest of the week? Some of his arguments and decisions were not to my liking at all. He didn't show an awful lot of tolerance. I dropped out. But for a period we had a lot of church activity, even to about once a month playing whist. Do you know whist?

**Jarrell:** Yes. I don't play it.

**Clark:** I don't play it either anymore but we did that.

I just remembered that one of the things that was important in our life then was that my family all moved to the East Coast. My older sister married a chap that was in the dairy industry. He worked for companies that manufactured things for dairies. He and my sister moved from California to Winchester, Massachusetts, which is a couple of towns over from Lexington. My younger sister married an engineer and when the war was over, Princeton University hired him to be a professor of engineering. So there they were; they still are living in Princeton. In the meantime, my mother and father were still living in South Pasadena. But as they became older and problems of their health developed we could just see the handwriting that we would have to be traveling back to South Pasadena periodically . . . so we persuaded Mother and Father to move East. And they did. They bought a place near my younger sister in Princeton. So here suddenly were all the westerners in the East. That meant more of a family kind of thing, entertaining, seeing them more often, at Christmas time and other times. With my older sister living over in Winchester, we used to see her an awful lot.

**Jarrell:** I haven't asked you—where is Emily from?

**Clark:** Emily is from State College, Pennsylvania, born and brought up there. We were married in the house where she was born. Her father was head of the English Department at Penn State. He had a long career there. I think he started there about 1908. He was also Registrar of the University for some time. He's written a number of books, wrote a number of books on English Composition and a book, *Pennsylvania Place Names*. We spent various times at State College visiting . . . a place I truly loved.

**Jarrell:** At Pennsylvania State?

**Clark:** Yes. State College. The town is called State College; it is in Center County. The whole area around there—Mt. Nittany and the Seven Mountains—is in the center of the state. I did an awful lot of hiking there at various times. My mother and father died when they were living in Princeton. They are buried in Vermont, which is where my brother-in-law came from. I don't remember who made that decision or how it happened but that's where they are.

## UNIVERSITY OF CALIFORNIA, SANTA CRUZ

### Chancellor Dean E. McHenry

**Jarrell:** Today we're going to start talking about your coming to UCSC. How did you meet Chancellor Dean McHenry? And when?

**Clark:** The first time I met him was in 1932, when he was representing Stanford University—he was a graduate student at Stanford—and I was a student at Berkeley at a conference at Asilomar over Christmas vacation, 1932. This was a conference of delegates from all over the Pacific Basin—Washington, Oregon, California, Canada, Hawaii . . . other places too, of students who were active in the Campus YMCA. At Berkeley, the local YMCA was called Stiles Hall. I was on the cabinet of the Y in Berkeley. It was an annual conference.

Dean was one of the representatives from Stanford; another was his roommate, Clark Kerr. Dean was elected as the student chairman of the conference. My contacts with him after that were minimal. He and Clark went to Berkeley working on their doctorates. I'd see him on the campus every once in a while and talk to him. That's it. We never maintained any ties after that at all.

In 1962 he was on a recruiting trip in the East and he came to the Harvard Business School to see Chaffee Hall. Chaffee is a graduate of Berkeley. His father is a lawyer, and for many years had been the lawyer for the Associated Students, University of California. He'd been a UC Regent. His son Chaffee, had been assistant dean of men at Berkeley, and also, I think, acting dean of men students. He was enticed to come to the Harvard Business School through friends on the



faculty, as an assistant dean working primarily with the students. Dean McHenry thought he'd be a great addition for the new campus at Santa Cruz. Through Chaffee I had heard that McHenry was planning to visit the business school. I had heard about the new campus from Ed Coman, the librarian at the UC Riverside campus. He and I had first become acquainted when he was librarian at the Stanford Business School and I was librarian at the Harvard Business School. In 1961 he was on a sabbatical from Riverside and was doing research at Harvard Business School. He was working on the second edition of his book on business information sources. We had the Comans out to the house in Lexington a couple of times. On one occasion he told me about the new plans for the three campuses, Irvine, San Diego, and Santa Cruz . . . wouldn't I be interested? Told him, "No, I wouldn't be interested." But finally he said, "Would you mind if I talked to Dean McHenry about this?" I subsequently learned that he did, and I've seen the letters that he wrote . . . But that came after I was on the job.

So Dean arrived at the business school only to find that Chaffee Hall had suddenly been called back to California because of his father's illness. But he'd left a note . . . Dean tells the story . . . that he left a note that he shouldn't leave the campus without seeing Don Clark. So he came over to the library, and we had a very pleasant talk. I showed him around the library and introduced him to quite a number of people on the staff. I had previously told Emily that he was coming and I didn't know what his plans were, but if it were possible, let's have him out for dinner. So, it worked out fine. He came out to the house in Lexington.

He is a sharp one. Among other things, he made a careful study of our bookshelves and he noted several things—one of them was my then small collection of Robinson Jeffers . . . which intrigued him . . . to think that the librarian of a business school would be collecting Robinson Jeffers. But he also noticed a Pennsylvania State yearbook, *La Vie*, and he wanted to know what that was doing there. Emily said, "I went to Penn State." Dean then had quite a pleasant conversation with Emily about this; he had taught at Penn State for a year after he had gotten his doctorate and before returning to UCLA. Emily talked about her father, a professor at Penn State. There were all kinds of interminglings, of talking about our days at Berkeley and at Harvard.

It was extraordinary because driving back to his hotel in Cambridge, he asked me if I would be willing to be considered . . . would I like to start UCSC's University Library on the Monterey Bay. We chatted about it and left it very, very informally. Then there was correspondence back and forth. Finally he said that it wasn't for him to make the offer because at that time the University Librarian was a regental appointment. It had to be approved by the regents. This is no longer true, but that was the case then.

He asked, if I should be offered the job would I accept? So I said, “Yes.” Emily and I had talked it over; we’d discussed it with the children. There was quite a bit of reluctance at first, particularly with Michael. Pamela was already in college, but Michael was still in high school, had a year to go. When the decision had to be made in June, 1962. I was all for it. Great anticipation. Matter of fact I didn’t ask an awful lot of questions about details of the position—salary, responsibilities. Because I was really looking forward to it. I was all excited about the plans he had told us about and what his expectations were. The one thing that bothered me a little bit was I had to take a cut in salary. But that didn’t bother me too much. I had not said anything to the dean at the business school about what was going on at all because it was so iffy. If you were offered, would you accept? But I had kept the associate dean completely informed about everything. I told him all about it. Finally one day I got a telephone call from Barbara Sheriff, the assistant to the Chancellor. I knew her by name but she introduced herself by saying she had just come from a Regents’ meeting and that there was now a new University Librarian. I said, “Oh, my God.” So I went over to see Russ Hassler, the associate dean, the dean was out of town. Fortunately we were able to reach him because I knew this would be in the papers. We finally reached him by telephone. He said, “Don’t you move an inch until I get back.” When he got back he did everything . . . he promised me an increase in salary, and wanted me to stay. But I had made up my mind. My appointment was so casual when you think of what one goes through today —with search committees, staff interviews, all the rest of it. Here, Dean thought he could get along with me. He asked me how I thought I’d get along with him. And that was it.

**Jarrell:** I’m sure he’d done his homework on you?

**Clark:** He kept saying, he just accidentally bumped into me at the Harvard Business School. I’ve heard him say that publicly a couple of times. But I have seen all the evidence. Shortly after I’d been here he handed me a file, saying “I don’t need this anymore.”

**Jarrell:** A big dossier?

**Clark:** Of everybody that had been considered. There were more people that applied for the job . . . people I knew. There was all this correspondence with Ed Coman. It was like reading one’s own obituary in a way. I saw what people had written about me. He knew what he was up to although he pretends not.

**Jarrell:** Well, going back, can you tell me what intrigued you the most in your deliberations to accept. Because at first when somebody was offhandedly asking you, you said, “No.” And by the time you had spent some time discussing the

idea of the campus itself I guess, and the whole range of things that were planned for it . . . what interested you most?

**Clark:** It was a combination. I think I was very easy to seduce, really. The notion of being part of a new institution. After reading some of the things that Dean had written about the new campus programs, the three campuses, and particularly about Santa Cruz, that were just very inviting . . . part of it was the homecoming.

Having lived in Berkeley and having spent vacations, spent some time down here in the Bay Area, my memories of it were still quite vivid. He arranged for me to come out in July, 1962 to look for a house, a place to buy.

### **Appointment as University Librarian**

**Clark:** When I got off the plane in San Francisco I went directly to the office of [architect] John Carl Warnecke, where the master planning committee and the campus planning committee were having a joint meeting. The master planning committee at that time consisted of Tommy Church, the well-known landscape architect, and several architects and architectural firms: Theodore C. Bernardi of Wurster, Bernardi, and Emmons, Ernest J. Kump, Anshen & Allen, and John Carl Warnecke & Associates. The campus planning committee consisted of University personnel: Dean McHenry, Jack Wagstaff, Professor Pitts of Riverside, Elmo Morgan, U. C. Vice President of Business and, as I learned that day, Donald T. Clark. I went from the airport to Warnecke's office in San Francisco and attended my first campus planning committee right off the plane.

After the meeting I drove down to Santa Cruz. I can still remember the thrill of driving down Highway 17 and up over the hills, recognizing the cats at Los Gatos. By the cats, I mean the statues. These cats were meaningful to me because I used to date the daughter of the sculptor, a man by the name of Payne. His daughter was Elizabeth Trueblood Payne. I used to date her in Berkeley. I remember passing the cats, coming over the mountain and driving down and seeing the Bay unfold.

Dean also timed my visit to coincide with a meeting of the building and grounds committee the regents were having in Santa Cruz that next day. So I got to meet the regents who were on that committee. I tell you this because you asked, what it was that drew me to Santa Cruz. Part of it was the geography, part of it was the educational experiment. And part of it was . . . oh, I guess I was restless. It seemed to me I'd done everything I could do at the business school. I enjoyed the teaching but I didn't have the credentials for going on and teaching full time. This was just a godsend. I welcomed it. In retrospect I can give you a thousand and one reasons why I'm glad I came.

## Starting from Scratch

**Clark:** Randall, can you imagine the opportunity that would be given a librarian to start from zero?

**Jarrell:** Yes. I appreciate what lay before you—all the possibilities, all the things that could be actualized—just thrilling.

**Clark:** I was so unaware of all the restrictions that later evolved, and I was riding high. I remember in the East asking Dean about what autonomy did the chancellor have as part of the University system. The picture he made . . . he may have been perfectly honest, I'm sure he was honest, but I probably inferred more than I should have . . . that he had much more autonomy than he did. The University Librarian would have a lot of autonomy, or so I thought. What autonomy I didn't have as a University Librarian was not because of Dean, it was because of the system.

I found out every day about more and more restrictions. But here it was, to start with a clean slate. I had inherited the library at Harvard . . . it's a great library, a tremendous library, but my contribution to it was minimal in comparison to what might happen in starting your own institution. I think that was high on the list.

**Jarrell:** So when you came to UCSC, the actual detailed scope of your responsibilities, etc., had not been articulated at all?

**Clark:** No, no. And I didn't ask Dean what authority I had and Dean didn't tell me, but it didn't bother me. But I found my role day by day as we went along. In many, many respects I think I was exceedingly naive. I'd been spoiled in many ways because of the attitude that Harvard had towards libraries and towards expenditures.

**Jarrell:** You mean in the sense that there were more resources . . .

**Clark:** More resources and more freedom in those days. As I mentioned earlier, the schools of law, medicine, business were very independent and you didn't have any board of directors supervising your day-by-day operations. You were free. Here, you were part of a system, the nine campuses. You were part of a network of rules and regulations. One of them, for example, when I was working with [campus architect] Jack Wagstaff and talking about plans—this was about a year later—I asked him, where was the private john for the librarian. He said, "What? Even the Chancellor doesn't have one." I said, "What do you mean?"

Back at Harvard I had a private john, right off my office, carpeting on the floor.”  
 “No, no, no.”

**Jarrell:** It was a public institution.

**Clark:** Right. Why don't we talk about one of the things I feel proudest of. There are two things that I'm really proud of. One was the staff I built up and the other is the building. I think we might talk about the building first.

### **Library Building Program**

**Clark:** It is complicated because there were so many different forces having an impact on the library. The biggest one was the nature of the campus. Just being there day after day so close to the Chancellor and Jack Wagstaff; hearing the Chancellor speak at Rotary or whatever service club it'd be . . . reading all of his speeches. I remember one in particular, “The Bear Cub Comes Over the Mountain,” about his hopes and aspirations, what he saw for the new campus. He saw the campus primarily in the beginning with an emphasis on undergraduate teaching; the graduate programs would come later. He wanted to get a good sound undergraduate program started; he wanted to have an emphasis on the liberal arts; he wanted to have a *strong* emphasis on the humanities and the social sciences. Science was to have a place, but it wasn't to be dominating. He wanted close student-faculty relationships, small classes . . . knowing that to do that he'd have to have some big, huge lectures because of the University of California ratios of teachers to students. But it was to be a very humane, close relationship—good teaching. This was not to underestimate the need for research . . . this was a given, in the UC system.

So, knowing all about his plans, I had to develop a building program before [Assistant University Librarian] Wendell Simons even arrived. A building program in University terminology is a written statement that you present to the architects—this is what we need; this is what we see as our goal for the library in terms of its functions.

**Jarrell:** So this planning document was really your first major task.

**Clark:** I was greeted, when I came in September, by, “Clark, your building program is a month late.” I started in right away working on it.

**Jarrell:** May I digress for a moment. When you arrived, the University offices were at Cabrillo College?

**Clark:** When I came in July to look for a house, the offices were in a little corner of the Civic Auditorium in downtown Santa Cruz in a little space off the Chamber of Commerce office where Barbara [Sheriff] and Dean [McHenry] had

their place. By the time I came out in September when Emily and I and the children moved out, the University offices were located at Cabrillo. Our offices were in one of the classroom buildings. Each building had a kind of central office for the dean of a program, the humanities or whatever it might be. McHenry had the center office in the science building, where he had his secretarial assistants and Barbara Sheriff. The library was in what was to be a chemistry classroom. We partitioned off this big room. [Administrative Assistant] Aileen Sanders had an office, I had an office, and then along came [Regional Historian] Elizabeth Calciano and she had a little cubbyhole—that's about what they were. Around the corner, in another chemistry lab, were the architects and the engineers.

**Jarrell:** So they actually set up staffs right down here?

**Clark:** Right. When I came in September, Jack Wagstaff was here and shortly thereafter, they added some more architects and an engineer. I don't think [Director of Facilities] Lou Fackler was out there. I think he joined us after we came up to the campus.

Frequently the whole University went out to lunch together. We always had to leave somebody to answer the telephone. It came my day to baby-sit for the telephone and the telephone rang. I answered, "University of California." A lady wanted to know what to do about her sick lamb. She had looked up the University of California . . . the Agricultural Extension Service. But we came first in the phone listing and so she called us. I told her I couldn't help her much. But anyway, we'd go out to lunch, the whole University. The first two years we were here, the whole University had their Christmas party down in our lodge, the lower piece of the property here. But . . . where was I?

**Jarrell:** You were discussing the planning documents for the library.

**Clark:** So Dean told me our planning program was late. I started in. I worked on it from September and finished it in February. I attended a library building institute in Chicago, which was exceedingly helpful; although I had already finished the program, it was exceedingly helpful because there was a very practical symposium which included people who had just completed new buildings who presented their plans followed by critiques from architects and librarians. There was a lecture on library building consultants—how to choose one, how to use one—exceedingly helpful. But I had finished my program.

The program really centered on two things—one was what Dean had in mind for the institution and what impact that would have on the library. I've already mentioned that there was going to be a heavy emphasis on undergraduate instruction. To me that meant then that there should be as close a relationship between students and books as you could have. No barriers . . . this meant open

stacks, easy access. Another thing was that it was going to be strong on the liberal arts. So that dictated, in a sense, the kind of library building you'd have because scientists and humanists use libraries differently.

**Jarrell:** Was that the thinking for having a separate science library?

**Clark:** No, that's a whole other story. I'm going to talk about that later.

**Jarrell:** Okay.

**Clark:** Another aspect of it was that this was going to be a residential college. Anticipating that a much higher percentage of students would live on campus than any other University of California campus—a much higher percentage that would have a bearing on the kind of building. It wasn't going to be a commuter library. This would have an impact on the architectural design. We were part of the University of California system, and as such, while we were young and trying to build a small library, we were going to have a high-caliber faculty who would be making great demands on limited resources. Our opening goal for the first day of school was to have a collection of 75,000 volumes. That's pretty small for a university. This meant that we should concentrate very, very heavily from the start on having lists, bibliographies, indices, anything that would open up the literature that was at UC Berkeley or at other campuses. We needed very effective communication.

**Jarrell:** I'm a little confused. In the building program, you had to articulate not only the physical structure, but the way the place would be used, the clientele, the undergraduate emphasis, and the size of the collection, all at once?

**Clark:** Yes.

### **The New Campus Program**

**Clark:** What saved an awful lot of grief was that Clark Kerr<sup>4</sup> had come up with the notion of the New Campus Program, which was a stroke of genius. The New Campus Program joined the efforts of the San Diego, Irvine, and Santa Cruz campuses in developing a core collection for undergraduates, for college libraries. The Program would do two things. The head of the New Campus Program and the staff would build a bibliography, a selected list of, it turned out to be 50,000 titles and 75,000 volumes . . . the difference being the multiple volume sets—not only would they develop this list, but they would procure the books. They would go out and buy them for the three campuses, simultaneously.

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<sup>4</sup>Clark Kerr was President of the University of California from 1958 until January 20, 1967—Editor.

They would catalog them; they would house them. This was all done from 1962 until 1965 when the campus opened . . . under Mel Voigt's direction down in San Diego.<sup>5</sup>

Since the program was based at the San Diego campus, Dean was very skeptical about it. San Diego was a heavily science-oriented campus—it was built on the old La Jolla Oceanographic Institute, and it was heavily into science, so Dean thought there might be a strong bias. It turned out his worries were needless. The list they developed was superior. Mel Voigt and his colleague, Joe Treyz, used counsel from all over the United States to advise them. Mel Voigt came up with the idea of publishing the final list, *Books for College Libraries* which was the end result and proved to be very popular throughout the academic world. There had been previous lists of this kind, going back to the Shaw list of years and years ago. Just before this, the University of Michigan had come out with an undergraduate library list. Lamont Library had a list at Harvard. But both of these had biases. Lamont itself, an undergraduate library, was surrounded by the great resources of Widener Library, the Fogg Art Museum, and other great research libraries, so the Lamont list was very weak on the fine arts because of Fogg Art Museum's excellent library. But here Mel Voigt and Joe started with nothing, with the concept that any good, self-respecting undergraduate library would have to have these core materials. So the New Campus Program relieved me tremendously.

**Jarrell:** That was really a pioneering effort.

**Clark:** Oh, it was. I think it was one of the great library landmarks. Dean professed that he was relieved. He thought that I might be upset at the notion, but it turned out I wasn't.

**Jarrell:** That it had been taken out of your hands and was going forth?

**Clark:** Yes. I talk about this being able to start a library fresh, but by the time I got here some basic decisions had been made. One of them was this New Campus Program. But besides that a fundamental decision was that we would use Library of Congress classification. It turned out to be an exceedingly wise thing. I had an ongoing relationship with the developing list . . . the whole section on economics and business reflected an awful lot of my suggestions. But that was only just one little, tiny bit. Mel and his group did a great job. The Lamont Library, for example, had been created by pulling books from Widener and other parts of the University. But Mel wasn't saddled with the nearby

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<sup>5</sup>Melvin Voigt was University Librarian at UC San Diego from November 1, 1960-October 1, 1976.



collections. He could say, “All right, what is *the* outstanding best edition of the works of Scott or Byron or whatever it might be. It was a tough, tough job.

I used to go down to San Diego and look over their shoulders and see what was going on. Within five or six months of when I arrived at Santa Cruz they started sending up p-slips, catalog flimsies, so that we had a catalog out at Cabrillo of what books were actually in storage in San Diego.

Another thing that happened on that was that we developed our own little instant library out at Cabrillo. There were certain basic reference tools that I felt I needed and that the architects or Dean might need, so we had the usual run of *Who's Who* and other kinds of reference works which formed a small working library for ourselves.

Having book selection placed aside and not having to worry about building a collection except for one aspect which I'll talk about in a minute, I was free to work on the building plans. I didn't have to worry about building up a staff 'cause we were limited. Until we moved into the carriage house on the campus, we had a very small staff.

**Jarrell:** A skeleton crew?

**Clark:** Yes. Absolutely skeleton. During this planning phase I visited libraries. Dean and I went on tours. One of the libraries that intrigued him was the library at the University of Nevada at Reno, which was designed by an architect from southern California, a close friend of Dean . . . and Dean liked the library. So Dean and I and Jane and Emily . . . all four of us spent some time at Reno. That's where I met Dave Heron,<sup>6</sup> who was then the librarian at the University of Nevada. We also toured various parts around here, libraries nearby.

But the building program itself, getting back to that, the fact that our campus was part of the UC system had a big impact on our planning. We had to be exceedingly flexible since the University was growing.

**Jarrell:** In what way do you mean flexible?

**Clark:** Flexible in the sense that we had to have a building that would grow as the faculty and student population increased. We were not allowed to plan a building three years beyond the opening date. That is, we could anticipate the size of the campus and the book collection and the staff three years from the opening date, and that was all the state would allow us to do.

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<sup>6</sup>David Heron was University Librarian at UCSC from July 1, 1974 to July 1, 1979, following Donald Clark's retirement—Editor.

**Jarrell:** So you had to depend on those projections. And of course at that time they were projecting that the ultimate size of the campus would be 27,500 students.

**Clark:** That's right. Although my building program was a five-year plan, I think it was a three-year limit.

**Jarrell:** I didn't know that. Is that why McHenry Library's Unit II was planned . .

**Clark:** Yes.

**Jarrell:** It was already in the works, but it couldn't actually be built.

**Clark:** That's right. Unit I and Unit II were planned together. But what you see of Unit II right now is only about a third of what we had forecast.

**Jarrell:** Wouldn't it have been cheaper to build the whole thing at once?

**Clark:** No question about it. But the state works in strange and wondrous ways. When I mentioned earlier about the restrictions under which we planned, I didn't know about the formulas . . . lord, the formulas . . . what got to me was the impact of the State Department of Finance. They had certain ratios which were very good for the mature campuses, but here we were trying to do in months what other campuses had taken years and years and years to do. They said, "Santa Cruz has only x number of students, therefore it's only going to have x number of members of the library staff." One of the ratios that I remember was that by their standards the day we opened, we could have 5 1/2 librarians for the number of students. So we had to fight, fight, fight.

**Jarrell:** Now who conveyed all of these sorts of information to you in terms of the formulations and these ratios? Whom did you work with very closely?

**Clark:** With the Chancellor and mainly with Jack Wagstaff. Some of them I knew about because the Master Plan for the University of California had these built-in formulas. But what I didn't take into account . . . let me point out something else. Dean had these fresh ideas, great ideas. Since this was not going to be a science campus, in his early thinking, he maintained that the library here should have much more money poured into it than the other campuses. What the laboratories were to science faculty, the library here should be to the humanities and social sciences, and to the liberal arts, and that we shouldn't be bound by these restrictions.

Another way that the formulas bothered Dean and me was that we decided very early that until the campus matured, the audio-visual services should be part of

the library. They should be centralized. We shouldn't have a slide collection in the art department, a slide collection in music and so on, but there should be a unified audio-visual collection . . . music, the listening lab, the whole operation should be headed by a librarian guided by technical support staff, which would be available to the entire campus—campus wide. That's what we meant when we conceived of the library as a centralized library . . . shouldn't have a science branch, you shouldn't have a music branch, you shouldn't have little clusters of material scattered around. But the fact that we were spending money on audio-visual out of library funds didn't cut ice with anybody. We tried to get ways, I tried as hard as I could, and eventually was able to persuade people to look at this AV [audiovisual], see that AV on other campuses is typically funded out of what they call instructional services money. Here, we thought it'd be wiser to have AV in the library, but there wasn't any recharge, there wasn't any money being collected from the instructional services to help finance it, I learned.

**Jarrell:** So we ended up with a separate instructional services?

**Clark:** That came about for that reason plus another. Another reason was that as they came along and as they developed and as we hired . . . we hired Marvin Rosen, Dr. Rosen, an academician, these people became involved more in developing instructional services that were way beyond my capacity to supervise. I don't know anything about instructional devices. Maybe the analogy's wrong, but I told Dean that librarians don't write books; they are the caretakers, the custodians, the transmitters of knowledge. Librarians write books but I meant in the sense that we aren't producing. I asked Dean to make [audiovisual services] AV independent.

**Jarrell:** Yes.

**Clark:** But here they began writing and producing. They increased the size and number of TV studios in order to produce films for classroom use . . . that was beyond, it seemed to me, the capacity for the University Librarian to supervise, and I felt that they should be independent and report independently to the vice chancellor in charge of instruction, whatever the title might be at that time. So that's what happened. I'm glad to see them back in the library to the degree that they are. One of my naive thoughts (laughter) when I had this clean blackboard, was, wouldn't it be wonderful if the library should be the custodian and handlers and purveyors of information regardless of the form in which it comes, be it a phonograph record, a tape, or a film, or a book, a periodical, or government documents. I even had the crazy notion of trying to concentrate on the subject regardless of the form. My thought was that we shouldn't have an individual reference library. The reference material should be right up alongside the rest of the subject material, well, it has all changed now. I think maybe they are right.

**Jarrell:** Yes. So you'd just mix everything together.

**Clark:** Mix everything. The principal residue of that notion is that we, thank God, do not have a periodicals division in our library. The periodicals are as closely related to the subjects, books, as can be. My thought was it should be the same way with government documents.

**Jarrell:** They should be interspersed throughout the collection?

**Clark:** Absolutely. And that it would be great if we had subject bibliographers trained in collection development, each of whom would become a combination reference librarian collection builder and bibliographer, and each would have his or her office right next to their appropriate subject area. You'd have Marion Taylor on one floor, and Fessenden on another. In their subject field.

**Jarrell:** It didn't quite work out that way, but I understand the rationale. It makes a lot of sense.

**Clark:** That was the rationale. But cooler heads prevailed and . . . Wendell was one of them who finally told me I was nuts.

### **Science Library**

**Clark:** I might as well talk about the science library right at this point. Our concept of a unified library would be one which would be from anthropology to zoology. I'd been brought up on the Harvard system with all its decentralization . . . where it meant that to pursue anything in depth you had to traipse all over the campus. I didn't want that. I wanted this to be where a student, crazy as it might seem, would be exposed almost serendipitously to the literature of other fields, that I thought it would be marvelous if a student in French literature should just accidentally look up and find out, "Ah, there's a book on the structure of the bubble."

This fits into the building program because Dean was very strong on the notion that we should have a science reference collection, not a science library. It would contain current journals, basic reference tools. I can recall now, we even scaled down the size of the proposed library.

**Jarrell:** The science library?

**Clark:** Dean hired a consultant—Dr. Pitts, a professor at Riverside, his field was air pollution. Pitts was his consultant on suggesting the nature of the science building. He pretty much concurred in some of the things that Dean was talking about. Dean and I had the notion that the scientists as well as the students would profit by working in a unified library. Yes, they had to have their reference tools.

We could serve them by having a pneumatic tube between the science library and the main University Library. That was built into the plans. It was our idea, well it was Dean's idea really . . . because they had just separated the main library at UCLA into two functions, and they were connected by a pneumatic tube. We wanted an underground pneumatic tube to carry books. We spent hours with the Lampson Company who designed these. The architects actually built in the terminal station in McHenry where the space for the tubes to come in from here up to the science library. Well, the scientists have bitterly complained, and I think they have a right to complain about the nature of that library as it turned out. It's terrible. It's awful.

**Jarrell:** But it was built originally as a reference library for science?

**Clark:** Yes, on a campus that was going to emphasize liberal arts.

**Jarrell:** As long as we're talking about the science library, let's get into it, if you don't mind. How did it turn into a branch library as opposed to being a very specific kind of reference facility?

**Clark:** All right. There were two significant developments. I'm not sure which came first. I think the appointment of Kenneth Thimann, yes, I think that came first, an outstanding appointment. One of the great leaders of the world in his field. Highly respected. Harvard professor who had previous contacts with California at Cal Tech, even though he's from England. Just a spectacular appointment. So Kenneth comes, and he brought with him some of his graduate students. The campus hadn't planned to have a graduate program for some years. But there it was, overnight. The buildup in science, in my mind, was much earlier than I think Dean anticipated. How the change came about, I'm not quite sure. But along with Kenneth Thimann came other people in the field of science. Simultaneously with this, the University decided to give the Lick Observatory an intellectual home at UCSC.

### **Lick Observatory and UCSC**

**Clark:** Lick Observatory was somewhat of an orphan in that it was up on Mt. Hamilton. At one time it had actually been an independent campus. Its work was all graduate. It really didn't have much to do with the undergraduate astronomy or anything at the Berkeley campus. But it was transferred to the Santa Cruz campus. The habits of astronomers have changed over the years; they no longer felt the need to reside on the mountain. So the University shifted jurisdiction of Lick to UCSC along with instruction—even though a graduate division had yet to be established.

Suddenly the University Library acquired the finest astronomical library in the United States—the second largest one, but probably the finest astronomical library in the United States, rich in historical materials as well as current material. We acquired a field which unlike some of the other sciences . . . scientists in certain fields can depend on the literature of say the last five years. Astronomers have a historical background deeper than most of the sciences, so we had this historical collection. Up in Special Collections you'll find something that you shouldn't expect on a new campus—all of the proceedings of the French Royal Academy. There were also the proceedings of societies of other countries, astronomical societies—*compte rendus*, whatnot. So here we had the influx of the astronomers; much more rapid growth than had been anticipated of the science faculty and the graduate programs. The first programs that were approved on this campus for graduate instruction were in the sciences and History of Consciousness, but that's another story. I, for one, certainly did not have the vision of what was going to happen.

**Jarrell:** What the implication of all these developments in the sciences were?

**Clark:** Right. So I've got to take a lot of responsibility for it. I think we were still hopeful that this pneumatic tube would be implemented. The State Department of Finance said, "You cannot have a pneumatic device because UCLA has just put one in. It's experimental. We've got to see how it works before we decide another campus will have one." By that time, the brick and mortar had advanced pretty far along in the layout. I must also confess that by the time the science library was being designed I was deeply involved in other matters as well . . . I'm not going to shift the blame because it was my responsibility, but I was so involved in the operation of what is now McHenry Library, with staff problems, problems relating to the bookstore, problems related to the Academic Senate . . . that I didn't give as much attention to the design of the science library as I should have. I turned the whole thing over to Wendell [Simons] and to the architects on campus and didn't keep fighting. I'm ashamed to say that I didn't insist over a lot of other objections that there should be a bathroom in the building. There isn't a staff bathroom.

One of the great struggles I had was with the astronomers. Backing up a minute . . . when we were planning what is now McHenry Library, we were also having to plan the temporary library over in Central Services. So we had two libraries, two buildings that we were working on simultaneously. One we knew we were supposed to be in for only a year. In 1966 we were going to move to the new University Library building. All right. The astronomers moved down here to the campus. Up on the mountain they had access to their library 24 hours a day. No question, you know. They were night people. They're up there on the mountain, suddenly they need a reference book in the middle of the night . . . 3 o'clock in

the morning. They'd go right over to the library, and get their journals, books . . . and take them over to where they're observing.

I had brought bitter experiences from Harvard. So I was adamant that when we designed the temporary library in Central Services, that, even though it was temporary, the library was to be absolutely independent, inviolate, there were to be no keys issued to non-library personnel, no entry when we were closed by anybody. We did finally make a compromise, where one of the astronomers was given a key to the library. That was after we moved into McHenry. That was why the plans for the science library were altered. I don't know what they use it for now, but there was an astronomical chart room which was between the library itself and the lower level of the Natural Sciences Building. It was locked in such a way that the astronomers could come from their offices in Natural Sciences into this astronomical chart room 24 hours a day. But theoretically they weren't supposed to get into the science library when it was closed. It may be that they did and I didn't know it. I'd be just as happy not to know about it.

But the science library situation is horrendous. The shift has been so strong. I was taken by [UC President] David Gardner's comments at luncheon at the Coconut Grove last week when he talked about his visit to the campus. One of the places he had visited was the science library. He felt that there should be an over-riding priority to enlarge the science library. One of the other ideas that I developed later had to be given up. Francis Clauser, a Cal Tech trained aeronautical engineer and former chairman of the aeronautics department at Johns Hopkins, was appointed Vice Chancellor. He was one of the designers of the Douglas bombers, I forget which one. He was appointed at UCSC with the notion that he was going to be the head of the new engineering school that we were going to have. The engineering school was to be in what's called Applied Sciences. My notion then was to build an engineering/science library above McLaughlin Drive. It's on the record. I proposed it. This would provide a link between all the science people and the engineering people . . . But the engineering school collapsed. The Council of Higher Education made a survey and said the last thing California needed was another engineering school. So that killed that. And it killed the idea of trying to solve some of the science library problems.

**Jarrell:** But at some point, the idea of a science reference library had evolved into the idea of having a branch library for science?

**Clark:** Absolutely. The minute these science people arrived.

**Jarrell:** Certain commitments had to be made to science faculty, especially Lick faculty?

**Clark:** Yes. And Kenneth Thimann brought a very sizable personal library which he turned over to the University. Ted Youngs gave his mathematics library to us. So overnight the notion of a science reference library dissipated, and we had a full-scale science library. I didn't like it, but it was one of the realities. They operate so differently. But going back to my naive days when we were sitting out there at Cabrillo thinking about the future of the University Library, we didn't have to worry about the sciences.

**Jarrell:** So really, I guess, to sum up the whole genesis of how we came to have a separate branch for science, it could really be attributed to the fact that the whole early development of faculty appointments in all of the sciences hadn't been foreseen.

**Clark:** Yes. I don't know when Aaron Waters was appointed as professor of geology . . . I think you can go back to the academic plan and I don't think you'll find any mention of geology in the academic plan for the early days. Suddenly we had two great geologists, Aaron Waters and James Gillully—Aaron submitted a want list to the library before he came up from Santa Barbara. It listed what he wanted in the way of a library for geology when he came up as a professor. We priced it out, and it would have taken over a third of our book budget for that year to meet his requests. We had some pretty serious debates with those people during that time.

**Jarrell:** You weren't prepared to spend that much money?

**Clark:** That's right. What we did was through Aaron Waters' connections, and through my brother-in-law, a geologist in the Geological Survey in Washington, we got into the basement of the Department of Interior and built up a pretty good beginning collection of geology by scrounging from there and from other institutions. We just broke our backs to meet his requests without spending all our book budget or a third of it that first year on that one given subject. Those were tough, tough days.

**Jarrell:** It's very interesting the way in which faculty were added and not at all with necessarily a liberal arts emphasis.

### **The Book Budget**

**Clark:** I was chairman of the first Graduate Council, which was a good position to be in in a way; you could see what was coming up and try to plan in advance. I kept saying as they decided to add more doctoral programs that there ought to be some money to go along with it. You couldn't just expect the library to meet their demands, particularly when the library was being squeezed. Instead of having a growth in the book budget, we were being squeezed. I've got to go back



to the beginning year, though. The first year, 1963, Clark Kerr was exceedingly helpful in turning over to the library what they call opportunity funds. Now don't ask me where these funds came from, but these were funds that were under presidential discretion. He was exceedingly generous in one year, 1963-64, I think he gave us \$100,000 out of opportunity funds for book purchases to augment the New Campus Program. But when it came time though for the regular library book budget, times were really rough and we were being squeezed . . . In my farewell statement when I retired, I objected to the notion that more and more programs were being created, more faculty were being added, while University Hall was telling us to make do with the same book budget.

That's the way it's been historically. That reality is all the more reason why I was happy that we never did set up a faculty-controlled book budget. I think I may have mentioned this earlier. There were several advantages of being here three years before the faculty. One of them was that we decided that the budget of the library was going to be entirely under the control of the University Librarian. We would listen, we would beg comments, suggestions, you tell us what your needs are. Therefore since they weren't frozen with French literature getting so many dollars and German so much, since they were not being parceled out, we could say to chemistry, "Okay, this is your year. We'll try our best to build you up." Or in computer science, we recognize that and you could then concentrate more. But if the budgets are being so limited, then that doesn't help much.

**Jarrell:** No. But who made this decision?

**Clark:** Don Clark.

**Jarrell:** Don Clark did. Because it was rather radical, wasn't it?

**Clark:** I think so. Radical in one sense. I didn't know how radical it was. I had no notion it was radical until I found out later that on one of the campuses, the librarian—this was in the 1960s; I don't know if it's still true—one of the University Librarians, had to get approval from the Senate Library Committee for the purchase of any item over \$100. It's crazy!

### **Relationship with Dean McHenry**

**Clark:** When I look back on it, what success I had on that wasn't because of me, I think it was because of my relationship with Dean. Here I was able to establish a power base, with my close relationship day by day with the Chancellor. In the early days when he was out of town for an extended period of time, I had the signature power for the whole campus.

**Jarrell:** So in the library, you established control over the book budget within the library?

**Clark:** Yes. One of the other subtle things that gave me this power base was that when Dean was recruiting people for the faculty, I don't know how many luncheons Emily and I went to meet with prospective faculty. Dinners and the like on Hollins Drive—University House was then on Hollins Drive in Pasatiempo. I had a close association with the early pioneer faculty; I was very close with the faculty in Cowell College. The summer before the campus opened Dean and Page Smith brought all the Cowell faculty together for a week's session at a beautiful home out at Pleasure Point. I attended all the sessions with all of the incoming faculty. I was part and parcel of the organization of the Academic Senate; I was on the Campus Planning Committee from the day I arrived. I had helped Dean interview the new people on the business staff . . . from Hal Hyde on.

**Jarrell:** So you assisted him in many ways?

**Clark:** Absolutely. But this put me in a position that very few University Librarians ever have. Don Coney was an exception up at Berkeley. Don Coney while he was University Librarian, was for a time also a vice-chancellor. Because of the power base I had established with Dean's backing, and because there was not yet an Academic Senate Library Committee, I was able to do things that might not have been possible otherwise, such as keeping control over the book budget.

**Jarrell:** So it was a *fait accompli* by the time the faculty got here?

**Clark:** Yes. I can remember some bitter complaining about it from a young whippersnapper, an assistant professor . . . who I guess didn't know anything about my background. At the very first faculty meeting of the entire University, which namely was Cowell College, he got up and wanted to know how much his department was going to get. I spoke up and said, "That's an interesting question, but we do not make allotments, rather we ask what you need. You tell us what you need." He said "That's not the way they do things at Harvard." So we did our very, very best to try to tell people who brought the budget allocation notion from other campuses and other universities . . . just tell us what you need, and we'll try our best to get it.

### **Library Architecture**

**Jarrell:** Tell me more about the architects and the actual building of the University Library.

**Clark:** The University architects statewide had a very good outline that one had to follow in submitting plans. In the preface to my building program I stated these are outside forces, given the nature of what UCSC is going to be, which will have an impact. Within the building itself I've already mentioned that what I wanted to see was as open a place as possible, as few restrictions between students and the literature, an inviting place that would try to have one centralized control. You didn't want umpteen exits, but you wanted to have one centralized exit control. The architects came up with the notion of the courtyard. I said I wanted a place that was kind of open where students could go out, but still be within control. However, they designed a courtyard that was external, that was on the side of the library towards University House, on the right side, where the Chancellor's office extends out now . . . they built out in that nice cathedral of redwoods a reading court. The way the architects planned the area, it would have been difficult to maintain control. It would have been easy to climb over the fence. I kept saying, "That's a great idea, but it's got to be under control. And there should only be one exit, one exit for the library, so that you don't have to have barriers inside." Another notion I had was that I wanted, to the extent one could, a logical flow of material. Books would come in to the receiving room and get all the processing that had to be done and then get into the collection itself in a straightforward process.

**Jarrell:** Unlike what you told me about Harvard, where things were going up and down floors sixteen times before they finally landed in their spot?

**Clark:** Right. Also I wanted to de-emphasize the notion of watertight departments, as well. I didn't want to have a cataloging department off by itself, away from the acquisitions and serials. That's why you see this openness. All interrelated, because there are lots of problems that aren't departmental problems, they're interdepartmental. Having people right there makes it easier. After Wendell had come along, after I had sketched out in broad outlines my notion of the space that would be required for the next five years for catalogers and acquisitions people, for books, for circulation, reference, we actually said "Okay, we need this kind of space; we need these kind of facilities—we need sinks and we need outlets and we need ventilation, we need lights and they should be juxtapositioned, or these don't have to be." Originally Special Collections was located in a small locked corner room on the second floor and it was run by reference, but the goal was to have it where it is now. My notion was to make the final location special in many ways, and the approach is a special approach, it's independent, it's got its own identity. But the biggest factor of all, Randall, the very biggest factor was the decision made while we were still at Cabrillo to go to a computerized catalog.

**Jarrell:** Oh, you want to get right into talking about the computerized book catalog?

**Clark:** No, I'm not going to talk about that now. But in terms of the architecture, everybody in the old style library wanted to be as close to the card catalog as they could be. The catalogers wanted to be right next to it. The reference people, the public, everybody. In some libraries when they had to physically separate the catalogers, they developed two catalogs. A public catalog and the "official" catalog.

**Jarrell:** The working catalog, yes.

**Clark:** But once you have the idea that you're going to have some sort of a product that can be replicated, you can then free the catalog from having this umbilical cord. You can put catalogers miles away from the public catalog. And so with the serials people, and so with acquisitions. They'll have access to a computerized data base. And the reference, and so on. So that once we made that decision, then we could decide about the locus of the non-public serving staff, have them elsewhere. That had a big impact on what we did. We spent an awful lot of time talking about functions—who did what and when and how to the material coming into the library—how did users react to it. Before we got to working with the architects up in John Carl Warnecke's firm, we had certain general concepts . . . but before we got too far, I arranged with Dean to take Clark Davis, the project architect from Warnecke's office, to go with me back East to Cambridge to visit Keyes Metcalf, whom I mentioned before. And we had a walking critique with Mr. Metcalf, the great leader in university library buildings, who took us on a tour of the undergraduate Lamont Library, which was designed when he was director of libraries at Harvard.

Mr. Metcalf had also been a consultant at Tufts University, Wellesley College, Simmons College, Harvard Medical School—these were all new library buildings, relatively new, with the exception of Wellesley, which was a remodeled job. We went around with him and learned all kinds of practical things. We went to Lamont and he said, "If I'd known then what I know now, you would never do this." He would point out the low ceilings . . . very practical things . . . don't buy acoustical tile like that. He showed us where they had fallen out over the years. He was the one that suggested the nature of the circular staircase in our University Library. He said that most circular staircases are built in error. People in the United States walk to the right. Therefore if you build the staircase wrong, you'll have people coming down on the narrow tread. Turn it around, so that when they're going down they'll be walking on the wide tread. When they're going up they'll be walking on the narrow tread and they'll see that it's narrow. They won't be as likely to trip or fall. These carrels, the study desks, in the University Library are a certain height because Mr. Metcalf said that

the last thing you want to have is a low carrel. You don't want to have a low carrel where you can see somebody's head bobbing. You don't want to have this visual disturbance, so have them up that high. One thing that we didn't follow him on . . . I don't know why now . . . but was down in the music listening rooms, he said that we shouldn't use that particular kind of acoustical paneling.

**Jarrell:** On the walls?

**Clark:** Yes. You know they have these tiny little dots.

**Jarrell:** Yes.

**Clark:** Pretty soon everything gets fuzzy and dancing and is disturbing.

**Jarrell:** You mean visually to the person sitting there?

**Clark:** Visually. He was the one who suggested that we get a variety of seating arrangements, not to have it uniform. I already knew that the last thing I wanted was to have a large reading room with big, long tables. "Watch," he said. "Observe." He was a sociologist. He said, "You observe. A person will come in. They'll sit at one end of a table. And maybe it's a six-man table. Nobody wants to bother them, so they'll take the next one."

**Jarrell:** So you end up with one person at each of these six-person tables?

**Clark:** Sure. So except up in Special Collections, I think the largest table we have in the library is a four-man table. But you notice we have quite a variety—we have these individual carrels, we have four-man, we have the soft chairs. We have independent chairs, plus a place for books, and another chair. Some of the carrels are facing the wall, some are facing the open. Some are completely surrounded by books, others are not. He was just full of these little things that we passed on to Clark. Clark learned an awful lot on that trip.

He was the project leader. Unfortunately he was fired shortly after this. We went through six project leaders. We went through changes and I had to educate more architects at Warnecke's. We insisted on trying to accommodate our functions, leaving to the architects their right to design. They came up with some thoughts that we had never anticipated, which I wouldn't have known anything about technically. In that library now you'll see that the fluorescent tubes make a square. This was because we said that we wanted to have flexibility . . . I keep coming back to flexibility . . . we wanted to be able to have space that could serve several functions . . . in the original year we didn't have use of the fourth floor—that was a studio for drama and art and so forth. But we wanted to be able to have stacks, and if necessary to move the stacks out to have offices. But we wanted to be able to put the stack either this way or that way. They came up with

a module that exactly fitted our requirements as far as the stack lengths, the widths between the stacks and at the same time provided adequate lighting.

**Jarrell:** So whether they're arranged going west or south, there's a correlation between the ceiling lighting fixtures and the stack arrangement?

**Clark:** Precisely.

**Jarrell:** They're all evenly illuminated?

**Clark:** This was Warnecke's idea. If you'll notice the next time you're in a library, you'll see some stacked aisles are highly illuminated and others aren't. Here it's very adequate. The ceiling that you see is about three or four feet lower than the actual ceiling is. This extra space houses all the ventilation, all the wiring. We kept, saying, "We don't know what is coming up in the next generation. We do know there's going to be new technology. It's going to involve rewiring or something, so be flexible."

You can put computer terminals all around the building now that you hadn't anticipated because of the nature of that ceiling. They were great on that. But by the time we finally got down to talking details like that, Wendell Simons was on board. He was just as sharp as could be. He offered suggestions that I hadn't thought of, such as, we don't want dead ends in the library. We have them, but we want to minimize them. As few as possible. We had to fight for this. Warnecke had just finished designing the undergraduate library at Stanford, or was in the process of doing it. There it's cluttered. It's got all these funny little rooms and funny little places. It's like the Firestone Library at Princeton. Busy. It's hard to follow if you're looking for a book. The aisles ends, you don't know whether to go to the right or the left, or jump in the elevator, or whatnot. Here there are very few dead ends. There are some that were created when the addition was built.

We had another given, and that is a whole new story we'll talk about later, the notion that the bookstore should be under the ownership and operation of the library. That's one reason why you have that island over there where the Chancellor's office is now in McHenry Library.

**Jarrell:** I was just going to ask you that. We were talking about seating arrangements and I was thinking of the smoking bridge. Then I wondered, why did they build the bridge?

**Clark:** They built the bridge because of the bookstore notion.

**Jarrell:** It wasn't because of Special Collections then?

**Clark:** That was part of it. I had no anticipation that Special Collections would grow to such an extent that you would need as much space as you do now. I think I would have planned it differently.

**Jarrell:** When in this whole process did you first see the plans that basically resembled the library we see now, the Unit I part of the University Library?

**Clark:** I hadn't planned to say anything quite like this, but I will. I want to be careful how I say this. In one way, what you see now, I saw before I'd ever gotten my program in final form, before I ever saw any blueprints. I guess I had my program pretty much in form. But I have a feeling that the external form of the building was created by John Carl Warnecke from the first day he ever saw the site. If you go down into one of the barns somewhere, you'll find sketches, very preliminary sketches of just the outside. I had a feeling that Warnecke wanted to create a Parthenon in the forest. And he did. But it turned out to be a pretty good Parthenon in a sense.

**Jarrell:** So before any of these marvelous criteria and all of these little nuggets, before any of these things had been taken into consideration, his vision then of the site, of the idea he wanted was already conceived?

**Clark:** Now I say I'll be careful because this is in terms of the mass . . .

**Jarrell:** The mass, not the inside, not any of the details at all.

**Clark:** Not the inside and not the details. There were hours spent in what they called the pallet. Before anything was put up, they had sample forms of concrete, of exposed aggregate, and samples of the copper that was going to be on the roof. They even had all this stuff out in the weather for months and months and months.

**Jarrell:** Testing it and seeing how it would weather.

**Clark:** This all came later. But that form, the rectangular shape sitting in the midst of those redwoods . . . I think some of our difficulty with John Carl Warnecke was in terms of some of his design details . . . the location of some things stemmed from his preconception. I will say that at the end we prevailed. As far as what's inside was from our insistence.

**Jarrell:** Was there a ground-breaking ceremony?

**Clark:** Yes.

**Jarrell:** You presided?

**Clark:** Yes.

**Jarrell:** Did you turn the spade?

**Clark:** I turned the spade, then got hell later because I hadn't let others participate.

**Jarrell:** You were so into it. (Laughter)

**Clark:** I was so into it. (Laughter) I did the digging. Wendell didn't get . . .

**Jarrell:** Oh, that's funny.

**Clark:** Yes. Talking about the shovel ceremony brings back the visions of what the campus looked like before there were buildings there. And the hours that we spent entertaining people from all over the country, all over the world, driving them through the campus before there were any paved roads or anything . . . just a glorious site . . . taking De Witt, the editor of *Reader's Digest* around the campus. I said to him, "Don't you think this is the most beautiful campus site in the country?" And he said, "No. In the world." Oh, it was a thrill, I'll tell you that. Dean was just like a kid. We'd go up there with architects or planners or regents. Mrs. Ellie Heller was on the Regents' Buildings and Grounds Committee and she spent an awful lot of time on the campus walking and checking plans. We'd go up, we'd be walking from the lower quarry up through Fackler's Gulch, and Dean would pick up a railroad tie, "Oh look at this, from the old railroad." It wasn't really a railroad, it was a gravity road . . . had rail cars on it and ran from the upper quarry down to the [lime] kilns.

**Clark:** But his concern for the campus, he just loved it.

**Jarrell:** Once the final plans were drawn up by Warnecke and his crew, did they embody most of the things that you thought would be important in the library?

**Clark:** Oh, very much so. After he had developed his plans and they were crystallized, he had to present them to the regents. We went up to San Francisco to the meetings which were held in the University of California Extension Office—the old San Francisco State College Campus, before first the [UC] Regents Grounds and Building Committee, and then before the Board of Regents. They had various comments to make. It was quite a relief when they were finally approved. Oh, by the way, the last time I mentioned the composition of the campus planning committee and I couldn't remember all the people, I don't think I mentioned Ernie Kump was a member, as was Theodore Bernardi of the firm at the time, Wurster, Bernardi, and Emmons.



### Campus Planning Committee

**Clark:** Also I was on the campus planning committee. That was a local organization. The external group was called the UCSC Long Range Development Planning Group, or something like that. This team included John Carl Warnecke & Associates, Anshen & Allen, Theodore Bernardi, Ernest J. Kump, and Thomas D. Church, the landscape architect. This group was in existence before I arrived. Their assignment was to develop the long range plan for the whole campus.

The campus planning committee which consisted, as I mentioned earlier, of the Chancellor, myself, Jack Wagstaff, Admiral Wheelock, Elmo Morgan, statewide vice president for business, Professor James Pitts, and Donald Shane who replaced Pitts, and in the last year that I was on it, Jack Baskin. The other planning group was made up of architects from outside the University.

**Jarrell:** In the building that finally came to be built, were there any important flaws or deficiencies, anything that particularly bothered you?

**Clark:** None that come to mind. I really think that Warnecke, in spite of all my objections to him came up with a great library. From a functional point of view, it met our major objectives. One of the running battles was the location of the circular staircase. This was John Carl Warnecke's idea, the circular staircase. He wanted that so badly. Oh, he fought for it. It was kind of a tour de force. The only trouble was that Wendell and I had made up our minds that the main focal point in the library should be the reference desk. People should walk in the library and right away see it and go to it. We even de-emphasized the location of the circulation desk. If you look at the original plans, the circulation desk stands back of the wall several feet. Our feeling was that the circulation desk is typically manned by student assistants or library assistants and sometimes library users think that's the center of all knowledge (laughter) and they walk up . . . it seemed that we ought to emphasize, make very conspicuous the reference desk. That's why it's here in the center. We urged this on the architects. I don't know how many times that Wendell and I and Jack Wagstaff and Dean McHenry would go up to San Francisco to review the current status of the plans, and there was the circular staircase right smack dab in the middle.

**Jarrell:** That's kind of an architectural signature, right?

**Clark:** Sure it was. Yes. We wanted to get it moved out of the main circulation patterns. That was one thing that we insisted on and we won. But I think they did an excellent job—the layout and the whole thing.

**Jarrell:** And then of course the library got the award in 1966 . . .

**Clark:** I just happened to be in Washington D.C. on library business so it made it very convenient. Dean McHenry asked me if I would represent the University at a meeting of the American Institute of Architects and the Educational Facility Laboratories. The awards were given in the auditorium in the HEW building in Washington. I was able to pick it up the award for UCSC. It was quite an affair. They gave awards to other institutions. I remember Brown University was one that was represented. I'll give Warnecke & Associates credit for coming up with a good response to the demands that we made. Time and actual living in the library brought up things that should be different, but I can't blame that on them.

### **Computerizing the Catalog**

**Jarrell:** I would like to talk to you about computerizing the catalog and how that decision was arrived at. Would you provide me with a little bit of history? I have been told by several of your colleagues that the decision to automate our collection and to have a computerized catalog instead of the old card catalog was a radical departure and very far-seeing.

**Clark:** It indeed was radical. What happened was that here I was sitting out at Cabrillo with a clean slate—I could see on the horizon the notion of greater automation. There had been certain attempts at automating a circulation system; there were attempts to automate serials records. Therefore I thought it would be smart to start from the beginning to plan for a computerized database catalog system. My colleagues on the Library Council warned me, told me I was crazy, that it was just too far ahead, the state of the art wouldn't support it. But I spent a good amount of time over at IBM in San Jose, out towards Almaden at their research center with a man named Dr. Warheit, whom I had met at a library conference. IBM at their research center was experimenting with the development of a computerized book catalog. I spent time with them, studied the literature and tried to find out everything I could about the effectiveness of computerization, without getting into the technology, I just didn't bother with the technology. That was beyond me.

So I set up a date with the Chancellor for Warheit to come over and one afternoon we went over the whole question. Dr. Warheit was very cautious, but he did say that it would be absolutely the right thing to do. So after much more exploration and discussion with Dean he said, "I don't know where it'll be, but I'll guarantee that you'll have access to a computer somewhere. I don't know whether it'll be in Berkeley or San Jose or what. But let's go ahead with this." Believe me, we went through the tortures of the damned as a result of this decision.

**Jarrell:** Being way out front . . .

**Clark:** It wasn't a question of being way out front, it seemed to me it was a question of being smart.

**Jarrell:** Oh yes. But I meant that you didn't have any other institution close at hand to compare with or to learn from other people's mistakes?

**Clark:** Oh yes. There wasn't any department of automation at Berkeley. I was absolutely alone. A few months later while I was working on this, however, Mel Voigt decided to automate his records down at San Diego. We did profit quite a bit by his experiences, which were kind of a fragment, a section of our whole goal. Here we had the catalog cards . . . when the New Campus Program delivered our library to the back door of Central Services, it delivered also a card catalog. We had preliminary records of that so I can't remember which came first, the preliminary records or whether we took . . . but the first thing we did was to keypunch all of the records that had developed. We'd hired Don Black, who at that time was one of the most knowledgeable people in the United States in terms of library computerization.

I will admit that I didn't understand all the problems of what he came up with in terms of his recommendations for having certain kinds of fields for entering this data and that data. But we began right away to keypunch. We also realized this was a task beyond us in terms of our manpower. So we contracted with a data processing company in San Francisco to do this. We had hoped that by the time we moved over to the new building, which was to be opened in September 1966, we would have a book catalog rather than a card catalog. We didn't quite make it. The first product was an IBM run on the typical IBM paper.

**Jarrell:** That connected paper?

**Clark:** Right. This folded printout. We had sets of this. We had many, many problems. Some of it we got help with by hiring a consultant who worked with Don on developing a program.

**Jarrell:** What was Don Black's background besides the data processing and the computer expertise?

**Clark:** Oh, he was a librarian working in the library at UCLA. He headed up our technical processes section at the time. So he had many responsibilities, as did everyone in the library in those early days.

**Jarrell:** You say that you had many problems. One of the librarians at McHenry described this whole effort to me and said that Santa Cruz paid quite a price for being such a pioneer in this automation. Can you elaborate?

**Clark:** Oh, we did. I just can't detail all of them. I wrote the preface to the first computerized catalog, not this IBM run, but the first actual book catalog. I ought to go back and read that again. I can recall when the whole thing was blown because of power failure . . . we lost tapes in transit. It was a sequence of many different problems. The results though I think were respectable. One of the hardships was that in our first print-outs there were no cross-references—it was strictly an author-title and subject catalog. But if you didn't know the right word to use for the subject entry, you didn't have these cross references to guide you. So it had certain limitations. But the payoff was that it was possible for us to do things that we couldn't have done—architecturally, working with the faculty. If you wanted to go on a buying trip, you could have a printout for your subject as you went . . . There are many values to it. But it was just one suffering period after another.

**Jarrell:** When we started had other academic research libraries been in the beginning stages of converting? Did you know of any at that time?

**Clark:** No. But shortly after, well the chronology fails me. I'm not so good on the dates anymore. But as this was going on, the Library of Congress was doing research on it. They finally developed their program which fortunately came along fast enough so we could make adjustments without too much effort. One of the things that should be said here, is that every bit of the financing of this was out of our own funds. We had no foundation support; we had no grants from the University.

In retrospect it turned out to be wise. Because we were well along in our plans, at a point where if we'd gone to a foundation we wouldn't have even started, we would have had to submit all kinds of proposals and justifications . . . having them look over our shoulders all the time. Here we were, we were innocent and free, babes in the woods. We just went ahead. But I think by doing that, we made progress much faster than we would have if we'd sought foundation support . . . As we were going along, the Council of Library Resources took an interest in what we were doing. They gave a grant, not to us, but they gave a grant to IBM to critique what we were doing. Now this leads to a great mystery. IBM people came over and they spent hours and hours with us. The Council of Library Resources, yes, they gave us money to compensate for the time we lost in working with these people. In other words they weren't paying us, we didn't get any money for the program per se. But we got money for the educational effort. And we had a team from IBM for weeks.

The question the Council of Library Resources was asking was, is this economically viable, does it make sense to do what we were trying to do? IBM came over and spent all this time, and then they went back and wrote a report. I still don't know what happened along the various stages. IBM just more or less

suddenly dropped the whole project. They came out with a report which is absolutely non-committal. I don't know why they suddenly dropped it. I think personally they were all gung-ho. They had a very small prototype over in their research lab, just a very small segment of the collection that was on line. They showed all the various things they could do. I think they were hoping that they could come up and say, "Look at Santa Cruz, and it's going to save thousands of dollars."

**Jarrell:** But you hadn't done an actual cost analysis beforehand. But whatever you had gotten in your researches . . . you had an idea that over the long run this would indeed prove to be cost effective and effective in other ways.

**Clark:** Yes. It was just a hunch, on faith. I admire Dean McHenry so much for his backing us on it and saying, "Yes, go ahead."

**Jarrell:** What kind of a response did you get from Berkeley?

**Clark:** Nothing. Nothing in the beginning at all. But later on when Berkeley decided to go this way and they developed the Institute of Library Research, we got considerable help—in how to develop a program, how to change our program to meet the requirements of the Library of Congress MARC program and do things they were hoping to do.

**Jarrell:** I didn't realize that when you started there were no standardized formats for any of this.

**Clark:** No. This is where Don Black came in. Through working with all the people in the cataloging section, they came up with the format. Ad Lib, our administrative librarian's group said, "These are the things we want you to do, Don. We want to be able to go to the catalog and say, 'Give us the name of all the books in French that were written between 1925 and 1935 on the subject of Impressionist art, or whatever it might be.'" We also made a strong point of having access to anything dealing with the South Pacific. This was our kind of matrix in saying, "Look Don there're going to be books on the South Pacific scattered all the way from anthropology to zoology—different class marks—we want to be able to sometime print a catalog on all the South Pacific literature that we have, so tag all the stuff regardless of the subject." We gave them certain goals and hopes and said, "All right, go to it." He would bring certain problems to the Ad Lib meeting that we would thrash over and then we'd go back. But it was pretty much flying blind.

**Jarrell:** Can you tell me roughly when the book catalog committee was started? Was that your idea or was it all of the librarians, catalogers, people who just thought there should be some kind of coordination for this whole effort?

**Clark:** I don't know where it came from.

**Jarrell:** No. But it did it play a significant role in . . .

**Clark:** Not at the beginning. That was after the fact. I don't think the book catalog committee came into existence till after the first printed book catalog. I believe then that there were cries from the reference people about its deficiencies. There were a lot of records that somehow didn't get in, or there were errors. I don't know who suggested it but we did form the book catalog committee to try to balance the hopes against the costs of reaching their hopes. One of the tests for recruiting anybody that came into the library, we'd say, "Look Mike, if you can't tolerate automation, if you can't put up with computerization, please don't come. Don't even apply." So we tried from the very beginning to hire people who were flexible and comfortable with the idea. We couldn't find anyone that had experience, but we could find that at least they were willing to experiment. This led to one of my greater disappointments though in spite of the assurance, "Oh yes, I look forward to this," one of our greatest critics in the cataloging department, the one that threw the whole thing overboard, was one of these very people. By the way, he's now one of the leading advocates of computerized cataloging. No, it was pretty much internal. As I say, there was this cross-fertilization with the serials program at San Diego.

**Jarrell:** Another thing that we touched on briefly was the fact that this whole automation was paid for out of your operating budget . . . is that correct? To actually get it established and then to maintain it.

**Clark:** Yes.

**Jarrell:** And it was rather expensive.

**Clark:** It was. And it meant sacrificing.

**Jarrell:** In what areas?

**Clark:** In terms of staff allocation to the process, rather than having more people at the circulation or public service areas. Another major Santa Cruz problem was that once Dean and I decided that we should go down the automation route, computerization, whatever you want to call it . . . once that was decided, we took on responsibilities that had financial implications that were not understood off campus. The bunch of people statewide, they knew what an acquisitions department was and a catalog department was, but they certainly couldn't quite figure out why we were having all these keypunchers and data processors. Even though we were pioneers and we felt that what we did was going to have an impact on the entire University system, we weren't given any additional funds.

We had to squeeze the money to pay for automation out of various other kinds of activities.

We did everything we could to foster the interplay between the faculty and the librarians who were responsible for collection development. We would have liked it if the boards of studies could have seen ways to have a librarian participate in boards of studies meetings to realize what their goals were. This didn't work, just wasn't feasible, so we worked with every member of the faculty we could reach. Some faculty were very aggressive, some boards were very aggressive in developing their wants. Some of them had what they called bibliographical assistants in the boards of studies. These were students, work-study students. They would give a list of books to the work-study students who would come over to the library and try to find out whether we had the books or not. So they'd go back and say, "They don't have it in the library." So the faculty would order it. It turned out because of the lack of training of the bibliographical assistants, they were ordering things, requesting things that were already in the library, but weren't obvious. They might be part of a serials set . . . So we set up invitations for them to send over their bibliographical assistants for training on library searching.

There were all kinds of efforts. At the very beginning *all* book selection was in the hands of Carl Wensrich. There wasn't anybody else, but then within a couple of years we started hiring people; we wanted to get people that had depth to them. Take Ed Ricker, a bibliographer . . . With his knowledge in Slavic and Eastern languages and his depth of interest in so many fields he could stand up against any faculty member in his knowledge. This was also true of Margaret Hermann in music and later Marion Taylor in music and in political science. These people we tried to recruit with the notion that they had a substance that could be recognized by the faculty. It made eminent good sense to operate in this fashion. We had good prototypes. UCLA had done this for years and had a collection planning department. It was a decision at this campus that was costly because it came so soon after the organization. It meant saying, this is where we are going to put our money, our efforts.

**Jarrell:** Why was it so costly?

**Clark:** Having so many bibliographers working on subject development. It would have been cheaper to say, "Okay faculty, you order the books. You request the books and we'll order them." That would have been the cheapest way. But I don't think you build up a good library that way.

**Jarrell:** Ultimately it might be very costly in terms of the deficiencies of the collection?

**Clark:** Yes. We also had hopes that there'd be very close relationships between the reference people and the collection development people. I think that has come along. There should be a pooling of knowledge to the fullest extent possible. I think that there should be ways in which all of these bibliographers should spend some time at the reference desk. No, I don't know how you accomplish this smoothly. Others hold it that it's doing an injustice . . . they say that readers don't like to be shunted from pillar to post. Therefore, let's take care of them. But why deprive them of the expertise that's just around the corner.

### **Blue Monday, 1965**

**Jarrell:** I'd like to shift now to budgeting and money problems which confronted you as UCSC was about to open its doors.

**Clark:** Budget problems, money problems bring to mind very, very distinctive Blue Monday situations. That's what Dean called one of them. The first Blue Monday we had was when Governor [Edmund G.] Brown announced, just before we were to open—when we were planning for our first academic year, that the opening of Santa Cruz was going to be postponed for one whole year. I'm not kidding.

**Jarrell:** That was in 1963?

**Clark:** Yes. In 1963-64. Not only was it going to postpone the opening of the institution, but that next year . . . that was another Blue Monday for us, the next year when the campus did open, we had built up a budget calling for thirteen, fourteen, or fifteen FTE's [full time equivalent positions] for the library. However, just before the campus was to be opened for students, statewide informed us that we would have to go from fourteen or fifteen FTEs down to four to operate the library. Fortunately Dean was able to convince the administration that the formula they were using which was based on a ratio of library personnel to students at other campuses shouldn't be forced on a new campus. We had continuous budgetary problems; it always seemed to me there were money problems.

### **Building the Staff**

**Jarrell:** Today I'd like you to discuss the development of the staff—professional librarians as well as the para-professional staff. Tell me how the early staffing took place once you had moved into the University Library or prior to that. What did you have in mind when you started building the staff?



**Clark:** One thing we should say to set the stage is that at times the number of people who thought they wanted to work at Santa Cruz was incredible. We had no shortage of applications. They may not always have been the people we wanted. We could pick and choose. Also I had some notions of what we wanted to do in the library and the kind of people we didn't want.

The first professional job that we filled was Elizabeth Calciano. She was suggested to me by Dean to head the Regional History Project. He also was the one who suggested we start the Regional History Project or as he called it the oral history program. He had some ideas. He felt that we should not follow precisely the UCLA pattern which was heavy on biographies. But he thought we should start out trying to record more about the social, economic and political background of Santa Cruz County. He didn't limit it necessarily to Santa Cruz County, but the area which we were scheduled to serve, which was larger than just the county. So he named several areas that would be important—the lumbering and agriculture industries. He also named some prospective interviewees. I remember on his list one of the people he felt would be very good to interview was Noel Patterson.<sup>7</sup>

### **Wendell Simons**

**Clark:** The next was Wendell Simons. I wanted somebody, the number two person, to build to my weaknesses or to my strengths. Someone that could complement me and someone that would do the sort of thing I didn't particularly want to do. I didn't want to look after the building, for example.

I got a telephone call from Don Davidson down at UC Santa Barbara, "Say, I've got a name to suggest to you, and that's Wendell Simons." Don was really quite strong on him. I had suspicions because he was so strong. I thought maybe he was trying to get rid of him.

But I thought I knew Don well enough to trust him and it turned out it was a wise judgment because Wendell had had so much experience in planning the library at UC Santa Barbara, the addition. He had been instrumental in building up the audio-visual services, instructional services at Santa Barbara. In fact he was the director of instructional services for awhile in Santa Barbara. I'm not sure that was his exact title, but he was in charge of it. I invited Wendell for an interview and he came up and we spent time together. Quiet—I was somewhat hesitant because he seemed to be so soft-sell. I was certainly taken by his wife,

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<sup>7</sup>Map Librarian Stan Stevens conducted interviews with Noel Patterson about his map collection. The tapes have not yet been transcribed. Patterson's personal archive is also being cataloged—Editor.

Judy. They were a very nice family. I made the offer and he accepted. Wendell couldn't come as fast as we wanted him to. I think that we made the offer in May or June, 1962 but he was in the midst of the building plans down there. However, we got an agreement with Don Davidson that Wendell would spend maybe half-time. So for several months, he commuted. He spent three days here and three days down in Santa Barbara—three days each week. This lasted until, sometime around the middle of September when he took over full time. He had his office out at Cabrillo with us. We developed a very good working relationship. Never in the whole time I was University Librarian did I ever feel let down in any sense by Wendell. If I gave him something to do with a deadline I could forget about it. He was absolutely thorough, very thorough.

One of the great helps was that he knew the University of California system, which was hard for me to adjust to. He knew where the bodies were hidden. He knew how to execute plans and carry them through the hierarchy, through the local architects or through the local engineers on the campus and through statewide committees and even on to the regents. He had an eye. He was artistic. He had ability to write. He certainly was no glad hand extrovert at all. (Laughter) I know one of the things that used to annoy Aileen very, very much was that Wendell would disappear. Wendell was very non-communicative. He didn't talk a lot, wasn't good on small talk . . . but he'd just disappear. Maybe he'd be down at Bruce Lane's office or over at the Carriage House, or over at Central Services. But we just wouldn't know. She tried her best to persuade him to sign in and sign out. His manner, I think, confused a lot of people. They didn't understand him. Wendell would come in and walk through the library and pass people and wouldn't say hello or good morning but he would go right up to his office and get to work.

Another thing about Wendell was his sharp sense of humor. This was well hidden. But every once in a while, some of the most priceless remarks would come out. He was a great deflator too. He would let me know when I was getting too enthusiastic or stepping way beyond.

He was assistant librarian at the beginning. As I recall he came with a cut in title. He'd been assistant librarian down at Santa Barbara. I don't know what year he became associate librarian. But whatever year it was, it was overdue.

I turned over to Wendell the choice of everything, from ordering the stacks, making decisions on what vendors we should use . . . what type of stacks we would have, the furniture. He designed the carrels that we have which was a unique design. He was good on graphics. Oh, one of the things that we decided between us very early was that he wanted a neat building. We didn't want placards, we didn't want handmade signs. We were ruthless at the beginning in the new building. At the start there wasn't a kiosk right outside where students

could post things. So they started posting on the pillars and on the walls. They would come down within minutes. There was writing, graffiti in the elevator—that would disappear *fast*. We did everything we could to make the building rather attractive and neat. I can remember one of the early meetings . . . just before the building opened, the new building. We had our staff ready to go for the new semester. So we called a staff meeting, and we held it over in the upper quarry—the whole library. I had passed out ahead of time a list of questions that I thought we would like to talk about, such questions as dress code for the staff. Should student assistants be allowed to come in barefooted? Should the girls be allowed to wear pants? What about smoking in the building? Should we allow it and in what places? We raised the questions about personal decorations. Who should decide these things? This I think in a sense represented my approach. I think in a way Wendell would have liked to have been more authoritarian and say, boom, “No smoking in this place or none in that.” But I was much more anxious to get participation from the whole staff in decision-making on those things that affected their daily lives. So we had this general session. It seems almost antiquarian now that I think about it, that we could raise such questions about dress, about staff dress.

**Jarrell:** But things were all changing then . . .

**Clark:** Yes they were. It was 1966 when we moved into the new University Library.

**Jarrell:** But by 1966 you could say that the flower power generation from which you were drawing some of your staff people . . . that whole influence was certainly there and among the students.

**Clark:** Oh, and it was certainly there among the staff too, and we had some hot sessions about participation of staff in rallies that were going on or lockouts, or various other types of campus activities. This discussion started with Wendell . . . and I just can't say enough about the kind of support I received from him. After I had retired and after Dean had retired, Emily and I and the McHenrys were on a trip. We went down to Death Valley for several days and driving along one day, Dean said, “You know, when you first hired Wendell, I couldn't understand why you'd hired him.” He said, “He appeared to me like somewhat of a Mr. Milktoast. But when you retired, and he took over as Acting University Librarian, I soon found out why. That chap had a lot more backbone than I had ever dreamt.” Wendell never wanted to be number one. Many times I had tried to promote him. The last one was when the librarianship at San Jose State University opened up. I wanted to suggest Wendell for the librarianship over there, but no, he didn't want to be number one. He was happy to be number two. So when I retired and he became Acting University Librarian, he didn't want the job. Therefore he was in a good position, he could talk right back to Dean. Dean

would raise questions and he didn't have any security to worry about. So he would just level with the Chancellor and express himself very freely. I think that was reflected somewhat in Dean McHenry's comments about Wendell.

### **Library Budget**

**Jarrell:** I imagine that during your ten years that the whole budget process and the complexity of the budget itself really required the fullest attention and understanding. Could you talk about the early budget?

**Clark:** I was primarily responsible for a good while. I then turned parts of it over to Wendell [Simons] and then finally turned over the whole thing to him. We worked on it together . . . I, of course, had to take the final responsibility. But he did all the work.

Another instance I can recall shows the way Dean McHenry operated. In the very early days we prepared our budget, and then I met with the Chancellor and explained it, and went over it and bargained and pled, and he would either approve or veto or amend. Then the next time we went around he had his budget officer there. By the time I had more or less passed a lot of it over to Wendell, I just as a matter of course, took Wendell along with me to the budget session with the Chancellor. Everything was fine during the session, but after it was over, Dean very clearly said to me that, "When I invite you, I mean you. I don't mean your hired help." He somehow resented the notion that I didn't come over by myself. I told him I was sorry that I had upset him, that Wendell was familiar with all aspects of the budget. But then later we always went together after I knew what to do and how to approach the deal, we always went together to these sessions. Over the years, these meetings got larger and more formal; there were more people involved in debating the budget. In the early days it was just sitting down with the Chancellor.

They had these formulas. A major problem was that the formulas had been developed over the years with what we called the maturing campuses, not with any idea of the emerging or developing campuses and thus they weren't completely applicable. Sure, the formulas made sense for a large institution. But here, we were trying to build up a significant book collection. More of our money was going, in proportion say to UCLA or Berkeley, towards the book collection than towards other activities. So the formulas didn't make sense. We had to plea for monies beyond that. We worked hard to get our share of what Clark Kerr called Opportunity Funds.

In the first year of operation when I presented the budget for 1965, Dean took it with him on a trip and I got a letter from New York, saying that I must have misunderstood or something because I was asking for things far beyond what

Davis, Santa Barbara, or Riverside were being budgeted for and how come. Well, what had happened was he had a manning table showing the number of people at Davis, Riverside, and Santa Barbara. Our totals were greater than theirs but he didn't realize that the figures he had were just for the professional librarians at the other campuses and not for the entire staff.

We would work on those. I never had any serious battles with the Chancellor at all on budget matters. He was a great advocate. Our battles more frequently were with Berkeley, with University Hall. There again Dean was a fighter. He led one real battle that saved us an awful lot of grief, up at University Hall.

One of the things I developed early with Wendell was an oversight of the operations of the budget. We worked out a pattern where we could see where trouble spots were developing, if people were exceeding the budget in the early part of the academic year. We'd get these signals early. So he watched it very, very critically. I'd like to talk more about recruiting and about the first employees.

Our first part-time employee, I think he was the first, yes, was a young Cabrillo student, Victor Kimura, who was majoring in anthropology, or some esoteric subject. But after he started working with us, he came to me one day to talk about what I thought about his changing his major to accounting, which he did and he stayed on another year or so at Cabrillo. Then came to work for us down at the Carriage House. Later he transferred to the business office, then went up the ladder, and he's now the Chief Budget Officer. It was therefore very, very easy, if we had some questions about the financial aspects to go to Victor or his predecessor Taka Izuma. . . Taka was wonderful. We'd want to do something and Taka's approach was never to say, "Well, you can't do that. That's impossible. The University of California doesn't work that way." On the contrary, Taka would raise all kinds of questions. If he was convinced that this was something that would be good for us to do, he'd say, "Well, let's see if we can find a way to do it." Frequently he could.

We had troubles. I can't recall all the crises . . . there were always so many crises that he fought hard on. I can recall one time he called me from Berkeley about a problem. This was on a late Friday evening. He wanted to have a defense presented to him so that he could present it to President Kerr to use it in arguments in Sacramento on why we needed certain monies for our activities. That weekend was one of working clear around the clock, getting material ready for Dean. He took it, went off, and we won it.

**Jarrell:** You've mentioned FTE formulas—that the Chancellor was looking at how the other campuses were doing it. But for instance, in our library, was there some kind of a template for the professional staff which wasn't appropriate

because of our undergraduate-graduate student ratio? Did you feel constrained or pressured by limits in building library staff?

**Clark:** Constrained, always constrained. I guess my appetite was too big. There was so much to be done and so little time to do it. Those were the glorious days when money was available for higher education, but I just felt we had to always fight for what little share we could get.

**Jarrell:** Do you think it was partly just the politics of systemwide in the sense of the older campuses? They had written the rules of the game.

**Clark:** I just don't know. I really don't. One of the things, when I say that the Chancellor was our champion, I must also say he was a skinflint. He was Scottish.

I felt that there was a lot to be gained in having people in the same discipline getting together at conferences, seminars or institutes, but somehow he had a phobia against travel money. I don't know whether he thought it was a waste of time or whatnot, but he just watched that like a hawk. Part of it was because I think that he wanted a better ratio of faculty to students than we would be entitled to by all the formulas. He wanted to concentrate on building good instruction, close student-faculty relationships, small classes—to do that takes money. So he made us justify everything we did. When I say he's a fighter, he certainly was a fighter for the library. He believed in the library; he always believed in the library as an important part of the University. To that extent, yes, he was our champion. We had to watch our step. The number of people who could go to conferences was highly limited.

**Jarrell:** I suppose at Harvard that conferences were an accepted part of professional life?

**Clark:** Yes. They encouraged participation in national affairs. For example, I don't know how many years when I was on the board of directors of the Special Libraries Association, I went to all the conferences, conventions; there was no question at all about that. We tried to develop little bits of discretionary monies so we could foster more of that, and I guess that's been carried on, and there's a lot more of it too.

One of the roughest times we had on a budget was in the later years, I guess it was 1970 or 1971, when we were told instead of getting an increase in our budget we were getting a decrease. It would have been very simple for me to sit up there in the office and just take a butcher knife and go to work. Maybe I should have done it. Maybe I should have taken the heat. But I appointed a committee, headed by Leonard Smith, let's see, Joan Hodgson was on it; I tried to get a cross-

representation of the staff in terms of the level of people, departments represented, public, each section and said, "Okay. This is all we're going to get."

**Jarrell:** What kind of a cut are you talking about?

**Clark:** It meant firing people, really.

**Jarrell:** What about book funds?

**Clark:** Book funds . . . it was across the board as I recall . . . it affected many things. One of the problems was that Berkeley insisted if monies came down in a category, they should stay in the category. Dean was able to make adjustments locally which helped out a great deal, but it was a fight to do it, to take money from books and use it for another purpose, or take it from salaries and use it for another purpose. So it was a tough assignment because they had to decide where the adjustments had to be made, and part of my logic in doing it was to get people within the library to realize that this was a whole institution. That anything that happened in circulation was going to effect what's going to happen in cataloging . . . that they are so inter-related. I can remember their arguments. One of their arguments was whether we should cut hours of service or cut the book budget. Some people said, "Well, if you cut the book budget, it's ridiculous to maintain the hours 'cause when the students come, the books won't be there." So people in different divisions broke away from their own walls and thrashed it out. I guess they had some pretty heated arguments. When they made their report, I stuck by what their suggestions were pretty closely . . . even to the point where I was highly embarrassed over a very silly little thing. Now I'm not sure whether I did the right thing or not, but it was symbolic.

At that time Lick Archives was located down where the Chancellor's office is now. Library administration was in the center along with the systems analyst's office. Back in what we used to call the "24-hour study" was where Lick Archives was located. They were part-time. The curator, Mary Shane, was a volunteer, she was only in one day a week. The task force recommended that we cut out their telephone. I mean it was down to pennies and nickels, honestly.

They went through and found very place they felt they could make a safe economy. I did it. More as a symbol. I didn't want people to think that I was going to turn over to a committee to do a job and then ignore it.

**Jarrell:** Yes. So you abided by their recommendations?

**Clark:** So I abided and then I spent lots of time with Mary explaining to her what had happened. Well, she soon got her telephone back, but anyway, it was a rough period. Oh, skipping around, that 24-hour study reminds me, when we

opened the building, of course, we couldn't staff it as much as we wanted to. I would have liked to have kept it open many more hours, but it was impossible. The students were upset. Many of them complained about how noisy the dormitories were, and how they didn't have adequate places to study. So we opened up this area for 24-hour study down toward University House at the far end of that wing. It was fine until we started getting complaints about people using sleeping bags. So we had our problems. At the beginning when we couldn't staff it all the time with library staff at the late hours we hired a watchman. We had somebody from Lockheed, an older man who was kind of a watchman.

**Jarrell:** At what point did you organize the library staff in terms of public service and technical processes . . .

**Clark:** Right from the beginning this was our concept to have those two major sections. It would have been difficult to draw an organizational chart since the roles of the University Librarian and Associate Librarian were so closely involved. In a sense, Wendell and I should have been in one box, although we did divide responsibilities. But then underneath that box there were the two divisional chiefs, head of technical services, head of reader services. We included of course all the people that dealt directly with the public . . . circulation desk and special collections, which was just a little room at the start.

Traditionally serials, a very specialized function, has always in most libraries been under technical processes. For a while we had it in reader services and people would say, "Why there?" That came about for two reasons, as I recall. One was that we didn't have adequate bibliographic control over serials in the early days. There wasn't the catalog help to let you know answers to many, many questions. Second was a space problem which resulted in serials moving upstairs a few feet away from the reference desk. And they had an information window so that the students and faculty could come up and ask questions. It made good sense. Also in those early days, government publications was part of the serials section. So an information window serviced the purpose of serials and government publications. When serials moved downstairs again, and when the library got better bibliographical control, it made sense not to have them occupying high rent in the public area. We moved them back, put them physically and organizationally under technical processes. Government publications stayed where it was and has become an important reference point, which was against my original desires.

This brings up another thing. I think I emphasized the book catalog a little too much. That was only one aspect of the data processing that I had dreamt of. When I took over, started planning the library, I thought now was the time to get rid of an awful lot of hindrances, of baggage, that people carry traditionally after



the library is developed. One thing that disturbed me was the duplication of effort. People decide to order a book, so they type up a little slip, give it to an order person. She types up a little slip. The book comes back and you type up another slip for the catalog to compare catalog entry. Then you type up a catalog card. Then you have to type up something else if you have circulation cards in it. Type up, if it's a paperback, type up something else for the bindery department. Why couldn't you have an integrated on-line data processing system that would pass on all the information as it accumulates and cut out so much of this repetitive work. That never came to complete fruition. Part of it is because the technology has changed . . . I don't understand the cataloging process now—who does what and what OCLC does and all the rest of it, but I hope they have cut out much of this redundancy.

But getting back to the organization. In the early days, internally within the library, the people I relied on most were those with whom I had direct contact. I must give Carl Wensrich credit even though I was disappointed in him very much in the later years . . . of his significant contributions in terms of public service. He contributed along with Don Black and Wendell Simons in those early periods.

Another person that I came to depend on in a very, very different manner was Rita Bottoms. Over the years, Rita developed the skills to speak to me most frankly in ways no one else in the library did. She would give me extremely candid responses to queries about, say, potential changes in personnel, personnel policies, or organizational changes. She could tell me off in the nicest but firmest manner—something that I learned to appreciate.

### **Collection Planning**

**Clark:** It got to the point where we felt we needed someone bibliographically in control of the collection, to do the selection, to decide its scope, and its activities. Carl had a habit of saying yes to everybody and then procrastinating or not following through . . . I don't know who was responsible for the blowup. One of our highly respected faculty just blew up. I got a telephone call from one of the members of the staff who said, "I think you ought to know that Joe Silverman has just stormed out of the library saying that he'll never be back in this institution again." I didn't know what had happened, and I didn't take the time to find out. I immediately left my office and went over to Joe's office in Stevenson College. Joe was still steaming. I let him vent his spleen for a good twenty minutes. Then we started in talking to find out what really happened. My point in retelling this is that this sort of thing needn't have happened, don't think it ever would have happened had we developed the collection planning section as far as it came later. I know Joe felt he was getting what he called a typical library bureaucratic run-around with no significant answers to his questions. Joe was

one of the great builders of Spanish-Portuguese collections at UCLA. I knew his background. I had tremendous respect for Joe . . . always have and always will. Joe could do so much to help our library in building. And he did later.

**Jarrell:** In Judaica?

**Clark:** Yes. His work with the Sephardic folklore, and the tremendous gift he arranged—it was a very significant collection that came our way from an honored professor in Spain—his own personal library. Tremendous collection. Joe had been a contributor to UCLA; I knew he could be a contributor to us, and to have him walking out of the library saying he would never come back again just scared me. We got over that. When you asked about Carl's shortcomings being recognized . . . well, they were felt. They were felt in many, many different ways on the campus. It was to counteract this that I decided we needed to develop a stronger collection planning staff . . . it wasn't only Carl, the growth of the faculty brought demands that a single person couldn't respond to. It was my strong conviction that any good library should follow the pattern that had been established so clearly for the University by UCLA. UCLA had a very good bibliographical library program, building their program. Our collection planning was patterned somewhat after theirs. We called in Marion Taylor and Ed Ricker and Jerry James, Bob Fessenden . . . Len Smith, yes. Len was already there but switched over more of his time.

But we brought in these new people. Each of them had great strengths. I was laughing because this reminds me of Jerry James—one of my interesting run-ins with Jerry. Before we had all these people . . . of course I was the book selector. I did an awful lot of work in fostering contributions to the library. It's a whole story in itself.

### **Gifts to the University Library**

**Clark:** The story I'm now going to tell you is one that is related to Jerry James. In the early days, I guess we were still at Cabrillo, Dean McHenry and I followed up a lead that he had from someone. We called on a Mr. Collins . . . a very nice gentleman . . . I think he was a bachelor . . . at least he was living alone in a little house up on Depot Hill in Capitola. It turned out he was very interested in the University. He was a retired postal employee, had spent all of his working life working for the United States Post Office in Los Angeles. But he had many interests and he was particularly glad that UC was going to settle in Santa Cruz. Well, he very generously presented me with one of his collections. He had collected the works of David Graham Phillips. He was from Ohio. David Graham Phillips was an American novelist at the turn of the century. Most of his novels were diatribes against society. His only work that is really known today is a two-volume novel called *Susan Lennox*. Somehow or other this postal clerk had

become interested in the writings of Phillips, who, I guess, in a sense could be called a very minor Upton Sinclair. Well, here was Clark proud as could be 'cause he had this great collection of David Graham Phillips . . . to be sure you've never heard of him before, but anyway he had it. I can recall one of the first things that Jerry discovered when he started going through all the backlog of stuff that Clark had hauled in from all over the country . . . he found this collection of Phillips. He just snorted and laughed. Well I said, "But Jerry, I think we can say without fear of contradiction that we probably have the finest collection known in America of David Graham Phillips." I hope the collection's still there because probably nobody else in the country ever collected him. He was a minor social writer, and had a certain niche in American literature. But I'm telling you this to show again the need we had for good leadership in a systematic collection.

I was pretty proud of another collection I had gathered, I think it's probably dispersed now and maybe sold or passed on to the Goodwill or something . . . I bought a collection of California poetry. The collection had everything from the sublime to the ridiculous. It was from the horrible to the excellent. It was everything—vanity presses, fine printing. But as a collection it seemed to me really significant. Poets are a very active group down here in the Monterey Bay area—the Ina Coolbrith League, they're always putting out stuff. I felt that there is value in having a massive collection like this. One little piece by itself wouldn't mean anything, but as a whole it had some import. Furthermore, it included a lot of interesting imprints from the Marysville Steam Press of 1860 to the modern little presses. I thought we could start an archive down here of California poetry. We had stuff that Bancroft didn't have in this collection. It included some very obscure, early poets of the Santa Cruz area. There was one Sister Raphael . . . I can remember her poem called "Aptos." But all right, we got it, and then along with it the word got out that we bought this. One poet from the San Francisco Bay area started writing to all her friends to contribute stuff. We could have had something going there, she's a terrific special collections librarian . . . but Rita does superbly well in those areas in which she has interest, and she couldn't have had less of an interest in California poetry. She just snorted and hooted and I never could persuade Rita that this should be a part and parcel of what we were doing in Special Collections.

Getting back to Mr. Collins, I wish the library would learn there's more to dealing with donors than meets the eye. For example, we accepted the Phillips collection around 1963. I think it was about 1967 when I received notice that Mr. Collins had died and he had left his house to the University of California as a gift. The University sold it and used the money for a scholarship. Now, it doesn't help the library, but it certainly helps the University. That to me is a lesson that people up in collection planning could well learn.

Along with reaching my goal of creating a collection planning section that selected on the notion of what was best for the campus on a broad basis . . . in doing that I think we killed certain other things. People today, many kind people, offer the campus collections . . . or say, “My grandmother just died and I don’t know what to do with these things.” I have found that this group I created has in a sense become what appears to me, to the outsider very snobbish. If the gift comes from a professor of Sanskrit that has been with Harvard University, they’ll be out in two minutes. But if it comes from a local member of the DAR . . .

**Jarrell:** It merits less attention?

**Clark:** It merits either less or no attention or a quick brush-off. I’ve heard too many tales in recent years of people that have been turned away, turned off of the University by lack of action or by certain specific actions of the people in collection development.

I can see Bob Fessenden’s point of view in the amount of time that you have to take in processing stuff. But there are bigger things to consider. The Shanes, Donald and Mary Shane, had built up a very respectable, personal collection . . . reflecting many of their interests. There was a series of shelves dealing with Icelandic sagas because of Don’s interest in fine press books . . . the standard runs of bibliographies that were already at Santa Cruz. But it was an extremely nice collection. I had difficulty in persuading Bob to even go out and view the collection. Finally he did and his first reaction was, no, he didn’t want to take any of these things. Or we’ll only take those if we can have this. Now, I can’t blame Bob too much because he views the library’s resources as being limited and it takes time to process these things. But here was a family that had given so much to the University in so many different ways—former director of the Lick Observatory, his wife a Ph.D. in astronomy. I knew, but I’m sure Bob didn’t, because I was sworn to secrecy . . . now they’re both gone, I think it’s all right to say . . . that for several years part of Dorothy Schaumberg’s salary was paid out of a personal gift to the library from Mary and Don Shane. They contributed monies for the support of the Lick Archives but didn’t want a soul to know it. I was able to set up the budget mechanism so that the money got funneled back to the library with no indication it ever came from Mary Shane’s contribution to the archives.

It is a knotty problem. I would like to have those people have their sights well beyond just the library itself, and have them recognize the importance to the University that even if the material is not worth anything, the fact that people give and have a sense of contribution, they have a feeling of worth to the university . . . It has tremendous meaning.

**Jarrell:** Do you have any kind of a solution of how you would go about this? Let's just say you were a collection planner, one of the bibliographers and the personal library of the Shanes, was offered. How would you deal with that if say many of them were duplicates or many things like the Icelandic Sagas . . . do you have something that would throw light on this?

**Clark:** In terms of my druthers, my hopes, yes. But not in terms of their reality, because I'm not familiar with all of the problems on the campus now. I think there should have been closer ties between the University Library and the college libraries. I think the library should have welcomed gifts, and instead of selling them off to some book dealer in Berkeley, should have made them available on a regular basis to any of the colleges . . . this wouldn't add to the library's income, but it would certainly help in terms of the job that the library was dedicated to doing and that was to serve students and faculty. I think if the Shane library had been given to Crown College, it would have been a blessing and would have had great meaning for the people in Crown College. Because this wasn't junk, it was good stuff. As it turned out, almost 95% ended up at the Santa Cruz Public Library, where it's going to be put to very good use out in the branches. But in answer to your direct question, no, you have to look a gift horse in the mouth. I did it. I certainly did it. I can remember tremendous pressure I was put under to accept gifts which I didn't accept. So here it is . . . Bob Fessenden's following the same route.

**Jarrell:** I think I detect in your original explanation your concern at the lack of feeling on the part of the University Library. It's not so much accepting all the books that's important, but the attention to donors?

**Clark:** Right. Of course this is a self-serving kind of statement because that's where I spent an awful lot of time . . . not only in the early years but all through, even after we developed a collection planning. I'd get numerous calls and I got to the point where—damn it, here's another little old lady with *Reader's Digest* books.

But I would go out. For example, Mrs. Adrienna Booye, charming woman, Dutch descent . . . her late husband had been one of the world's leading seed men for Del Monte, vegetables and tomatoes and so forth. Hers was an invaluable little gift of local materials plus an extraordinary collection of children's books. Now, UCSC has no interest in children's books, but UCLA does and they've built up a strong children's literature. This collection had quite a segment of books in Dutch.

Another time I went out not knowing the background of the individual and it turned out that this woman I was introduced to was the granddaughter of Dr. C.L. Anderson, the early Santa Cruz renaissance medical man who wrote the

section on natural history and geology in Harrison's *History of Santa Cruz County California*. Among the gifts she turned over to us were two little diaries of his life in Santa Cruz plus two sweet little albums of Mrs. Anderson's art work . . . Mrs. C.L. Anderson had pressed sea mosses . . . and a watercolor sketch of the Berkeley campus when it consisted of North and South Hall.

### Management Style

**Jarrell:** Would you discuss your management style, and library administrative organization as it helped you to achieve your goals?

**Clark:** One of the things I brought to my job, and I'm sure people in the library will have very, very different opinions of it . . . they will view me in a far different way than I view myself. But my philosophy was to hire exceedingly competent people, to tell them what the job was, what our goals were, what our objectives were, and then for heaven's sake not to tell them how to do it.

Another thing is that I firmly believe that the boss man can't boss. The boss man can do everything in his power to create an atmosphere which fosters self-development, and fosters a desire to contribute to the goals, and objectives and people don't need to be told how to do things, or they shouldn't be told how. The important thing to me is to turn over the job, hold them accountable, and hold them responsible, but make it possible for them to use their talents in the best way they can.

It's hard for me to analyze myself. I think that your choice of the word "goals" is the important thing. One of the things that I brought to the library was a sense of creating an organization that would be dedicated to serving its constituents. I don't know how many times I gave my sermon about service. That service was our reason for existence. We should organize ourselves in a way which would make our work most effective, creating resources for our users—nothing more or nothing less. Another thing though that effected the organization of the library was the Chancellor—Dean McHenry. Dean had a very, very strong feeling that Santa Cruz should not fall into some of the academic traps of the past. He was adamant that Santa Cruz not have any departments. He started off with three divisions on the campus—humanities, social sciences, and what was originally called the physical sciences.

He didn't want anything to be called a department. He didn't want to have a department of chemistry or a department of zoology or department of English literature, because he felt that one of the great goals of the Santa Cruz campus was to develop interdisciplinary approaches to learning. That there shouldn't be these watertight compartments. He had seen in his experience at UCLA, how departments developed boundaries and at times it was hard to make bridges. He

looked forward to . . . I suppose you could call it team teaching, courses that would be taught by a physicist along with a historian.

I think one of the best examples of that is, I don't know what the formal title of it might have been, but what was known as the chicken course, the course that was taught by Page Smith and Charles Daniels, a biologist. They covered the subject of the chicken from the beginning to the end—historically, literary, scientific. But that couldn't have happened, it seemed to me, on a more traditional campus. This idea that Dean had . . . it caused some problems, this adamant idea of no departments. He dreamt up some titles which the faculty found a little peculiar. What would be a department on other campuses was called a board of studies here and the chairman didn't have all the powers that a chairman of an English department would have on another campus, he or she was called a convenor. Now a convenor of a board of studies was a phrase hard to explain when you, as a historian, went to the annual meeting of the American Historical Association and met your colleagues . . . and saying, "Hey Joe, what are you doing?" "Oh, I'm a convenor of the history board of studies at Santa Cruz."

So this later broke down . . . but here again the power of the purse was kept at the divisional level. The chairman or the convenor didn't have all the monies that other people had.

I carried this notion into the organization of the library. We didn't have departments at the beginning. There were two divisions, the reader services and technical processing directed by what we designated as heads. If you look in the directory, you'll find that they were just called heads—head, reference or head, circulation. I can remember every once in a while, I would get my knuckles gently rapped when I would say something to Dean about the cataloging department—he didn't like that word "department." I think there was a lot to it.

One of the things that I felt very strongly about was developing flexibility. We were a small unit . . . we had lots of work to do—building a strong library in a short time. There would be periods when the catalogers would be needed to do other types of things, and they shouldn't feel that they only worked in a cataloging department. This worked out fine. We had people working on various jobs regardless of their titles. The catalogers helped out the reference desk and reference librarians with cataloging experience helped out in cataloging when needed.

The goal—I can't stress it enough and it's my point of view and dictated my management style—was that people should recognize that they are there not cataloging books just for the fun of cataloging, but they are there working in that institution to provide books for the students and the faculty. This influenced my efforts. I wanted pleasant people; I wanted people who were interested in other

people, who had a lot of intellectual curiosity, but also a curiosity about other people. The last thing I wanted was someone who was conscious of rank, a librarian who couldn't talk to a secretary, or looked down upon the paraprofessional staff. This was anathema to me. If I sensed that, I would rebel and perhaps not welcome this candidate. I wanted people who were flexible, who were goal-oriented, who recognized what we were after, who subscribed to our mission of being helpful to the faculty and the students—features I had found lacking in many people in libraries in the past. Here we were with a chance to start fresh.

Another important factor to me was the attempt to make the library a pleasant place to work as a member of the staff and a pleasant place to be as a student looking for information or studying. I wanted to develop an organization where people would look forward to coming to work and not come in dragging their feet. It didn't have to be a somber, rigid place. I felt that my job was to emphasize our objectives, our goals, our hopes . . . and not tell people how to carry out these steps necessary to reach those goals.

In terms of the flexibility I mentioned earlier, I can remember a year after we'd opened the library. The place had begun to show signs of dust and the windows weren't spick and span. Somebody in the staff decided to organize a work party. It didn't come from the front office. I can't recall now where it came from. But on a particular day we all appeared in our jeans and work clothes and mops and rags and set to and people washed windows and swept floors and tidied up the place. This pleased me no end because another of my objectives was to make people have pride not only in the job, but pride in the building. You can't put these into organization charts. I went a long time not having an organization chart . . . I think finally the Chancellor asked me for one. We did have these rough laying-out of responsibilities between the two major sections as I mentioned. The responsibilities that were given to the various people were directly related to the overall goals. For example, Carl at the beginning had full responsibility for book selection. It seemed natural to me that those who were serving the public, working at the reference desk, answering the questions, meeting the faculty, would have the best notion of the needs of the campus for book resources, not those people buried away downstairs or behind the scenes. So that was the way we made decisions.

That was supposed to be the way. It worked fine for a while, but soon it became very apparent that we didn't have enough of our library resources, personnel resources devoted to this subject, to this area. Secondly it developed in my mind that Carl didn't have the intellectual capacity to deal with faculty. This was just part of his background that was not good enough to meet as a peer with faculty



in making decisions as to how we should allocate our extremely limited resources for purchasing books.

### **Redefining Librarianship in the UC System**

**Clark:** Another thing that made us change the structure was the statewide restructuring of the librarian's series. An awful lot of thought had gone into this subject. I can't remember the sequence.

The concept was patently patterned after the faculty structure. The restructuring included having assistant, associate and full librarianship comparable to assistant, associate and full professorship. It called for a peer evaluation, it called for an up or out—meaning that if you did not meet the criteria, you were out.

**Jarrell:** Do you mean you wouldn't get the equivalent of tenure?

**Clark:** That's right. It's certainly my feeling in that development . . . I don't think it has ever come about. I worked hard as a member of the Library Council, I worked hard as the chairman of the committee that made recommendations to the Library Council and to the Office of the President of the University. Page Ackerman was a member of this committee and was a great help. She made really significant contributions to the concepts.

**Jarrell:** This was in the late 1960s and early 1970s, then?

**Clark:** Yes. It took a long time and it took all kinds of hammering out of agreements. We met regularly with UC Vice President Angus Taylor who was acting as the president's representative to the Library Council meetings. We had contributions from the librarian's newly created Librarians Association—LAUC. [Librarians Association University of California]. —We had studied other campuses that had tried to improve the librarian's schedules. We studied the whole academic structure—professional, lecturers, instructors and the salary levels. We tried to look at what this meant.

To me this meant a vast change in the way people entered the field of librarianship at the University. The way they were to be prepared for it, I felt would improve the position of librarian, make it much more significant in terms of an academic community . . . but it meant that a certain group of what I would call journeyman librarians would be grandfathered in. There were some librarians on our staff who clearly would fall short in meeting the requirements that were envisioned under this new program. I thought it meant higher salaries, but it also meant much more professional development, either in a subject area or extensive administrative experience. It would not perpetuate the old system of promoting on the basis of years of service. Just because you had spent three years

doing the same darn thing, why should you be automatically promoted? You could be doing the same three years of mediocre work.

This new system had all kinds of complexities to it because you had years and years of tradition. Even though the librarians were called academic before this change they were in many senses treated as non-academics. Their hours were prescribed, 8 to 5, so many hours a week, so many months a year . . . they were related to a time clock. This isn't the way the faculty operate; the faculty have of course certain definite classroom commitments, but they have in addition all kinds of administrative and Academic Senate duties to perform, and they have classes to prepare, but they can do this at home or in their office, they aren't forced to be on campus, you know, from 8 to 5.

Under the new system librarians would be much freer in terms of not being forced to be at a certain place at a certain time—they could do their work wherever it was most beneficial—in a study at home or another office on campus. They would also feel, as many of the faculty felt, called upon to be around at Friends of the Library meetings or off doing civic duties, performing services in the community, both the academic and the town community. But this change, while it was going on, couldn't be a sudden thing; it was to be a thing that would take years to develop, had a direct impact on the organization. It was about right at this time that I felt the need for putting a lot more of our personnel resources into collection development.

**Jarrell:** How did the new criteria for UC librarians affect our library situation?

**Clark:** To me the creation of this new librarian's series brought a vehicle for creating within the library this intellectual center for book selection. This is oversimplification but I felt that sure there was a place for good journeymen librarians, good reference librarians who didn't have the background or the training to be a good bibliographers. One has to be steeped in the tradition of a given discipline. A prospective bibliographer has to spend as much time on his educational program as a young assistant professor of economics. The difference is that one then translates this in terms of teaching or research and the librarian translates this in terms of intelligent building of collections for that discipline. They know the field deeply, and they know faculty needs in the field. They know how graduate students think, they know how they work, they know faculty demands . . . but also beyond that . . . one of the advantages of having them of course is that their interests should be pretty wide so that they don't end up by selecting little mini-collections in depth. So when the changes in the new librarian series came along I felt more comfortable in creating strong collection planning.

### **Librarians Advisory Council**

**Jarrell:** Would you discuss LAC, the Librarians Advisory Council, and Ad Lib, the Administrative Librarians, which were two advisory bodies in the library during . . .

**Clark:** Ad Lib at the beginning was Wendell Simons, Don Black, Carl Wensrich, and myself. The name was a humorous way of saying administrative librarians. I didn't want to emphasize the administrative librarians and Ad Lib sounded informal . . . That was the notion. It was meant primarily for the four of us to keep abreast of what was going on, to look at problems that came up. One of the things that I felt you couldn't do, you couldn't run an organization by a committee. There had to be somebody that was finally accountable for everything that happened in the library. That is certainly the way the Chancellor looked at me. It didn't matter who did what, it was Don Clark who had to take the whole blame and responsibility *or* get the credit. I tried to develop a consensus on our objectives and our goals and to see to it that people could see the problems of other people, so that people could see if an action was taken in one section, it had an impact on another . . . that there should be better communication—we set up this Librarians Advisory Council. Now, every once in a while, someone would want to take a vote.

**Jarrell:** That's not the way you envisioned it?

**Clark:** This wasn't the way we handled business. I would do my very best to develop a consensus, but I was the one that had to make the final decision on many of these things. So it wasn't a decision-making group. But I also worked strongly to develop a sense of upward communication. LAC was effective, I thought, very effective. At times, later on as it grew it became more cumbersome. There were many times when people would come and it would be just as boring as can be. But I think it served an excellent purpose of letting people politely shout at each other and tell each other off . . . of letting me know what was going on.

One of the things that didn't work out was Dean and I had hoped when we started the library that we could develop a bookstore that had something better to offer than just beer mugs and sweatshirts. We wanted to look at the bookstore as a counterpart of the library. We wanted the bookstore and the reserve desk to work hand in glove. We wanted the bookstore to be a place where students could come in and browse and see things other than textbooks. To try to bridge the two, we always had the bookstore manager attending LAC. Now that I think back that must have been dull as could be for the bookstore. 'Cause most of the stuff we talked about was library.

**Jarrell:** I hadn't realized that the manager of the bookstore attended LAC meetings.

**Clark:** Yes. For a long time—through Mrs. French all the way through Bob Lyons.

### Student Input

**Clark:** I noticed that I had written notes for myself about this notion of trying to develop a service institution. I have listed down here the Student Library Committee. We haven't mentioned that. In our attempts to relate to our clientele, one of the very first things we did after the opening of Cowell College, was to ask the college student association, or whatever the thing was called, to nominate people for a library committee . . . they nominated some volunteers. Over time this grew as we added Stevenson and Crown College and the graduate students. They were very, very helpful. It didn't last for various reasons, but it was extremely helpful.

One of the things we did almost from the opening . . . we put up a suggestion box and as the suggestion box filled, we'd bring all the suggestions to the Student Library Committee. Carl was always present and sometimes Martha Bensusan would be there—people on the public service side more than the technical services. We'd go over the student suggestions that were made; some were good and some were poor. We found that in the early group living conditions left a lot to be desired. Students were living in trailers, and conscientious students found that it was hard to study. So we extended our library hours right away, what little we could. The next year we set up a 24-hour study so that they could get away from the noise of the dormitories. The Student Library Committee were the ones that dreamt this up. They came up with an incredible number of suggestions . . . some that were just absolutely impossible, but by having a chance to express and explore them . . . There were various students who wanted us to ignore the Library of Congress classification system for which I can't blame them one bit . . . and bring together in one little area anything doing, having to do with . . . the examples I can think of came later—Black studies or minority studies, or Chicano studies. They were all great suggestions and many of these we were able to accommodate . . . but certain others would have just ruined the system for all other scholars. But one of the things I found in terms of our desire to be of service were so often University regulations got in the way, in funny ways.

### University Extension

**Clark:** One was that we would liked to have been of greater help to University Extension but we were financially penalized. University Extension operates all by itself—it's a statewide operation.

**Jarrell:** It's self-supporting?

**Clark:** It's self-supporting so they say. They'd introduce a course without telling us—fine, okay, they introduce a course. All these extension students then went up to the library, and we weren't ready to handle the load. We would have liked to help them, but they wouldn't give us any money. As far as their support system, it seems to me, you should have built in a library factor.

**Jarrell:** Yes. Some kind of an allotment . . .

**Clark:** Right. As I said, I would have liked to have done more things on the campus, but we couldn't. We couldn't serve the community, we couldn't become a public library. There were certain people in town who felt that because they had graduated from the University of California at Berkeley in 1899, felt that they automatically had all the rights and privileges of the Santa Cruz campus. This included interlibrary loan privileges, riding on the jitney. All kinds of things, and we just had to say no.

In the last interview we were talking about my management style. I don't know how to define my management style. While I delegated a lot, I still wanted to know what was going on. For example, I used to go down to circulation desk at least, oh, once a week, maybe oftener and look over with Martha the circulation statistics to see what was going on, see whether there were any trends or patterns. I can remember with great pride I discovered in doing that I could show we outranked UC Irvine.

You realize Irvine and Santa Cruz opened at the same time and under the same conditions, both of them brand new campuses—San Diego had already had its background of graduate work. But we were really the first two campuses in the University of California system that started absolutely fresh. So there was a lot of rivalry between University Librarian Johnny Smith, at Irvine and myself. I was pleased as punch when I found out that we were circulating a lot more books at Santa Cruz than they were at Irvine, and our library was being used much more heavily.

Not at the beginning, but later I spent a lot more time watching the budget figures. I had no hesitation when I come to think of it now of ever going down and talking to anybody in the library about his or her work without clearing with their superior. Now maybe this is poor management, I don't know. I certainly had no hesitation, no fear, and certainly learned an awful lot about what was going on or how people felt about their . . . in a way I serendipitously or by osmosis would get a feeling for how people were reacting to their jobs. I certainly would never make a decision that would impinge upon their work without clearing it through their supervisor. So I wanted to know what was going on. Also I wanted people to feel that they could see the end product. This of course

goes way back to our decision of having a computerized book catalog. You could have those catalogs spread all over the campus.

### **Para-Professional Staff**

**Jarrell:** I'd like you to continue our discussion about para-professional staff in the Library who were responsible for considerable professional responsibilities. What were your feelings about this group of people—their importance in the functioning of the library. You'd mentioned to me several people—Stan Stevens and Pat Pfremmer among them—who were especially important.

**Clark:** I think one has to go back a bit in terms of looking at an entire library organization. I had a deep feeling that there were too many people who had gone to library school and gotten their certificate or degree and then came into a library situation where they were really doing nothing but clerical work. They weren't professional in my judgment, and I wanted to avoid this. This relates to the whole development of peer review and the new concept of librarians. I felt that we needed fewer librarians and more people in the kind of para-professional positions who were excellent, outstanding. You could see this from the day we started. In most university libraries I'd observed, for example, the head of circulation was a librarian. Well, what a waste of library talent. To me a circulation librarian, staff member, has pretty clear-cut duties; you don't have to go to library school to run a circulation desk. There are many positions that had been occupied traditionally by librarians that I felt could be filled . . . make the job more meaningful for a professional librarian—make it more substantive, demand more training, demand more knowledge in a given field whether it be literature or science. So with this new clean slate in Santa Cruz, this was my emphasis.

We followed through and were fortunate in getting some outstanding younger people . . . and you mentioned two of them. Another person, Martha Bensusan, ran the circulation area. She'd had some library experience. It was a joy to see and help bring along people like Stan Stevens. Stan was one of the first to apply at the University for a job. When we were at Cabrillo he was working for a building supply house. He was a graduate of San Jose State where he'd been very active in the United Nations program over there—had been a UN intern and was anxious to get into academic work. We kept his name on a list and finally when we saw an opening, he came aboard and was working in acquisitions with Don Black.

Pat Pfremmer was an interesting case in that . . . if I have my facts straight it went something like this—she was a student assistant who started working in the library, as I recall, when we were still down in the Carriage House, one of the very first student assistants we had. She may have started even before the

University opened, anticipating that she was going to be there as a student. I'd have to check on it. Anyway, when she graduated, she wanted to stay on. I was under considerable pressure from Chancellor McHenry not to hire her—not because of who she was, but because he didn't want to encourage people to graduate from Santa Cruz and stay around. He was to me like King Canute. It was impossible to fight this battle. And why cheat ourselves. Here was a very capable young woman . . . why turn her down because she just happened to have graduated and wanted to stick around. Well, we hired her, and thank goodness we did. She was the beginning of our serials department and worked and matured at every job that she took. She showed greater growth and maturity and typified again to me the type of individual we were looking for to head up a section of the library that was normally staffed by professional librarians and didn't have to be. To be responsible for a U.S. Government Document Depository, California State Depository with all the minutiae, all of the care that has to be taken in recording and following up to me, was mechanical. It didn't need a librarian. But my concept of Santa Cruz, of a university library, was to hopefully not have a documents room, that was the last thing I wanted. I didn't want a separate periodicals room; I didn't want necessarily a separate map room.

**Jarrell:** You would have liked all the materials integrated, I know.

**Clark:** By subject. As time passed, my thoughts proved to be kind of kooky, but we did develop a government publications section with the thought that the reference work would be done more by the reference staff and these people would be the custodians. But here was a case of someone that just blossomed and was certainly service oriented, and did a beautiful job. You can see that she succeeded; she's now the Santa Cruz County law librarian. She did a good job of training and I think that the people that have succeeded her are of the same mold.

### Map Collection

**Clark:** Another example would be Stan Stevens. Don Black caused all kinds of problems for me because he announced to Stan, "Okay, you're the map librarian." Up to that time, the title of librarian had been reserved for professional people. This caused quite a stir in the library. That was the title Don gave him without clearing it with Ad Lib . . . he didn't talk to Wendell or to me, he just did it. So it was a *fait accompli* in a sense. I think maybe I just changed it to be head of map collection, or something like that. But Stan over the years typified in my mind the attitudes, the attributes that I was looking for in a professional librarian . . . on the three criteria of public service, research and librarianship—he served in the community, in church work, on campus committees. He was also doing scholarly work, research and publication, and in terms of his working as a librarian, he was ready and able to work not only with the students but with the

faculty. He had an outreach in terms of the potential users . . . he made quick contacts with the geologists, with the geographers and others who were active in using the maps.

**Jarrell:** Had you originally envisioned the creation of such an extensive map library as we have?

**Clark:** No. Frankly I hadn't. But I think this was a natural evolution. I have been a map buff all my life. I think perhaps that had some influence on it. One of the things that fostered its development of course was our strong belief in building up extensive resources related to the Santa Cruz County area—the five county area. We said from the very beginning that in terms of regional history and regional literature we were going to try to have a miniature Bancroft as far as these counties were concerned . . . be it manuscript material, business records, maps, journals, publications of any kind . . . photographs. So this gave it still more impetus. The academic program did not call for any strength in geography. But it did call for people in terms of history and the humanities who would be map users. Then as the scientific field developed, we had more and more active use from the geologists and natural scientists. Stan showed his ability in terms of making proposals to the library administration for collecting . . . he spent a summer in Washington, D.C. as an intern at the Library of Congress on a program that he had proposed and a grant that he had developed. He was a great scrounger and although we gave him minimal financial support, he certainly earned that ten times over with what he brought back from the Library of Congress.

**Jarrell:** So really the responsibility for these two sections here, government documents and the maps, became very developed under two people who were very accomplished, but who were not professional librarians.

**Clark:** That's right. Let's follow up on the Stan position. I don't know who dreamt up the idea that Stan should be moved from the non-professional to the professional staff, but when I heard of the proposal I was quite excited about it. To such an extent that I was willing to break my vow of silence . . .

**Jarrell:** This was after you had retired?

**Clark:** Yes. I'd been gone a number of years. Dave Heron was the University Librarian. Dave used to call me from time to time again to talk about library problems and I would refuse to comment. I said, "Dave, this is your job now. You're running the shop. I'm not involved. I don't want to have the dead hand of the past." But, when I heard about Stan, I felt compelled to write a letter of support. I called Stan to see if he would mind, because I didn't want to interfere in the process. He said to go ahead. As a result I wrote that in terms of meeting



the new concepts of what a librarian should be he fitted far better than some of the laborers in the field who already had their certificates, had their trade union cards.

So I was quite pleased that it was accomplished. I understand it too brought cries not only from our campus, but from many other campuses. I guess on some of the other campuses there had been proposals. Now another person that I looked to time and time again for . . . I started to say support, but that isn't it. This is an individual that you gave a job and knew you had no worries whatsoever, that they'd be accomplished with skill and grace and charm . . . and you could forget about it. Now whom am I talking about?

### **Interlibrary Loan**

**Jarrell:** I don't know.

**Clark:** Interlibrary loan.

**Jarrell:** Oh. Joan Hodgson.

**Clark:** Right. Joan was a very early applicant. I think I mentioned at her retirement party, I didn't meet Joan when she applied but I was made immediately conscious of her. In our office at Cabrillo we had little cubicles, the partitions didn't go all the way up to the ceiling. There was my office and there was Wendell's office. This was in a corner classroom. Aileen had her desk out in the open . . . she served as receptionist. This tall individual comes in applying for a job. So I heard the whole interview—learned that she was an ex-Marine officer from the British army women's corps, had worked at the Santa Cruz Public Library . . . her voice just carried (laughter) so I was quite conscious of the whole thing. I couldn't hear Wendell's answers.

**Jarrell:** Joan has a distinctive cadence, just ringing through.

**Clark:** Yes. I then later met her personally when I was working on Santa Cruz history and went to the Santa Cruz Public Library and used the back newspapers. She was in charge of that section in the basement of the Santa Cruz library, which was being held up by the ivy at that time. I guess she joined us when we were still at the central services building. She was put in charge of interlibrary loan service, which involved the jitney. Believe me, she had all kinds of problems.

There were many people in the community who saw this as a bus to Berkeley. They would argue, "Well, I'm an alumnus of Berkeley." One young faculty member wanted to get his young fiancée to come down every weekend on the jitney . . . on and on and on. The whole University viewed it as a delivery service.

Joan had to put her foot down at transporting certain kinds of chemicals for fear of an explosion—it's just hard to reconstruct all the trials she went through. But she was a highly service-oriented person.

If you went back and looked over the publications that have been put out by the faculty since they arrived at Santa Cruz, no one appears more in acknowledgments than Joan—that this book would not have been possible so quickly without Joan's support, etc. She was a sleuth, she was a great detective, and a stellar example again of this concept of hiring good people . . . why do you have to go to library school to run an interlibrary loan service? I wanted to have a staff of a very few, *key* professional people and then have the rest run by the paraprofessionals to the fullest extent possible. She was tremendous.

### **Professional Librarianship**

**Clark:** This whole question of status has always bothered me. There are some librarians who think they're holier than the library assistants. This is just a different type of operation. I was the one who said at the beginning that it seemed to me that the circulation department didn't have to be headed up by a professional. Interlibrary loan didn't have to be headed up by a professional.

**Jarrell:** You didn't have to have professional librarians heading these units?

**Clark:** No, absolutely not. I ran into trouble in the Library Council because of my stand on this—saying that I thought there'd been too much placement of "professional people" in jobs that were non-professional. This went against the tradition.

**Jarrell:** Which was what—to put a librarian in every supervisory spot?

**Clark:** Sure. More or less, right. Martha Bensusan was one of the finest circulation librarians you could hope to find. She had not gone to library school. It's always a trouble to me that there was so much of this kind of status and class system built in. I did everything I could to work against it—bringing people in and getting advice whenever possible.

**Jarrell:** In your opinion, what's the difference between a para-professional and a professional in the library?

**Clark:** There are several areas. One is that in the professional level you either need deep knowledge of a given field, be it Icelandic literature or zoology or astrophysics or whatever. The second I think is management skills—administrative ability. An understanding of human relations. The ability to accomplish a goal through the efforts of others. Sure, for someone running interlibrary loan . . . as it grew you had to have assistants. You had to have ability

to get along with others, with many other areas of the campus whether it was the garage or the procurement office or the head of a board or provost of a college. But in scale I think that's far different from running a section such as technical processes or running a section like collection development or reader's services.

**Jarrell:** So circulation, for instance, could be run by a para-professional?

**Clark:** Yes.

**Jarrell:** What about reference?

**Clark:** Reference requires not necessarily deep knowledge, but a knowledge, an understanding of sources, of material which . . . you're asking a tough, tough question—a question I think that should have been asked long ago. I think that it should have been asked when Dewey established the New York State School for Librarianship. The professional school is a young thing. Well first they had professional schools so-called, that were attached to public libraries. At one time the outstanding school on the West Coast was Riverside Public Library School for Librarianship. The one that Dewey started up in Albany was related to the state government in the Normal School of Albany. I don't know what was the first one in an academic institution . . . whether it was Columbia University or which university. But there weren't many. In comparison to law or medical schools, library schools were quite new. I'm afraid that I'm not sympathetic with people who have decried the appointment of a "non-professional librarian" as Director of Libraries at Harvard University. I was at a convention of the American Library Association when an announcement was made that Archibald MacLeish was going to be the new Librarian of Congress. At that convention a resolution was passed and sent to President Roosevelt condemning this terrible appointment because he wasn't a trained librarian. I was one of the minority who voted against the resolution. You don't, it seemed to me, become a professional just by going to library school—you've got to earn it. You've got to earn it through your study, through your service, and through your understanding. I don't want to single out any individuals down there at McHenry Library, but there were some pedestrian librarian professionals, not too many, but there are some, who became grandfathered into the new librarian series concept, which was understandable. I hope over time that we will see fewer and fewer professionals, that the ratio will be lower, and the caliber higher.

### **Librarian Peer Review**

**Jarrell:** Would you discuss the peer review process for librarians?

**Clark:** Okay. A lot of it came from outside or as a conjunction of cries and demands and urgent feelings of librarians on one side and the University

administration and certain faculty on the other. Librarians within the University of California had been given kind of a nebulous status called academic. What did it mean?

**Jarrell:** Non-faculty academic, right?

**Clark:** Yes. The librarians kept demanding higher salaries; they kept demanding recognition for their worth. Another side, the administration at that time through its spokesman, the Vice-President of the University for Academic Affairs, Angus Taylor, said, "Okay, let's look at this whole question about your status. The things that you're asking for bring some double edges." As a committee within the Library Council, we spent hours reviewing the literature, reviewing the whole concept of tenure held by faculty, the way in which they were appointed, their privileges, their rights, but also their obligations and responsibilities. We looked over the kind of development within the University of the professional librarian going back to a significant document in the University of California Library System that was produced by Boynton Kaiser and Doug Bryant. Doug Bryant at that time was an Assistant University Librarian at Berkeley; Boynton Kaiser, the son of the great, legendary librarian of the Oakland Public Library for many, many years, was a personnel officer at the University of California, Berkeley. They came out at that time with a structure for librarians, for the profession, that was breaking ground. We started with that and reviewed the literature and all we could find out about the structure for librarians in other universities. There was a lot of give and take, a lot of compromise . . . but I think we were more influenced by what we saw on the academic side, the faculty side, the teaching side, and the results show that in the sense of what we envisioned. I don't know how its working out. I have no idea. I am not sure it's working out the way we envisioned it. We saw an up or out process.

**Jarrell:** Up or out?

**Clark:** That's right. Just as in the faculty.

**Jarrell:** The librarian's equivalent of publish or perish in gaining tenure?

**Clark:** Yes. That's right. The literature is all there. You can go back and see how we set up what we felt were the things to be looked at. We developed a peer review process which was extremely painful the first few times around—exceedingly painful.

**Jarrell:** It meant that the professionals would be reviewed by their peers.

**Clark:** Right.

**Jarrell:** Just the way the faculty are reviewed by their colleagues in departments or here at UCSC by boards of studies?

**Clark:** The final decision rested with the University Librarian, just as the final decision for faculty tenure rests with the Chancellor. The Chancellor is held accountable through a reporting system so that every year after the end of the process, the Academic Senate knows how many recommendations were accepted directly by the Chancellor, how many were sent back for further review, or how many were countermanded, and the box score is right there. They know.

**Jarrell:** Can you elaborate on why this was so painful in the beginning?

**Clark:** Yes. I think that the professional librarians wanted to have their cake and eat it too. I think they wanted to be able to live in perpetuity and get higher salaries etc.—they wanted status, but they hadn't anticipated being judged by their colleagues against a given. This was a new concept. I think it was far better than being judged solely by your boss, or by your supervisor plus his boss. I think in times past you could be subject to the whimsies of your boss. Personality conflicts could be more important than they should. So to be measured by the others in the library was pretty tough. I found it extremely painful myself in that I had to sit down face to face with those that were left—the assistant university librarians had to be reviewed by me. It was hard on me to sit down and be blunt, frank, and say, "Look you have failed. You've fallen down for umpteen reasons." My actions were subject to review by CAPA, the Committee on Appointments and Promotions within the library. CAPA disagreed heartily on one of my cases. Said I was dead wrong, oh, they didn't say I was dead wrong, but that I was wrong.

**Jarrell:** Was CAPA established after, concomitantly with the peer review process?

**Clark:** Yes.

**Jarrell:** As an overseeing committee?

**Clark:** Yes.

**Jarrell:** I'm interested in your interpretation of why this came to be. And what the thinking was.

**Clark:** My thinking clearly was to make the profession much more meaningful than it had been in the past. To make the hurdle so high that you would be recognized for your work by your colleagues on the faculty as well as by your colleagues in the library. I think the work of a professional librarian is just as important in the educational process as teaching. It's a different type of activity,

but in terms of the educational program, it's just as important. But I don't think that you would ever get any recognition, or you would get the proper recognition, if you would have continued with just taking on library school graduates and not making the job more meaningful—take a look at the work of the collection development people. That to me is really the heart of it. This sort of activity might have been going on in the past, but I don't think it did. I think this is one of the great developments of the 1950s, 1960s and 1970s. I think the philosophy behind the reorganization was drastic. The Library Council had a subcommittee—Page Ackerman was on it and . . . I can't remember his name but he was the assistant librarian at Berkeley for personnel. We also had available to us people to call in. I remember Dennis Smith of the office of management in the President's office at Berkeley was one of the people. We spent a lot of time with Angus Taylor.

During the latter half of my career at Santa Cruz Academic Vice President Angus Taylor represented the President at all Library Council meetings. My first reaction to Angus was that he was an old fogey, a stand-patter, hard to move, hard to convince, hard to get him to see our point of view. Now I don't know whether we educated him or he educated us but by the time that I was ready to retire, I had the highest regard for Angus Taylor. I was very impressed with him. I got to know him better. I got to know him quite intimately during my tenure as chairman of the Academic Senate. That may have been another aspect of why I changed my mind. For example, I was appointed to an academic council subcommittee which he wanted to study a sticky matter. This was where I got to know Mark Christensen.<sup>8</sup> I was so pleased when I heard that he was going to be made Chancellor at Santa Cruz because I was impressed with his ability.

But getting back to the Library Council on restructuring the librarian series, our committee came up with proposals to be incorporated into the academic manual. We made our reports to the Library Council. There were conflicts from the President's office—they objected to certain aspects of what we were proposing. This was a long, drawn-out negotiation, and it was certainly clear that to accomplish what our subcommittee had proposed there was no question that we were going to have this “up or out” concept. The thought of giving tenure to librarians was anathema to many people. There are those in the University who believe that the rank of a professor should be jealously guarded. So when we suggested that we have a ranking system with assistant librarian, associate librarian, and a full librarian . . . this didn't sit well with certain members of the faculty. I think we had better understanding among the administrators at University Hall than we did for some of the people that were on the academic

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<sup>8</sup>Mark Christensen was Chancellor at UCSC from July 1, 1974 to January 31, 1976—Editor.

council and knew what we were trying to do. Concomitant with this was another group studying the restructuring of the library assistant classification, a paraprofessional group. They created library assistant iv, as I recall it, upgrading it and making it more meaningful. If you're going to put more responsibility on the para-professionals, you must develop a schedule that permits them to have additional pay and the like.

**Jarrell:** Were there any people who went out as a result of this? Were there any librarians who didn't get accepted into the new librarian series?

**Clark:** No. Because of the grandfathering clause.

**Jarrell:** Tell me about that.

### **Librarians Association, University of California**

**Clark:** Well, I must go back one other step though. At the same time . . . I think these were connected; I know they were. We proposed something that was comparable to the Academic Senate—LAUC, the Librarians Association, University of California, which was patterned somewhat after the Academic Senate. The librarians were to have more voice in establishing some of the policies of the library than had happened in the past. They were to have more of a say in their own destiny. The Academic Senate of the University of California is worth a full study, how it got where it is, and how it became as powerful as it has in certain fields. They're the ones that control the curriculum, not the Chancellor; they set the academic goals within a structure that's specified statewide. But in terms of grading, in terms of admissions, the Chancellor is really kind of a housekeeping man in a sense, providing the facilities here whether it be a bakery or a library or buildings to house and serve the faculty. The Academic Senate within the University of California is very, very powerful.

The librarians had nothing like this, no comparable vehicle to express their hopes and aspirations and goals in relation to the objectives of the library. So within LAUC mechanisms were provided for peer review. There wasn't any turmoil of people being kicked out because of the grandfathering aspect. People who were in the system were to be judged pretty much by the old. Well, they were to be judged by the new, but they were given a tenure in quotes, but anyone hired within the new system would be judged by the new standards. Now how this has worked out I don't know. I don't know whether the peer review committees have said, "This guy is not worth keeping." Whether this has been supported by the University Librarian, I just don't know. I hope it has. If there's been someone found wanting, I hope that they have faced up to it. Maybe saying that it was painful was too harsh. But it certainly brought some real soul-searching. This was healthy because it meant people had to look at what the standards were, and

how they were measuring against it. I would hope that over time you would find higher-quality people.

### **Forest History Society at UCSC**

**Clark:** Shortly after we moved from Central Services over to the University Library building, I was waited upon by Gurden Mooser who informed me that the Forest History Society was going to move from Yale University to Santa Cruz and he thought it would be great for them to have their offices in the library, plus having their business archives housed in the library. I was put under tremendous pressure to join this group . . . and I mean tremendous pressure. Part of the pressure came from the fact that when I was at the Harvard Business School, we became the New England depository for the Forest History Society, and those manuscripts and business records that they were able to acquire in Maine for example, were physically housed in Baker Library. But transportation was a subject in which the Business School had a deep interest. The Railway and Locomotive Historical Society as a society had at one time a close relationship to the school through Professor Cunningham, Professor of Transportation. When Professor Cunningham retired from the business school, nobody gave a darn about the society. It had no pedagogical relationship to collection planning, or anything else. The members were a bunch of antiquarians. So I didn't see any place for forest history as a subject at UCSC. I didn't see them affiliated in terms of any educational concept. I may be wrong, or may have been proved wrong . . .

No one knew better than I the cost of handling business records in relation to their use. For example, Baker Library housed the fabulous, extensive business records of the Astor Fur Company, records which occupied a large space—shelves, cabinets, crates on the floor. In the late 1920s these records were mined by a business history professor, Kenneth Higgins Porter, who wrote a two-volume history, *John Jacob Astor: Business Man*, published in 1931 by Harvard University Press. I guess the records may have been consulted by two or three people in the last 40 years. So when you look at the cost effectiveness, housing . . . and having just been involved in building the University Library I was very conscious of the square foot cost. So I fought it.

**Jarrell:** You said you were under a lot of pressure?

**Clark:** I was. One pressure came from one of the directors of the Forest History Society, Ralph Hidy, who was one of the three co-editors of the four volume work on the *World of Business* that I had worked on when I was at the Harvard Business School. Hidy was a professor, *the* Harvard Business School professor of business history . . . and a close friend. He came from the East to Santa Cruz. While he was here he tried his best to persuade me to make our library the home of the Forest History Society or, failing that, the depository for their records. I



finally went to Dean McHenry and I told him that I had done an analysis of the cost of this thing . . . I tried to do a pro and con, I did the old Harvard Business School approach, speaking of what were the strengths and weaknesses. I said, “If you order me to do it, I’ll do it. But I want you to know these are the costs.” I don’t know what happened or who did what to whom, but pretty soon the little red building down at the corner of Highway 9 which was owned by our campus, was made available for the Forest History Society . . . with the plans that they were going to build a center right down near the entrance to the campus. But even after they came I don’t recall any kind of close relationship with them. I think I’ve been in their library twice. I assume that their people use our library, but I don’t know. So here’s another example of my experience at Harvard Business School that had a relationship to a decision I made here.

### **Academic Affairs**

**Clark:** One of the things that I think is important is that Santa Cruz was the smallest campus in the University. Therefore I was involved in academic affairs more than my contemporary colleagues.

**Jarrell:** Do you mean your counterparts at other campuses?

**Clark:** Yes. This does not mean to say that University Librarians on other campuses haven’t been involved. They were. For example, Don Coney, the longtime librarian at the University of California, Berkeley, was one time vice chancellor of the University at Berkeley. Bob Vosper was intimately involved on the academic side in terms of running the Clark Library, and working as dean of the school library service and so forth.

From the very beginning, my association with Dean McHenry, working on the South Pacific studies, my chairmanship of the first Graduate Council on campus, my chairmanship of the Academic Senate, membership in Crown College as a fellow—all of these meant that I had perhaps a different type of academic status. I had an understanding of what went on. I served on several ad hoc committees appointed by the Chancellor. Sitting in on the Chancellor’s advisory committee, which consisted of all campus provosts, meeting regularly almost once a week, serving on the campus planning committees—these were functions not because of Don Clark’s personality, they were functions because of the smallness of the campus and the character of Dean McHenry. I had a more intimate understanding.

### **South Pacific Collection**

**Jarrell:** You just mentioned the next topic in passing. Would you discuss the genesis of the South Pacific Collection? I got some documents out during the last

month and have been reading through a description of the collection written up by Margaret Felts, the collection's bibliographer . . . just to read it into the record is a good starting point:

The South Pacific Archives were presented to the University of California, Santa Cruz Library during the years 1965-70 by Dean Knowles, A. Ryerson, Dr. Howard J. MacMillian, and Governor Carlton Skinner, all of whom served the South Pacific Commission on various assignments from 1947 to 1970.

I would like to know who, including you, decided that Santa Cruz would be an appropriate institution to receive such a gift? Who had special expertise and knowledge for this collection?

**Clark:** That's easy. The collection followed a stated objective of the academic program for the University. The first UCSC organized research unit [ORU] was the Center for South Pacific Studies. When you talk about an organized research unit . . . the Regional History Project is an ORU unit I would say, in a sense. The first planned one was the Center for South Pacific Studies. It wasn't the first to be accomplished because Lick Observatory was transferred to the campus and it was already well established. The South Pacific Center came about I think solely because of Dean McHenry's and Clark Kerr's interests. Dean had served on more than one occasion as a Fulbright scholar in Australia. He had served as a visiting professor in New Zealand. As a political scientist, he was interested in comparative government. He had done an awful lot of research in the field in Australia and New Zealand. When I made my tour Down Under in 1965, it was immediately evident how well known he was and how highly regarded and respected and loved by the people.

**Jarrell:** So he had a wide array of acquaintances—a whole network of people?

**Clark:** Tremendous. He had also been involved as a consultant on the establishment of the East-West Institute at the University of Hawaii. He had been on accrediting teams for universities in the Pacific. He also looked at the need for something of this nature—a team effort, a looking at interdisciplinary approaches to the problems of the Pacific stemming from his work as a political scientist watching the emerging governments of the islands.

He was studying the trust territories, the United Nations' work in the field. He had vast contacts and great hopes for the development at Santa Cruz of a center that would do research and tackle some of the problems that were facing the emerging nations. He had schemes . . . he thought that since San Francisco was a port of entry for so many governmental people, academicians, scholars going through, that he could even set up a center in San Francisco that by closed-circuit

television you could have these people at the airport discussing things with students or faculty on a given topic back and forth down here at Santa Cruz without all the problem of shipping people down. He had all kinds of ideas. He had of course known Knowles Ryerson for a very long time. Knowles had been the Dean of the College of Agriculture at Berkeley. Sometime you might want to dip into the oral history that he did for the Berkeley campus if you have the stamina.

**Jarrell:** I have a brief biography here . . . what a vitae he has.

**Clark:** Right. He had been importantly the United States Commissioner to the South Pacific Commission—an independent agency that was set up after the war. He had been the United States representative to SEATO—South East Asia Treaty Organization. He had been involved with some sort of Pacific . . .

**Jarrell:** The Science Board?

**Clark:** Yes, that's it. The Pacific Science Board. He also served as a member of some sort of rhinoceros-beetle survey. He is still living—an amazing individual—just a remarkable guy. He had no children of his own, but he and his first wife just mothered so many students there. He was the Mr. Chips of Davis in a certain way. He had been involved in many extracurricular activities. During World War II he was in charge of setting up a program of growing vegetables in the Pacific Islands so the troops wouldn't get scurvy, but the supply problem was just massive. He was the one who got Robert Burton, who was a retired high school science teacher here in Santa Cruz, put in charge of one of those potato fields over in the islands. Later on Burton took on other jobs under Knowles Ryerson. He had so many responsibilities at various times in the area . . . in Indonesia and Southeast Asia he was a consultant to establishment of agricultural institutes and new universities.

Before the UCSC campus actually started instruction he was appointed as a special consultant to the Chancellor on South Pacific Studies. As I say, the important thing was Dean McHenry's concept of what he wanted the center to do and what it could do. There was no faculty yet. But he knew that was going to come. The time frame I think was that the center was going to be fully operational in 1970. So he thought one of the best things was to start collecting immediately.

I don't know which came first, Knowles' contribution or my trip to the South Pacific. I was sent out on the spur of the moment. Ten days before we were to leave it was decided that we were going to go. Dean had found out there was a fund available for intercampus activities, things that involved more than one campus and served the University and academic purposes. So at his suggestion I

drew up a proposal and submitted it to the Chancellor who submitted it to Clark Kerr. We had a guarantee that anything that I discovered out there on this trip I'd make available in terms of knowledge or seminars of whatever to other campuses. Well . . . our proposal was too late and we got word back that the funds had all been exhausted. But then Clark Kerr said, "I've got another fund. If you put up half the money, I'll put up half the money." I don't think it was much. And so scurrying around . . . Dean sent off letters to *all over*.

**Jarrell:** To dozens of people. When I was reading this you had marvelous letters of introduction that had preceded you everywhere.

**Clark:** Sometimes they got there before I did. Sometimes afterward. In one case it got there the morning I arrived. But he sent these out. Emily sold some stock she had, so she could go with me. She paid her own way. And we went out . . . she served as my secretary. I have always felt the University owed her some money. Off we went. I could spend hours on it, but I think it can all be summed up in that it was worth every single penny to the University. I never worked so hard in my life. We put up with frustrations—no reservations at hotels, plane failures, stranded two weeks in New Caledonia. But we made friends for the South Pacific Center all through that area. We covered the University of Hawaii and the Bishop Museum, the East-West Institute, The Mormon Church of Latter-Day Saints Center had the Polynesian Cultural Center on Oahu. We went to Guam, Saipan, American Samoa, Western Samoa, Fiji, New Zealand, Australia. We had plans to go to the Solomons . . . it turned out that we couldn't go there because of plane problems, which was very disappointing. I would like to have gotten there. Also Tahiti. This was very problematical because at that point the French were not very kindly towards Americans involving the atomic testing in the Pacific. But we couldn't get to Tahiti because our plane lost an engine. We were stranded in Noumea. But dealers, librarians, government officials, people that now have gone up the ranks and are in prominent positions . . . well . . . later, many years later the Friends of the Library invited the high commissioner of Samoa, the new chief under their first independence organization, to be the speaker at the dinner of the Friends of the Library . . . whom I met out there when he was at a much lower level. We developed exchange relationships—laid the base for later cooperation.

Knowles Ryerson was a pack rat; I think he saved every telegram, letter, pencil memorandum that involved anything to do with the Pacific Science Congress and with the South Pacific Commission. He deluged us. We were just confronted with this great mass of material. We were poor; we didn't have adequate funds, but he was able to talk his dear close friend Alan Thiele into putting up money from his small foundation. And he did. This provided two things—it provided the services of Mrs. Mersman who acted as kind of a secretary to Knowles when

he was still writing all around the Pacific trying to get stuff for us. She had been his personal secretary at Berkeley for umpteen years, knew his idiosyncrasies. She knew the files intimately. She came down from Berkeley I guess two days a week and organized the files, put them in logical sequence, and did many other things. Thiele also helped us out in terms of contributing money for some of our own library activities.

Chaffee Hall, an “old blue” lawyer who had been the lawyer for the Associated Students, University of California, for many years . . . his son I had known because he was an assistant dean at the Harvard Business School. His family had bought a place over here in Felton as a summer residence. Umpteen years ago he developed the Hallcrest winery. His daughter, Marie Griffiths is a close friend whom we see regularly. Chaffee had an interest in explorations and had developed a very nice collection of books on the exploration of the Pacific—primarily books of the Cook explorations. Dean suggested to Chaffee that UCSC would be a good repository for his collection. Carlton Skinner and had also been a successor to Knowles as a commissioner of the South Pacific Commission. He’s also been the civilian governor of Guam on appointment by the Department of Interior. He is a San Francisco businessman. At the time I knew him working with South Pacific studies, he was developing a new airline system to serve Micronesia. Very personable chap with whom I refused to discuss politics because of his outspoken, far right-wing views . . . oh well, but we got along fine. Knowles persuaded him to give his documents. His documents were not anywhere near the nature of Knowles, but he did give us . . .

**Jarrell:** But you were really starting from scratch in terms of the collection?

**Clark:** From absolute zero. I had never crammed so fast in my life as I did for this trip. I talked to anybody I could. I got excellent advice from the bibliographer at UCLA—whom to see, what to look for. I just had the most amazing experience of openhandedness. Ed Bryan at the Bishop Museum just couldn’t do enough for us.

Karl Stroven at the University of Hawaii, I was told, probably was one of the most knowledgeable people in the Pacific about the literature of the Pacific basin. He had started at the University of Hawaii as an instructor. Now I think I may have mentioned earlier that he was the librarian of the University, just ready to retire. I called on him and in my conversation with him about his background, which I should have known, he’s the co-author with a man by the name of Day of the *Hawaiian Reader*, an anthology of Hawaiian literature. I should have known his background but I didn’t. I asked him about it.

He said he’d been an instructor and he’d started in 1929 at the University. I said, “1929. That’s the year that my wife’s father was on sabbatical and teaching at the

University of Hawaii. Did you by any chance know Professor Espenshade?" "I was his roommate; I was his officemate," he said. "As a junior instructor I was put with this visiting professor from Penn State." Stroven . . . this is really jumping around . . . but Stroven did retire. We were looking for a South Pacific bibliographer. He had retired to St. Helena, California, had come back home. I talked it over with Dean—this is how we did things in those days. I talked it over with Dean. Said, "Sure, let's go to it." We figured up a salary and title for him, and I called him and he said, "Oh, Don you called just 24 hours too late. I would love to do it. My heart would be just down there in Santa Cruz. I'd just love to do it. But my wife has fallen down and broken her hip and she's going to have to be cared for." Stroven was this tremendous guy.

I met all types of people like this, because of starting the South Pacific Studies without any professors or faculty or director that first year. Later we had an acting director, Roger Keesing, and then Bill Davenport. I found that Australians and New Zealanders and any of these academicians down there either had just returned from a furlough or gone away on a furlough. Those people were traveling all the time. I can't tell you how many of those people came through Santa Cruz; how many lunches Emily and I went to at University House to entertain these people; how many people we put up here at our house . . . I was delighted to meet once again Stockdale from Adelaide, whom I'd met when I was still at Harvard at the Baker Library. I met him just after he had been appointed librarian of the new campus at Adelaide almost the same time I was appointed the new librarian at this new campus. Our problems were similar. We'd corresponded about our building plans and so then off we went. The Stockdales were the most perfect host and hostesses—oh, we just had a delightful time with them. So when they came through they stayed with us. . . the archivist from Samoa came through and stayed here.

**Jarrell:** This became a center, all of a sudden?

**Clark:** Whether I wanted it or not, I became the center for a while to the point where it was frustrating because I was working on building plans for the new library, working at hiring new staff etc. . . .

**Jarrell:** This is all simultaneously.

**Clark:** Oh, absolutely.

**Jarrell:** Yes. Everything didn't stop so you could get it together for the South Pacific.

**Clark:** No. Until we hired a South Pacific bibliographer, I was it. I was doing all the searching, all the buying, all the reviewing.

**Jarrell:** I didn't know that.

**Clark:** We developed a standing order plan with Angus and Robertson in Australia, which I think wouldn't have worked as well as it did if I hadn't visited them . . . I met all the people involved, even the mailing clerk down in the basement. I knew that store exceedingly well from our visits. They sent by airmail each issue of the Australian National Bibliography checked off with those books which fit our criteria. We had developed a profile of what we were collecting and what we wanted and what we didn't want—by area, by subject, and by time.

**Jarrell:** Did you do that?

**Clark:** Did it in consultation with Dean and library staff. Roger Keesing wasn't here yet. But with great help from UCLA . . . I must emphasize, tremendous help from UCLA because they had a program going with Angus and Robertson before. So they were familiar with some of the problems. We tried to develop the same thing in New Zealand, but we were never able to do so. But I got catalogs. One was a great catalog from a dealer in New Zealand who fortunately had sent it to me airmail. I went through that thing one night and then Don Black and I went over it again, and we double checked and I got on the long distance telephone and called New Zealand.

The first time I was at Angus and Robertson he told me they were just putting together a catalog of their next sale. He said, "Do everything you can to make your itinerary so you can come back." So I went back that day and the chap in charge of the sale on South Pacific material. He said, "There's no time for chit chat—get in there." I went in and 10 or 15 people were already in the sales room, stacks of books . . . I worked madly. I had already bought at Angus and Robertson . . . oh I thought I'd never forget it . . . the definitive bibliography on Australian literature. I had certain guidelines . . . but I just went through and stacked these things up and arranged for their shipment. He told me that this was going to happen. He warned me, he says, "The last time we did this, we had people fly in from Melbourne, from Perth, etc., etc. and they were lined up outside the door." So I knew that when this catalog from New Zealand came, I don't know what the long distance telephone bill is. But you talk to Margaret [Felts]. Margaret just gets so much enjoyment showing me the latest catalog, let's say from Burkalo in Australia who's listing some book on the folktales of Fiji for \$300. She'll point out that Don Clark paid \$5.00 for it!

**Jarrell:** The market's really changed.

**Clark:** The market, of course the inflation and everything else.

We just had an exceedingly wide network, and a lot of things didn't fall through because of the nature of people. In Western Samoa I met the archivist. I found out why other librarians had had trouble getting anything. This archivist didn't like paperwork. He opened a drawer . . . just filled with letters that one day he'd get around to.

Also he just couldn't get it through his cotton picking mind . . . why in the world did he get five requests from the University of California for the annual reports of the governor. He said, "They don't need five copies." Well, I got out a map of California and showed him Los Angeles, Davis, Riverside, Santa Barbara, and San Francisco . . . he had no concept of the structure of the University and that these were five separate orders . . .

The contacts were just so useful later on. I met so many people that the Chancellor later tried to recruit . . . one of the people that he would have loved to have had as director of the South Pacific Studies Center was Doug Oliver, a professor at Harvard. Oh, he wanted Doug. At that time Doug was on leave at the East-West Institute. That's where I first met him. He was on a sabbatical. Spent a lot of time with him there.

**Jarrell:** Were you involved with the center once it opened?

**Clark:** It opened before 1970 . . . in a sense. I was involved from the beginning to the end in ways that I didn't like or want.

### **South Pacific Center**

**Jarrell:** So there's the library's South Pacific Collection and the brief history of the organized research unit, the center itself.

**Clark:** Its "brief history" is right; it never got off the ground.

**Jarrell:** Why?

**Clark:** Well, I think there were many reasons. One was the problem of funding . . . organized research units are supposed to stand on their own bottom financially with private funds or otherwise—grant money. I can remember one year when, very sadly, the center turned back to the general funds something like \$25,000. Monies for the center had been cut out of the budget by the Governor's office. So they couldn't recruit, they couldn't hire people. Then finally when the money bill went through the state legislature, back through the University, there was this money available but it arrived too late in the year. I don't know what it's like now, but it used to be that the monies were so categorized that if you had monies for academic salaries, you couldn't hire a secretary, you couldn't buy a new machine . . . it had to be used for academic salaries. They couldn't hire; they



couldn't recruit on this. They would have loved to use the money for seminars for bringing people in—which they later did on some other . . . we had a series of seminars over the years. That was one problem.

The other problem I think was the structure of the University—the campus at Santa Cruz. Here's Dean with his golden view, his marvelous idea of what this was supposed to do. You can find his early pronouncements—and this is the story I gave all over the South Pacific. This is what we were going to do. So he tries to recruit, but he's got to watch his pennies. So he hires first as acting director a young assistant professor of anthropology—Roger Keesing, a brilliant choice in one sense. Roger was the son of Felix Keesing, the great Stanford professor so beloved through the South Pacific—his name is legion. He's a great man. But Roger is on the make to get tenure, to go through all of the academic paraphernalia of doing research and publishing. Dean is pressuring him to get out and raise money. He finds it impossible to do these things. The campus was fragmented by the boards of studies. Roger did a good job, I think, of trying to educate the various boards—if you're going to hire a historian, let's see if we can't find one that has some Pacific background. If you're going to hire an anthropologist, let's find one that has some field experience in New Guinea or whatnot.

But the provosts and the boards of studies had their own goals so that it was not the development that one could hope for. There weren't monies available for the people that would have liked to have come and concentrate on the research aspects. Roger was very helpful in our collection development. He had done graduate work at the London School of Economics under Raymond Firth, the great South Pacific anthropologist. We were able through support from the Friends of the Library to buy Raymond Firth's library. We would never have been able to get it if it hadn't been for Roger's connections. I think Roger was involved in our learning first of the Malinowski collection that went to Berkeley. They picked out what they wanted; the residue, which was sent to us, was a great windfall. But there were so many obstacles to success.

Then along came another problem. Knowles knew about our search for a South Pacific bibliographer. Oh, I must tell you—one real nightmare we had with C. Hartley Gratton. He was a freelance writer who had written a number of books on Australian politics and government, and was well regarded throughout the academic community, although I'm not sure he'd ever had an academic post. I was writing people all over trying to locate private collections for our South Pacific endeavor. That was the time to buy when you're starting fresh. I kept hearing that Gratton had the best private collection of Australian and other South Pacific materials. So Dean and I wooed Gratton. We arranged for him to come out. Turned out he didn't drive so we had to send a car up to the airport to meet

him. Brought him down. Emily and I entertained him, the Chancellor entertained him. Matter of fact, I think he stayed with us. But then we started negotiating to buy his collection.

**Jarrell:** Now you knew before he came that he was at least interested in parting with it?

**Clark:** Yes, we knew that. We started jockeying. Well, every time we jockeyed the ante went up. And the ante went up in such a way that it was almost impossible to deal with him. He would sell his collection if he could come with it.

We were looking for a South Pacific bibliographer, so it made sense. He didn't want that title. He wanted an academic title. He wanted a teaching position. The Chancellor talked with various boards of studies, with the provosts—nothing doing. I worked statewide in trying to find an academic title. We looked through the handbook for all kinds of things . . . I forget what we finally came up with—it was some fancy title that sounded good. But no. What happened was Dean put it right to me. He said, “Boy, we want that library, we want that collection . . . but do you think you can put up with him?” He was a prima donna. He was so demanding in terms of where he was going to live and how he was going to get up to the campus each day . . . it was a new experience for me dealing with this kind of person. I ventured that I could try, but our problem was solved. We didn't get the collection, we didn't get him because Texas outbid us, and they made him a full professor. They just did everything he wanted. So now they've got the Gratton Collection down there. This is part of the problems of building a library.

One of Jack Gregory's boys was working for us who's now, he's a successful lawyer, he's gone through university and law school. Clay Gregory was working for us. We arranged for him to get a university car to pick up Gratton and get him to the airport. It meant going very, very early . . . something like 5 o'clock in the morning. The night before Clay had a party. I don't think he got to bed until one and had to get up at three. He drove Gratton and got him to the airport in time. But driving back he realized he wasn't going to make it—he was going to fall asleep on the road. So very wisely he pulled over into Los Gatos and pulled into the parking lot back of the post office to take a snooze. Well . . . along came a state trooper, CHP, sees a diamond E car, sees in there sleeping a chap wearing blue denim top, blue denim pants, the uniform worn by the California Youth Authority—they thought he was an escapee from the CYA camp. The officer gave Clay a hard time—asking for identification papers, and wanting to know why he was driving an official state car. “Call Mr. Clark, call Mr. Clark,” said Clay. He finally convinced them it was legitimate. So the trials of running a library.

Roger Keesing got an offer to teach at Harvard. He left here thinking that he had everything under control in South Pacific studies. Dean wanted something from the center. He called and of course Roger was in Cambridge, nobody answered the phone. He pursued it until finally he found somebody who said, "Oh the secretary's gone and we don't know who's in charge of the center." Well, you don't tell McHenry this. He also discovered in this scurrying around trying to find what was going on, that Roger had hired a husband and wife, I think one was an undergraduate, one was a graduate student. One was working on Roger's research grant money and one was working on South Pacific studies money. Well, that was nepotism, and in those days the feeling was stronger than it is now. There were some other questions . . . Why was Dan Crowl working over there? Who authorized it? So Dean arranged for a telephone conference with me on one extension, Vice Chancellor Calkins on another extension, and himself. He called Roger who had full intentions of doing everything right . . . but it turned out that this secretary had left without notice. Just split. So, who had signature authorization . . . there were all kinds of problems. It ended up by Calkins taking over the titular responsibility of the center while Roger was there and signing the payroll and whatnot. But I was to supervise the personnel.

**Jarrell:** How many people were there?

**Clark:** There were three or four. But it didn't make any difference. It was just one more distraction I didn't want to have to deal with. Another problem in a sense was Francis McReynolds Smith, who had been in charge of what they called the South Pacific Desk in the State Department. She had been a crony of Knowles Ryerson. She had gone to every South Pacific Commission meeting. She was versed in all of the aspects of the commission. Knowles knew we were looking for a South Pacific bibliographer so he recommended Mrs. Smith . . . apparently she wanted to get out of Washington, D.C. She had some personal problems. She wanted to get out and she was very anxious to come. But here again we ran into problems of rank.

**Jarrell:** A non-academic?

**Clark:** Right. Her aspirations, expectations were exceedingly high, and our ability to meet them was very, very low. But it was partially resolved by the center then realizing that they needed some full-time responsible person to work under Roger, and Roger's announced replacement, Bill Davenport, who was at the University of Pennsylvania. Bill went down to Washington and interviewed her. She came out and spent some time, and we interviewed her. She was hired to be the administrator for the center. We searched and searched and finally gave her the title "special assistant." She was also very anxious to be able to engage in teaching. But she only had an AB. She had an honorary doctorate . . . she graduated from Illinois College and they later gave her an honorary doctorate,

but she had no earned advanced degrees. She came out to run the Center. But her concept of what the center was to do was far different from any of the professorial aspects. Her notion was in a sense closer to what Dean had in mind. She was thinking of running institutes—of bringing in these people that were now bubbling up in the newly enfranchised islands of the Pacific.

But again, I became the one that she kept coming to for advice until an infamous explosion. I can't recall the details at all, Randall, but she put on a beautiful library exhibit of her South Pacific artifacts, a gorgeous exhibit. I should say here that after Francis McReynolds Smith was appointed, the Library hired Margaret Felts as our South Pacific Bibliographer. They were supposed to work closely together. I don't know what happened. But Francis felt slighted or insulted or something. She exploded inexcusably offensively to Margaret Felts in public—to such an extent that I wrote her a letter and I said in essence don't you ever do this again to any people in our Library. If you have this feeling, you come to me. But you do not stand up, particularly in front of others, and criticize. Perhaps I should have left things alone. But it was just inexcusable. It was terrible behavior. I don't know whether anyone's mentioned it, but when anybody around the campus started attacking my people, I didn't like it. So that was the beginning of the end of my relations with Frances McReynolds Smith.

**Jarrell:** How did the South Pacific Studies Center finally end? You said you were in on it from the beginning to the end.

**Clark:** Well, that isn't quite true because it was still going when I left.

**Jarrell:** In 1973.

**Clark:** Yes. But sometime before the end we hired Margaret Felts as the bibliographer, and a good choice it was. Also I think there was hope for the center about the time I was leaving. I'm not sure of the chronology. But Dean had appointed Jim Bell as the acting director, and this could have been before I left.

Roger Keesing had gone and Bill Davenport, who'd been another director had gone. I think Dean he was an ambassadorial type who had rich experience, not directly in the South Pacific, but in Southeast Asia—Indonesia, Malaysia. I think he thought too that the combination of Ambassador Bell and ex-state department Frances McReynolds Smith would make a good team. I think he hoped too that with Bell running it instead of the more professorial types like Keesing and Davenport, there would be an infusion of some of the practical aspects that he had hoped for.

I think Dean had hoped that the center would have a real place in acting as a focus of interest for the growing entities in the Pacific—those that later became

independent. As you know there certainly has been a great splurge of independence in the South Pacific—such that I can't even tell you the names of some of the places anymore. I can't even pronounce them. But Dean saw this coming as the political scientist he was and thought that the center could have a role in working in that area.

But my reading of it is that Jim Bell just wasn't interested. So that there we had another disaster. He was followed by Bryan Farrell. I know little about him except that Bryan certainly was not a team player—he was a man who kept to himself. I think it was unfortunate that he didn't use Margaret's talents. I base this on very little knowledge about him except that I did attend a conference that he ran on South Pacific tourism. I was shocked to find that as handouts at this conference on tourism, he passed out several bibliographies done by some young whippersnapper that he hired who knew nothing about the library as far as I could tell . . . and he completely ignored the great talents of Margaret who would have prepared great lists . . . this is why she was hired.

But this wasn't the reason for the downfall. I think the reason was that finally the President of the University said to Chancellor Sinsheimer, "Fish or cut bait. Make this a self-supporting institution, strengthen it, make it a going concern, make it financially independent or junk it." Well I don't know what Sinsheimer did or tried to do in the way of making it independent, but the decision was finally reached that they would junk it. Now this left the library in a quandary—they spent considerable amounts of money; they sent me, and Long Foundation monies supported Margaret Felts' tour of the South Pacific—expeditions which were attempts to not only build the collections but to develop relationships with other librarians and archivists and government officials that would help us strengthen the holdings of the library. It's an outstandingly good collection.

**Jarrell:** I was going to ask you to give your assessment.

**Clark:** Oh, I think it's terrific. I think that you don't need to turn to me for this . . . you could get evidence from Margaret as to comments of visiting scholars, people that have heard about it and come, and to their amazement found it very significant. A visiting linguistics professor came to teach during a special short-term program. He wrote to one of the faculty saying before he came he wanted to be sure that we had accessible certain volumes and specific titles—I think that Margaret told me that out of the 50 she had 49. I think this amazed even the local linguist. It's a good collection.

I was extremely sorry that we didn't get the Kenneth Hill collection. Kenneth Hill was a well-to-do New Yorker, an investment banker, who had ridden his hobby and had developed probably one of the finest collections of books on the explorations of the Pacific—an outstanding collection. It is to be noted that he

was the brother of Terrell Hill who at that time was the Academic Vice Chancellor on the campus. So he knew all about Santa Cruz and expressed deep interest.

He visited us. We had a day together. I did everything I could to tell him that I thought the place that he should deposit his collection . . . oh, I should make it clear that he was offering his collection. He wanted to move from New York back to the West Coast, so he wanted to put the collection in some institution to which he would have immediate access. It was complicated. He was going to sell the collection with the understanding that he would then pay it back over a period of five years—each year he would contribute to the University 1/5th of the price we had paid. There were other givens to it—one as I recall was that we would hire a bibliographer to work on his collection exclusively—cataloging, and the like. In spite of all these, and after talking with Dean, it seemed to me that we could meet these requirements. This would be a plum, it would be a real addition to the library.

But two things happened. I've never understood one of them. For some reason Warren Howell of John Howell Books advised Kenneth Hill not to affiliate with Santa Cruz. This is a mystery to me, and I haven't talked to Dean about this. Warren Howell is a camp member in the Bohemian Club . . . he and Dean belonged to the same camp up in Bohemian Grove, and they're close friends. But for some reason, Warren suggested that it not go to Santa Cruz. The next thing we heard was that it had gone to San Diego. Well . . . I couldn't understand it. San Diego had no curricular activities on the South Pacific; they didn't have a South Pacific center. But I gather that it was more closely related to Hill's retirement plans. He and his wife retired to a nice spot near the campus, as I recall. Kenneth Hill's son was hired to be the bibliographer to catalog the collection. Since then, his son has done exceedingly well in the book business world. After working on the catalog for San Diego, he then became affiliated with Jake Zeitlin of Zeitlin and Ver Brugge rare books in Los Angeles. Later he went out on his own. You should see his beautiful catalogs. I gather he's a very knowledgeable young man. He's in rare books, general Americana, rare volumes. The UCSD Library did publish his bibliography of the Kenneth Hill Collection. It's just a gorgeous book. It would have been so much in line with what we were attempting and I think would have fit in with our hopes and aspirations.

We had not gone in too heavily on explorations. We went out after gifts in that field, but didn't spend a lot of money on it. But here it is, a good nucleus, and with the Archives of the South Pacific Commission and the papers of McMillian, the things that Margaret and I collected in the broad fields of anthropology, zoology even. It'll be interesting to see what does happen in the future.

## Special Collections

**Jarrell:** The next subject I'd like to explore with you is the whole question of Special Collections. Under the umbrella of Special Collections we can talk about a number of things. What guided your thinking in the beginning when Special Collections was established?

**Clark:** Well I think you have to look at my background in terms of library experiences. My first professional job was at the New York Public Library in the reference division which is that big building at the corner of 42nd and 5th Avenue, which in many ways is nothing but a collection of special collections. As a young librarian I was intrigued with the depth of materials that were available to scholars. I just couldn't get over the number of things for example that they had from California. Annual reports of cities, the annual reports of railroads that have long been forgotten, mercantile records of San Francisco merchants.

This was then followed by a similar experience at the Harvard Business School, which unlike any other business school in the country, was interested in anything that was helpful in interpreting the role of the businessman, the entrepreneur, over time. It had the good fortune of having records from the Medici family that were given to Baker Library by the man who later became Lord Selfridge of the Selfridge Department Store in London. It had business records from the West, too. James J. Hill, the railroad baron . . . it had records for example of the Dibley family—early San Francisco merchants. We collected across the board in terms of the form whether it be a poster or a pamphlet on the closing of the fens in England, bills of lading, account books, journals, maps, everything. I learned what I do know about the act of collecting or just making collecting decisions, from Arthur H. Cole, at Baker.

## Regional History Project

**Clark:** This found a receptive field in which to place this seed in that Dean McHenry was like-minded. I was brash enough to speak before the Rotary Club the first month or so I was here explaining our hopes, to say that we would like to develop at Santa Cruz for the Santa Cruz-Monterey Bay area a miniature Bancroft. One of our very first decisions . . . was to gather in what we could, and that is reflected in the post that you now hold. One of the ways to gather material is to send people out in the field for interviewing. Bancroft's works were based on interviews of hundreds of people by his scouts. I don't know whether you've ever read the controversy on how much of Bancroft was written by Bancroft or by a man named Oak or whatever it was.

Dean had a notion that our first foray in the Regional History Project should be in terms of economics. He wanted to get more things on the economics of the

past, agriculture, railroading, limestone operations, the paper and powder mills. The early history of Santa Cruz is something to be proud of. At one time Santa Cruz was one of *the* leading centers of industry in the state. The first powder mill. Some say the first sawmill—at least powered sawmill . . . water power versus saw pit, was in what is now the county. The early paper works on San Lorenzo and down near Corralitos. Some of the richest agricultural land in the country is in the Pajaro Valley. He also wanted to get in some of the social/economic aspects . . . the role of the Chinese, the Japanese and other ethnic groups in the region. The problem of course in regional history is . . . oral history is what it's called everywhere else except at Santa Cruz. Because Elizabeth Calciano didn't want to be known as an oral historian, particularly being married to a doctor . . . this was just too much. The problem with oral history is the expense; our appetites are much richer than our pocketbook would allow us to fulfill. But I wanted to see that Santa Cruz in terms of Special Collections gathered everything we could that related to the social, economic, political literary history of the area. Unlike our neighbor to the south, Monterey, perhaps we aren't as rich in all of those fields—social, economic, political, but there is enough. There certainly is a burgeoning of literary activity with national scholars and nationally known writers. For example I made a strenuous effort to persuade Peter Beagle to have Special Collections become his archive. But Peter pointed out that that was the one corpus he could leave his children. He hoped that, as time went on, he'd become better known and it would have some value. So he wasn't about to deprive his children of that. I could understand that.

**Jarrell:** This was an effort on your part to get a local writer with a national reputation?

**Clark:** Yes. I would have liked to see Jim Houston, Page Stegner and other local authors view Special Collections as the repository for their writings.

Rita Bottoms—she'll be the first to tell you the pressures I put on her to come up with what I called a manual for Special Collections, which would state what we wanted Special Collections to be. It was growing by accident; it was growing by whims; it was growing by what I brought in or by what she became interested in . . . and it needed a set of guidelines.

**Jarrell:** A coherent vision of what you'd specialize in?

**Clark:** Precisely. But I didn't want to say to Rita, "Okay, this is what we're going to do in Special Collections." If you do that you run the danger of providing a closet for people to hide in. If you tell them to do something and it doesn't work, they can always blame the chief. By getting them to set their goals they can have them mesh with the overall objectives. I think you get a far greater sense of participation, a far greater willingness to work.



**Jarrell:** In the very beginning of Special Collections—would you say that county and regional history were to be major collecting areas?

**Clark:** Absolutely. If you go back to the early statements that Dean and I made, we spoke specifically that Special Collections would be, in my exaggerating way, a miniature Bancroft.

**Jarrell:** Yes. For Central California.

**Clark:** . . . in terms of the five counties we were dedicated to serve. Secondly that it would take care of those materials which you couldn't leave out on the open shelves for one reason or another.

### **The Acorn Press**

**Clark:** One of the other areas that I certainly fostered and was certainly pleased with was the development of the Lime Kiln Press. I don't know whether you ever knew that Rita was the printer's devil at the printing club at the UCLA library school.

**Jarrell:** I didn't know that.

**Clark:** She was the printer's devil. I was delighted that we could have somebody on our staff who was interested in fine printing, because this had been one of my loves over the years. It was again one of the things that I had high on the list of what I wanted to see our Special Collections develop. It was fortunate that I heard that Lewis and Dorothy Allen were planning to buy a new press, new in the sense that it was younger than the Acorn press they'd been operating, and that they were considering donating their Acorn press to some institution that would make use of it. They didn't want their press to become a museum piece. It was very, very fortunate that Lew was also a graduate of the Harvard Business School. He was also at Berkeley about the same time I was, although we didn't know each other. But these factors, plus our desire and our guarantee that we wanted to use the printing press made us the victors over Davis, Riverside and about five or six other places that were in the bidding.

**Jarrell:** I didn't realize there was that competition.

**Clark:** Oh, there was strong competition. I can just vividly recall my first visit to their place, and seeing them both at work on the Acorn press. The beauty of their work is just breathtaking. The press was moved with great difficulty and reassembled down in the conference room next to my office on the ground floor with Lew coming down from Kentfield to advise on setting it up again. With his visits to our house and our acquaintance growing stronger with seeing him at meetings of the Roxburghe Club, he persuaded his longtime friend, Jackson

Burke, to give to Santa Cruz a copy of every single book that had been printed on the press. Not only by Dorothy and Lewis Allen but by Jackson Burke himself who had owned the press before the Allens had acquired it. Jackson was able to do this with one exception, I forget what it is now, but we later acquired the missing one.

Jackson had given the press to the Allens when he moved from San Francisco to become the designer for Mergenthaler Linotype Company in New York. I had never known Jackson. This had all been by correspondence. Until one day when I was on a buying trip in New York City and I had stopped at Cohen's Bookshop. I was wandering through the stacks when Mr. Cohen said, "Oh, here's somebody you ought to meet. This is Jackson Burke." We had a great time. Then later Emily and I had a wonderful evening at the Allen's house with Jackson Burke and David and Mrs. Magee, and Norman Strouse. Jackson has since died. There we had a good beginning on our graphic arts, printing arts collection. Over the years we've added to it in many ways—through friends locally and through the Friends of the Library who have done so much to foster the development of our collection—Grabhorn, Andrew Hoyem and other fine printers.

The big problem, it seems to me, is that Santa Cruz has never developed or codified its goals for Special Collections. I started codifying some in the beginning with the hope that as the campus matured, Rita would be the catalyst for creating a collection development planning guide for Special Collections. I hope with the present shift in the organization of the library, that Marion Taylor and her colleagues will have some influence and we can see the development. I think, and there's nothing wrong with it, that the Special Collections has developed when they've seen targets of opportunity. This is fine, but I think that leads to actions which in the long run may not prove to be too sound. We will in our excess of eagerness acquire collections that really don't fit.

**Jarrell:** You just mentioned Norman Strouse—I'm interested in the history of the Strouse-Carlyle collection, how we ended up with the Carlyle collection.

### **Norman Strouse and the Carlyle Collection**

**Clark:** You can thank Gurden Mooser. I don't know how Dean met Gurden or knew about him, but he was hired very, very early to head up the public relations and public information section of the Chancellor's office. Gurden had just recently retired from J. Walter Thompson Company, the world's largest advertising company, whose chairman was Norman Strouse. Norman Strouse, one of the great figures of American business, had never gone to college. But as a youth growing up around the San Francisco Bay area he haunted bookshops, and became an avid reader over the years in spite of his busy life. He really made his name within the company when he was head of the Detroit operations of J.

Walter Thompson Company whose chief client—was the Ford Motor Company. But he rose up through the ranks—gracious, erudite, humble in a way. By that I mean that he would never, never try to impress people with his rank, but he was exceedingly proud of his library collections, of which there were many. He had developed probably the finest collection in the country of Robert Louis Stevenson. He had many little collections within his collections. He had everything that had ever been printed by a Maine printer, Mosher. He had developed an interest in Thomas Carlyle and had spent effort in acquiring every known copy of Carlyle, as well as peripheral items, memorabilia.

Now here's a man who, I don't know where he found the time with running a company the size of J. Walter Thompson to do all his collecting. He didn't just hand over a check to some book dealer and say, "Get me the best Carlyle collection." He did this on his own, working with the help and advice of book dealers all over the world who later knew him and would send him items. But he would assiduously study book catalogs, he would travel. It was at his suggestion that I stopped and visited the Carlyle house in London. When they found out who I was and where I came from, the poor little lady in charge of the house that day went into a panic. I forget the name of the curator, he was out, and, she wished we'd written ahead. She was in a tizzy. She kept looking out the window and finally Emily and I just gave up and we started back to our hotel . . . only about half a block away on Chain Walk we were shouted down by this little old lady whose master had just returned. This was all because of the name Norman Strouse and the Norman Strouse influence.

Well, Norman asked Gurden if the UC Santa Cruz Library would be interested in receiving as a gift his Carlyle collection and if it would be of use. He just didn't want to have it given and then just be a dead duck. Gurden set up a conference with Dean and myself and Murray Baumgarten, who it turned out had just finished a doctoral dissertation at Berkeley on Carlyle. So with Dean's help and guidance and Gurden and Murray we developed a portfolio . . . you'd call it today a grant proposal I suppose, outlining reasons why this ought to come to Santa Cruz. This was immediately accepted by Norman Strouse who invited me to come back before a decision was finally submitted to New York to take a look at the collection which I did. I visited his quarters at J. Walter Thompson Company and also visited Norman and Charlotte in their triplex as I recall. Their apartment was the top two or three floors of an apartment house on Beekman Place right near the United Nations. It turned out that I had known Charlotte's first husband. When I was teaching at the Army Air Force Statistical Officers Candidate School, one of our regular speakers was Charlotte's husband who was with the 5th Air Force and came back to the Stat School almost once every session to talk about his experiences in the 5th Air Force. He was later killed in the war. That was another tie-in with the Strouse Family. As a result of this trip . .

. I shouldn't show my ignorance of history, but I will—among the memorabilia that Norman had were some bones, human bones that Carlyle had picked up at a battlefield, the name of which escapes me. Jerry James would know. He'll tell you what battlefield this was and on what day the man was killed. But anyway, before Norman had acquired this affiliation with Carlyle these bones had been mounted in a silvered box—oh, I guess maybe eight inches long and three inches by two inches or something—you could open this lid and see these bones. It had engraved on the top the whole history of it. Norman agreed that the collection should come to Santa Cruz, but he didn't want to ship these fragile bones, so he gave them to me to carry. Not to check, but to carry physically on the airplane from New York to Santa Cruz. They would have no idea what it was. He didn't go into too many things like that fortunately. I think maybe there's a lock of Carlyle's hair in the collection.

To show you the kind of person Norman was, as we developed our Carlyle collection, and Murray developed his Carlyle lectureships or seminars, Norman felt that we should expand the collection to acquire the literature that was contemporaneous with Carlyle. Not just Carlyle's own writings but those that had some impact on his writings and criticisms, and thus it became a much more significant collection. Norman has told me quite frankly that he was much happier giving this to Santa Cruz than say to Yale or to Cornell to which he had given one of his great collections. Because at Cornell or Yale it'd just be swallowed up, just be another one of their prizes. By giving it to Santa Cruz, it would have significance and would serve as a magnet. He wanted us, not because of any glory to him, but he wanted us to publicize this to any extent that we wanted to, so that it would bring to mind our desire to build our collections to other potential donors. He was so generous and so willing to have his name used at this very critical beginning period of Santa Cruz history . . . that's why he came to us.

Strouse is now in very poor health. He's never really recovered from Charlotte's death. I could talk hours about him. He is a great man. I'm so pleased that Dean was able to appoint him as a Regents Lecturer on the campus. It must have been a shock to the students who had their preconceived notion of what a chairman of the world's largest advertising agency would be like, to go to his classes on the art of the book. I was fortunate enough to be able to sit in on a few of them. One particular class was a real joy because it was on the art of collecting. Norman invited David Magee to come down from his bookshop in San Francisco and me, to be the discussion leaders that day. I don't know who enjoyed the class more—David or I—but we certainly had a wonderful time. I was struck by the astuteness and interest of the students, much of it probably generated by Norman himself. Norman was a generous, generous man. He over the years was so kind to Emily and to me in so many ways that I still feel very warmly towards

him . . . always will. One of the great things of being the University Librarian at Santa Cruz during its formative periods was the opportunity to get to know people like Chaffee Hall and Norman Strouse and other generous donors over the years—great people.

### **Lime Kiln Press**

**Clark:** He did so many things that never really got publicized. Some of them are coming back to mind. When the Allens gave us the press, they of course had kept all of their printing furniture and type and all their fonts and cases because they were still operating. So Norman, recognizing that we wanted to put this press into operation as soon as possible said, “Look, you talk to Lew and others and make up a wish list of the kinds of type you want and the furniture and accessories that you’ll need,” and this we did. We consulted with the Allens and other printers, printing supply houses in San Francisco and made up a list and sent it to Norman Strouse, and bingo, there was another quiet gift. He financed the early beginnings of the accessories for the Allen Press.

**Jarrell:** Now when did it become known as the Lime Kiln Press?

**Clark:** That was right at the very beginning. I wanted—and this I think was subscribed to wholeheartedly by Rita and others in the library—to develop this into a going operation. The hopes were to have a resident printer. We did a lot of investigation as to the costs of this and where the money would come from, how to organize it. We did know that we wanted an operation with a separate identity—we didn’t want it to be called the University of California, Santa Cruz Press. So Wendell Simons suggested that we have a student contest to name it. We had talked over our plans and hopes with the Friends of the Library and I think they were involved in doing something about it, but the students were supposed to submit a design. Now come to think of it, I can’t recall whether the name came from the students or from Wendell or somewhere else. I can’t recall, but anyway there was a student contest which resulted in a design and possibly the name. It was natural because of the presence on the campus of the lime kilns. Going back to this notion of having something operational rather than just having a museum piece, I’m hazy on this, but I do know our first choice for a resident printer was Roger Levinson who owned and operated Tamalpais Press in Berkeley. He was a fine printer and a real character who later became the teacher of fine printing at the library school at Berkeley . . . so maybe my choice wasn’t too bad off. He was a railroad buff and owned his own private railroad car. He wore a beret most of the time and was a very gung-ho, aggressive, outgoing, delightful character. I think he would have done quite well down here. There was some problem about the financing, but while we were involved with this, the decision was more or less made for us by the presence of Brother Antoninus, Bill Everson.

I can claim absolutely no credit for Bill's presence. I was just delighted and overwhelmed. But as I recall, Bill's presence on our campus was another of those accidental events. The reason why he was at the Library and the Lime Kiln Press was solely because of College Five. I don't know who but someone invited Bill to come down as a guest lecturer and later as poet-in-residence. The two things just fell in place in the proper order. Bill was a fine printer and you can just see the glories of his efforts with his students that made Santa Cruz for a period of several years the envy of the printing world. Just extremely important productions. His *Granite and Cypress* . . . many call it a tour de force. Such originality in how to treat Robinson Jeffers' poetry. The type, the paper, the binding, the wooden cases, the granite facing in the case—all add up to a magnificent production thanks to Rita and somebody over in College Five.

There was some big brouhaha after I left when the then Dean of Humanities, Helene Moglen discovered that the library wasn't paying Bill anything. I think she had the perfect right to explode and decry that the library had the benefits of this great talent at no cost. But I think she should have investigated the history of how it developed. I can't recall whether the question of paying Bill ever came to my attention. Perhaps I was remiss in not raising the question "Who is paying Bill? What's happening to the proceeds from the Lime Kiln Press Productions?" I had assumed that College Five was covering his salary. I became a great admirer of Bill.

One of the things perhaps that brought us together was a mutual admiration for Robinson Jeffers. I had started collecting Robinson Jeffers when I was a young student at Berkeley. This followed me the rest of my life. I can understand very much Bill's feelings. He never met Robinson Jeffers. Neither did I. He made a pilgrimage to Tor House and as you may know, his wife Una protected Robin from the outside world. But they did post a modest little wooden sign on their front gate saying that visiting hours would be 2-4, or something like that. But in spite of that Bill in his pilgrimage, as he's expressed I think in one of his books, just couldn't bring himself to break into the privacy of this man and stood there just gazing at Tor House.

Bill and I had met prior to his coming to Santa Cruz. I'd met him on several occasions—the second time I met Bill was at a Robinson Jeffers seminar in Monterey. I knew he was going to be one of the featured leaders of the seminar so I took along my copy of his book on Robinson Jeffers, *Fragments of an Older Fury*, and asked him if he would autograph it for me—which he did, and I will read it to you. First there's the sign of the cross. Then it says, "Inscribed for Don Clark of the University of Santa Clara Library, on meeting him again in Monterey and looking forward to yet another on his home turf. With best wishes, William Everson, July 31, 1970, Monterey." Here I was faced with this inscription to Don

Clark from the University of Santa Clara, and faced also with Bill Everson, for whom I just had the greatest admiration—as I say I didn’t know him too well, we’d met. What should I do? Finally, I tapped him on the shoulder and said, “Bill, University of Santa Cruz.” “Oh, mea culpa, mea culpa.” He crossed out Clara and put in Cruz and there it is with the exclamation point.

One time I wanted to have Bill come down as a speaker for the Friends of the Library. This had been bubbling in my mind for a long time but what held me back was that I’d heard very conflicting reports on Bill’s public appearances which I later observed and could understand better. People warned me that he could either inspire the assembly beyond words or just be a complete blah. In the meantime Brother Antoninus was invited to be the speaker for the Friends of the Library at the UC Davis campus. It was there that Bill defrocked himself. It was during that period that he did his work on the great Psalter—one of the landmarks of printing in America while he was in a Catholic order as a brother. During the meeting he paused and stared at the audience—there was complete silence; people started to squirm wondering what was going on. Then he announced that he was leaving his religious order and [divested himself of his habit.]

I had read Everson almost as I had Jeffers. Not fully, but had read many of his works so I was a great admirer of Bill and still am. Just a very complex, fascinating person whom I would have liked to have been closer to . . . I felt he was always kindly towards me. So I did everything I could to make the Lime Kiln Press a success. I did everything I could to fulfill Lew Allen’s hope that the Acorn would be used, but I was not responsible for Bill’s coming. I just can’t take that credit.

**Jarrell:** Did you work closely with Rita Bottoms during those years on the establishment of the Lime Kiln Press?

**Clark:** In the early days the relationship with Rita was very close, just as it was throughout my tenure as University Librarian. In the early period of the Lime Kiln Press before Bill came we were floundering. While looking for some way to use the press we almost got into trouble. The situation was extremely delicate. The Friends put up money to help pay for the type to augment the gift from Norman Strouse. They put up the seed money in many ways for the activities that came along.

The treasurer of the Friends at that time was Don Weed. He and Mary Weed were local residents who were very supportive of the new University Library. They were thrilled with its coming. They immediately became affiliated—they were charter members as I recall—of the Friends . . . very active in all the meetings. Don, way back in his youth, had been printer of his high school

newspaper, and I think may have had other printing experience. He kind of worked himself into being the printer for the Lime Kiln Press. He was well-meaning. I don't know whether we still have examples of everything Don pulled off the press . . . he wanted to do everything he could to help. He wanted the press to be used. So he printed up little things now and then. He made up the type and printed up announcements for Friends of the Library meetings. But then I discovered he was printing up things for his neighborhood friends that I think would have made Lew Allen quite upset.

At the time I had to balance two conflicting elements—space for the Lime Kiln Press versus space for Elizabeth Calciano and the Regional History Project office. I had promised Elizabeth space in Special Collections when the move from the second to the third floor came about. It was indicated in the plans that Regional History would have an office there.

Before Rita moved from her little cubbyhole down on the second floor up to the quarters designed for Special Collections, it was used as an art studio for sculpture, painting and the like. The plans showed that Regional History would be in a back room operating side by side with Special Collections. Of course in the meantime along came the gift of the Allen press. I had promised the Allens that the press would be an active press; this posed a problem—Acorn press would be not a museum piece, but would be used. We needed room for the equipment, for paper supplies, for printing supplies . . . and because of the affinity, the relationship between the product of the press and Special Collections, the suggestion was to move the Press there. It was decided to do so much to Elizabeth's consternation and a tearful meeting in my office. Believe me, I think I can encounter a Chancellor and all of his power and rage maybe better than I can a weeping woman. But I prevailed and told her, No, that this was going to have to be.

Don Weed knew that I was thinking of placing the press in the southern portion of Special Collections instead of Regional History. Somehow the rumor reached him that I had changed my mind again and that Elizabeth was going to move into that space. He didn't know all about the past history of the plans or anything. To him the important thing was the press. He and Mary had given their blood to the library. He and Mary had been so helpful and now, it seemed to the Weeds, we were downgrading him, that we had no appreciation of their effort. It became again a highly charged emotional issue. I certainly did not want in any way to offend Don and Mary. They had been such stalwart supporters of the library in terms of the community. Don turned out to be a problem in that he had notions about printing that were far different from the ideas that Rita and I had. The problems never came to any great moment because of his tragic death shortly after.



One of the most difficult jobs I ever had was Mary, bless her sweet heart, decided that there should be a memorial service for Don in Special Collections, and that I should be the one and only speaker at the service. I took it on and I did it. I think it came off beautifully, but I was a nervous wreck for days thinking about standing in front of friends of Don's and Friends of the Library and speaking at that time.

Wendell Simons pulled a piece off the press, a placard that hung in the press room for a long time—in memory of Don Carlos Weed, founding printer of the Lime Kiln Press—which in a sense he was.

### **Sherwood Grover**

**Clark:** Another bit of history about the Press was among other people that I tried to involve in the early days before Bill Everson came on, was Sherwood Grover, one of the great men in the history of printing in California. He worked for years and years with the Grabhorns in San Francisco and retired near Aptos. He and his wife maintained a little press there, Grace Hopper Press, as in James Joyce. The problem was money. The only thing that I could offer Sherwood, better known as Bill Grover, to come and volunteer his services—as a resident printer working with students . . . was the joy of working with students, and maybe, possibly getting some funding from one of the colleges. This was the sort of discussion, it was very nebulous, that I had with Bill. Even though Bill and his wife had theoretically retired to the Santa Cruz area, he said he was still actually not able to fully retire, so he was working as the traveling salesman for half a dozen small presses in California and Arizona. I don't know which ones he represented now, but they'd be comparable say to the Wilderness Press of Berkeley—small presses that could not afford a full-time traveling salesman, so that he represented them and was touring all the western states—Oregon, Washington, California, Arizona, New Mexico.

**Jarrell:** They pooled their efforts into having him represent them?

**Clark:** Yes. So he wasn't free, but he kept saying, "Oh, I sure wish I were," and "Give me another chance," and the like. It worked out he did have another chance later because after the Lime Kiln Press was established, the Cowell Press was created. I don't know its history, I can't give you any of the details of the Cowell Press . . . but Bill Grover was taken on as an instructor over in Cowell College . . . as was George Kane later on.<sup>9</sup>

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<sup>9</sup>George Kane has been teaching at Cowell College since October 1978—Editor.

### George Kane

**Clark:** Oh, now, there's another wonderful friend of the library. I met George when he was editor, publisher, and owner of two papers in Los Gatos and Saratoga. He'd been in the publishing business for years from Gilroy on up, and as a history buff—you should see his collection of things relating to the Los Gatos area. He's just another packrat. He had been a summer resident of Santa Cruz for years, particularly interested in sailing. He and Norman Lezin of Salz Tannery were sailmates, active in the Santa Cruz Yacht Club. The Kanes had a summer place down here near the Seabright area. After retiring they made their summer place their home, they've remodeled it, a lovely little place. He's now in the book business. But he also has been teaching printing at Cowell. Just loves it; I think the students do too. He takes them on field trips to fine printing shops, he takes them down to San Luis Obispo at the college where they have a printing department. When he heard about our getting Allen's Acorn press . . . he was a friend of Lew Allen's too . . . he made offers and gave us a lot of type that they no longer used in the newspaper and even offered us more things if we needed them. But it was just wonderful happenings to have Bill Everson come.

**Jarrell:** I find it remarkable that although there was nothing in the Library budget per se to fund a printer for the Lime Kiln Press, it certainly didn't stop you. You went right ahead.

**Clark:** Many things fed into establishing the Lime Kiln. My membership in the Roxburghe Club, my visits to special collections over at Stanford, which had a press over there like a museum piece . . . and I didn't want to see Allen's Acorn press handled that way.

**Jarrell:** What was the Roxburghe Club?

### The Roxburghe Club

**Clark:** The Roxburghe Club was a group interested in the book arts and book collecting. It consisted of librarians, printers, book dealers, book collectors—just a great spectrum of people, residents mainly in the San Francisco Bay area. To me it was one of the joys of my life attending the Roxburghe Club meetings. I finally had to give it up because I found that in the last few years, the job of driving up to San Francisco and having dinner and driving back home was just too much. Once in a while I'd go up with George Kane or Dave Heron, who are also members, but I think for two years I didn't attend a single meeting, so I finally gave up my membership.

Once every other year the comparable club in Los Angeles, the Zamorano Club would meet with the Roxburghe Club, alternately in the North and in the South.

The friendships that developed out of that, the contacts, I hate that word but . . . were mutually beneficial to me and to the library. This was where I got to know Jake Zeitlin and Ward Ritchie. Everytime we went there'd be Lawrence Clark Powell, Bob Vosper and Armitage and a whole host of interesting bookmen — librarians, collectors and printers. Because of my relationship with the Roxburghe Club, and only I think through that, did we add certain significant collections to the library. Joe Branston . . . the scion of the founders of the MJB Coffee Company was a donor to the library. I don't think he would ever have given anything to Santa Cruz if it hadn't been for our association with the Roxburghe Club. The meetings were a delight, most of them were a delight . . . one or two would be pretty dull. We had speakers—mostly from within the club. Occasionally the librarian from the [J. Pierpoint] Morgan Library or the librarian from the Bienenke Library at Yale, fine printers from England, Gill from England, bookbinders, all sorts.

We had great explorations. The trip we had to Los Angeles one year was scheduled to go to the home of Scott Newhall on the hill near Saugus. We had two buses carrying us, about 80 people in these two buses. On Saturday we were going to have a catered lunch up at the Newhall's place near Piru. That was the day of one of those great California fires. But as the bus started up the road off of Highway I-5 to go up to Newhall's house, we were stopped. The Highway Patrol wouldn't let us through because of the fire. We parked in the Newhall Land and Water Company parking lot hoping things would change and here's all our food up on the mountain and here we were down there. Fortunately they had the bar on our bus. So we sat up bar in the parking lot of the Newhall and finally the decision was made—no, we would never make it. The chief of the organizing committee, Professor John Haskell Kemble from Pomona, got on the phone and called a restaurant in Hollywood . . . wanted to know if he could make a reservation for dinner. "Oh yes, sure." For eighty people. We had a wonderful meal. To be sure the beautiful menu describing all the things we were going to have at Newhall's didn't fit what we had in the restaurant in Hollywood, but it still was a good meal.

My association with all these various librarians . . . I would never have gotten to know, for example, Monsignor Francis Weber who was the archivist of the Los Angeles diocese of the Catholic Church and the author of many interesting pieces. He loves miniature books and I have several; one of them is a little miniature book on postage stamps of California. Weber also published a book on mission songs of California. I would never have gotten to know Doyce Nunis who is a professor of history at the University of Southern California—the author of *the* one and only good work on Isaac Graham. So it meant an awful lot to me, in many ways.

### Developing Fine Printing Collections

**Jarrell:** Last week we started briefly to touch upon how you went about building Special Collections. We touched upon the subject of the care and feeding of donors. Libraries need donors and appreciate them, but sometimes there are problems in reconciling the library's needs with donors' gifts, which might come into conflict with the library's collecting goals.

**Clark:** Yes. I think you have to start first of all with defining what the goals of the University Library are vis-à-vis the campus. You're absolutely right that the goals of the library must be tailored to the academic plan. But it seems to me that the University Library has one overriding responsibility that may even go beyond the academic plan and indeed should. It's the repository of the knowledge of the past, and this knowledge as far as the library is concerned comes primarily in the form of books.

I've always felt that students should be exposed to *the book* as an art form and understand the history of the book—how it began, or even what was there before we had what we know as books today. How books are made. Just as you study the work of an artist, I think you should study the work of printers, paper makers, binders . . . one of the things I had hoped for Santa Cruz was that we would indeed have a good representation of graphic arts. This was high on my list of trying to organize examples of representation over time, starting with incunabula.

Incidentally I can remember our first incunabulum. When we reached the one hundred thousandth book level at the Library to help us celebrate this event, Mark Lansburgh gave us a book printed in the 15th Century in vellum binding. It was a classic.<sup>10</sup>

Mark kindly presented it to Special Collections. Then he took a ball point pen . . . and wrote in it . . . that he was presenting it to the University Library. I wish I could remember more about Mark and his background; he somehow knew Dean and for quite a while was pestering Dean to be a member of the faculty and pestered Page Smith. Page actually did have him come up and talk as a guest lecturer at Cowell College a couple of times. He did have a significant collection of materials relating to printing and to book arts which he later gave to a small college in Colorado who took him along with it. But anyway, that's an aside.

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<sup>10</sup>Clark provided the following information on the book given, Joannes Carthusiensis, fl. 1480. *Tetrastichon iodoci galli rubiacsis in opusculo: nosce te...* Heidelberg: [H. Knobloch], sexta Julii 1489—Editor.

One of the main goals was to develop collections of the works of fine printers. So I looked upon my membership in the Roxburghe Club as an avenue for trying to build minor collections of John Henry Nash or Grabhorn or the Allen Press . . . particularly California printers. I visited and talked and spent a lot of time trying to entice gifts. But I certainly didn't have the skills of others like Bob Vosper or Jim Hart at Bancroft. On occasion we would acquire from strange places little gifts here and there. I certainly spent an awful lot of time that turned out to be non-productive.

### **Roy Bookenoogan**

**Clark:** Then the hours I spent nurturing Roy Bookenoogan. Roy was a bachelor who had worked in a grocery store and at the *Santa Cruz Sentinel* and other things. When I arrived, he was just living on his savings. He was a packrat . . . Don Faulkner of County Bank took Dean and me over to meet Roy in his house, and we never saw anything quite like it. He just had all kinds of things—most of it related to Santa Cruz. Most of which I would have loved to have in Special Collections. I tried to buy things from Roy, but Roy wouldn't sell them. He was very, very adamant. But once in a while he would say, "Okay, this, you ought to have this." And he would give me an old issue of the *Santa Cruz Surf* or some pictures or an old telephone book or one of the great registers of Santa Cruz County. My great aspiration was to get him to consider the University Library in his will. He didn't do anything about it. When he died, his collection was taken over by his brother. Then a lot of people just kind of scavenged it and we never got anything particularly out of it after his death, except in a funny way.

### **Wendell Hammond**

**Clark:** There was one book dealer who was extremely aggressive, and he was able to acquire certain materials which he gave to us. Others he kept for himself for his bookstore. This was Wendell Hammond who still has a bookstore in Sacramento.

Wendell was another contributor. He's a man that would wear you out in five minutes . . . he talks very loudly and talks a mile a minute . . . but his heart was in the right place. He was able to dig up geological reports, mining reports that had anything to do with Santa Cruz—railroad reports, maps, and so on. Sometimes he would put a price on them, but most frequently he would just give them to us. He later established with some of the people in book collection, swaps, where he would pick up our duplicates in exchange for things that he had scrounged around the whole state.

Then there was a large group of people I called upon in Santa Cruz . . . and this, I think, was a mixture of trying to get materials for the library plus . . . oh, maybe

you call it public relations for the University itself. One of them was a Mrs. [Adrienna] Booye, who had been a close friend of the Santa Cruz artist Cor De Gavere and had a number of her paintings in the house. At least one of the paintings now in Special Collections came from her.

Dean and I made many visits to residents around the county; a few paid off in terms of gifts to the Library.

**Jarrell:** There was a community-relations aspect in these visits?

**Clark:** Yes. Every little piece adds up. The John Gregorys over time have given historical atlases . . . John Henry Nash printings . . . a two-volume set of biographies of William Randolph Hearst and Phoebe Apperson Hearst. Evie Gregory also gave us one volume of a classic, Virgil or something . . . we discovered it was the only copy of that printing in the United States. But Santa Cruz was not a good hunting ground as compared with let's say, the Monterey Peninsula. There were no really outstanding book collectors per se that I know of in the county. Chase Grover had many nice things and he presented some of them to the library.

**Jarrell:** Now who was he?

**Clark:** Chase Grover was one of the current members of the old Grover family who had been early lumbermen up in what is now called Glen Haven area, which at that time was called Grover's Gulch.

**Jarrell:** Bates Creek?

**Clark:** Yes. Right there, yes. That whole area was called Grover's Gulch. Two brothers and one other member of the family built three little—not so small houses—right across the street from where the high school is now—called Grover's Row. I think two of them are gone. Grover had a home right almost across the street from the first University House which was on Hollins Drive in Pasatiempo, but he didn't spend much time there. He was living mostly in San Francisco. His library down here was in storage, and I can recall we went to Mayflower storage and they got out all these boxes and we went through box after box. He gave us nice, basic material, but nothing spectacular.

He had hanging in his house, however, a print that I certainly coveted—it was a birds'-eye view of Santa Cruz that Stan Stevens now is doing so much research on. But I couldn't talk Grover into giving that to the library.

### The Preston Sawyer Collection

**Clark:** One of the more hilarious episodes involved the Preston Sawyer photograph collection. It was not a gift but in a way it was partially a gift because of the price we paid for it. Preston Sawyer, a bachelor, lived with a bachelor brother Ariel in the Riverside Hotel area down on the flats. Ariel was a tile-setter and when I got to know him, he was still operating the tile company. Preston I never met because at this time he was in a home . . . no one ever specifically said this, but I think that Preston was suffering from mental problems. One day Jane [Geraldine] Work, the librarian of the Santa Cruz Public Library . . . You know, I have a grasshopper mind. Because this brings to mind the first time I met her. I arrived in Santa Cruz in July 1962 to look for a house for Emily and me to move into in September when we came. The next day Dean took me around and introduced me to who he said were the two most important people in town, Gordon “Scotchy” Sinclair, the editor of the local paper. That was the day when the photographer took a picture of Dean handing me a book—and it came out in the paper that afternoon on the front page that UCSC had just hired a Bennett Cerf-ish librarian from the East . . .

**Jarrell:** Namely you.

**Clark:** Yes. After meeting Scotchy we went across the street to the public library where he introduced me to Mrs. Work. Jane was just an incredibly outgoing, warm individual. She was so helpful when I came and did so much to gather other librarians in the area for a party so I could meet Monterey and Santa Cruz County’s other librarians. She was extremely helpful.

One day she called me and told me that she had learned by the grapevine that Ariel was considering selling off some of his brother’s collections. His house was smaller than Roy’s but I think had more material. One whole wall was nothing but salt and pepper shakers collected by his mother who was no longer living. There were rooms that you couldn’t get into because the floor was covered, the bed was covered with books—under the bed were more books and materials. We opened one closet filled with a collection of purses.

He had the most fabulous collection of photographs of the Santa Cruz area. Preston had been a reporter for the *Santa Cruz Sentinel* and for many years ran a column on old Santa Cruz. I think just everytime there was any picture published by the paper, he would walk home with it. I didn’t talk to Scotchy about this, but I know later that many friends told me that, “Oh, there’s my picture that I gave Preston.” He just had thousands of these things, plus books. You could almost write a diary of Preston because here would be a paper bag loaded with books with a sales slip in it that indicated he had gone up to the Goodwill in San Francisco and bought all of these ephemeral materials . . . he saved everything—

announcements, railroad timetables. But some of the collection was organized. One wall inside of one closet inside of one room had nothing but disaster books—mainly the San Francisco earthquakes, the floods of Galveston . . . then out in the garage were stacks of newspapers, mostly *San Francisco Examiners* and things like this.

Jane and I went down to call on Ariel. I was overwhelmed . . . we couldn't be sure what we were buying because we couldn't get to all the material we could see. But I knew that this was a goldmine. This was early enough in the life of the Library that we wouldn't be duplicating too many things that we had already acquired. I knew it was going to be a gold mine. Jane poked me to start negotiations, so I asked Ariel what price he wanted for the collection. By this time we had decided that what we wanted was all the printed material, the photographs, anything graphic—we weren't interested in purses.

Well, we should have been because later on when we were packing up the material we'd bought. I looked at some of these purses and I opened one up and there was some money in it.

I asked Ariel what he was thinking of in terms of a price. He sat down and he got out a kind of a writing tablet and I don't know what he wrote on it, but he wrote down various little things and he muttered something about all the trips that Preston had taken to San Francisco and he said, "Well, what about \$3000?" I couldn't believe his low figure, I just tried to keep as straight a face as possible. I think I even had the nerve to say, "Well, what about \$2500?" Now these figures may not be right, but they're in the ball park. The \$3000 I definitely remember and we could check to find out what we paid. So we agreed on it and we shook hands. Jane and I went out, didn't say anything until we got about a block away. She went to the city of Santa Cruz and got half the money and I got half the money from University book funds and then came the question about what to do. I knew what I wanted. I knew darn well what I wanted.

I wanted the photographs, because in many cases they were unique. You could almost always recover another copy of the Santa Cruz County Kennel Club roster or the Women's Club bylaws, but I knew that you would probably never be able to acquire some of these photographs. They weren't necessarily current. He had been able to scrounge around and get a lot of historical photographs. I talked it over with Wendell. But anyway Jane kept talking about we'll have to decide a policy on this. We had to get the stuff out fast. So we moved the material to a warehouse that the public library rented. It was on Fern Street, funny little place.

**Jarrell:** Just to transfer the stuff?



**Clark:** Yes. Just to get it out. Ruth Collins from the Santa Cruz Public Library started putting stuff on shelves and seeing what all we had. At this point I said, “Well it’d be foolish to try to go through piece by piece and say that’s Santa Cruz Public Library’s, that’s mine, that’s yours, that’s mine . . . why don’t we just say one of us will take the books and the other will take the pictures?” “Well, that sounds pretty good. How shall we do it?” I said, “Let’s draw straws.” So we drew straws; whoever drew the short one would get the photographs, and the long one the books. Thank God I got the short one. She kept playing games . . . “Now, you’re sure that’s all right. Are you sure that you want the pictures and not the books?” I said, “What we can do, if we have duplicates and if they’re duplicate books, you can send those up to us, and if we have duplicate pictures, we’ll send those down to you.” There might have been some of that later on, but I’m not too sure. But I do remember that was agreed upon. All of the pictures that we could find we carted up to what we called the lodge at our place in Scotts Valley. When we bought this property here, as I may have mentioned to you, it was owned by the owners of the Anna Head School for Girls in Berkeley. When we moved in, when we came, there was a house—one cottage for one of their children, another cottage for one of their daughters and a huge lodge, 70 feet long. It’s down as you enter, as you come up our driveway, just before you hit our current driveway, there’s another driveway that goes in. That’s where we lived while we were deciding where to build and how to build and so on. Well that was the house where the University had its first two Christmas parties, not just the library, but the entire University.

But anyway, we brought all the pictures up this huge lodge, and organized a group of volunteers. We put out a plea for people in the community to help sort and identify the Preston Sawyer pictures. We started this group of volunteers under the direction of Thelma Hoffman. Thelma was a former librarian of the Shell Oil Development Company up in the Bay . . . and Thelma I had known for years through my work in the Special Libraries Association. I think I may have mentioned that I was on the Board of Directors the year that we chose Thelma for the Special Libraries Association Hall of Fame. Under Thelma’s direction, she got quite a number of people—oh some from down in the other end of the county . . . I remember Alzora Snyder helped sort the pictures.

What we did right away was make a rough sort of those things that were definitely related to Santa Cruz. There were a lot of subsidiary little collections. Because Preston . . . any time he’d go on a trip, he would collect postcards. He was a movie extra. He had quite a collection of pictures dealing with movie stars. He had an interest in a young boy preacher . . . we just had hundreds of pictures of this curly-haired, blonde little creature holding a Bible in one hand and exhorting with the other.

Preston was also a philatelic nut. He tried to collect on postcards the cancellation for every single post office in the State of California. He collected postcards with cancellations which when put together would make a sentence. He had postmarks from Preston, Alabama, and Sawyer, Missouri, and so on.

Over the years we did encourage some of the local old timers to come up to the library after we had moved all the stuff into the library. John and Vivian Byrne and Gus Van Gorder were very active and made identifications for these. To me this was the beginning of a very important collection of photographs. For example, a chap by the name of Bruce MacGregor had just written a history of the South Pacific Coast Railroad which was about ready to go to press when he heard about the Preston Sawyer collection. After his book, *South Pacific Coast*,<sup>11</sup> was published I went through once and counted the number of pictures in it and well over 60-65% came from the Preston Sawyer collection. You can see the acknowledgments in many books today, newspapers and the like, for photographs that come from UCSC Special Collections, mainly from the Preston Sawyer collection.

The Preston Sawyer collection served as a magnet . . . we were able to add to it over years from others, and I think it is a significant part of Special Collections. One day I was going through one of the books that Jane had given us and by gosh, there was a \$5 bill just stuck right in the book. I said, "Okay, we made an agreement to take all the graphic material, and I hold that this is an engraving, this is graphic and therefore it belongs to us." But she said, "No, it really belongs to Ariel." So we sent it back to Ariel. I think we sent several bits of money we finally discovered. I don't know what's ever happened to the postcard collection. It was up in Special Collections. They may have sold those cards which weren't of any local interest which I would think would have been a wise thing to do since this wasn't a gift. I think Wendell may have sold the postcard collection. It really didn't add anything to us, except that there are some people around here who are nuts about those simple penny postcards, the ones that are postal cards put out by the United States Government. Oh, Sawyer also sent to all these post offices little government cards with the statement "last day of office." This was whenever a post office was closing, he'd get the last day cancellation. There are postal historians—there's one in town that for months was trying to find the location of a post office called Rocky Ridge that had existed in Santa Cruz County. Preston had it. He had a cancellation from Rocky Ridge. Well, we finally found it. We acquired a microfilm copy from the National Archives of the postal site locations, and there it showed the section, township and the range, and it was located up northwest of Boulder Creek on the San Lorenzo River.

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<sup>11</sup>MacGregor, Bruce A. *Narrow Gauge Portrait: South Pacific Coast* [Felton, CA: Glenwood Publishers] c. 1975—Editor.

About the picture postcards, those were certainly fabulous. Rita and I turned this all over to Wendell. I don't know why, but Wendell had an interest. He was the superintendent in charge of postcards. They were kept for a long time in the conference room right next to our offices when we were on the first floor. I know that Betty Lewis, for example, down in the other end of the county, acquired a large number of cards from us through swapping or purchasing the duplicates that we had. Preston Sawyer had them from all over the country. We didn't necessarily care about the non-local scenes.

I went through and picked out any postcard that had a picture of a library on it and sent them to Lawrence Clark Powell. Lawrence Clark Powell had a collection of postcards of libraries in the United States which he later gave to UCLA Library. Larry Powell was delighted. That's enough about Preston and the Preston Sawyer Collection. There could be many, many stories told about it, but that's enough.

I'm reminded of other collections I ought to mention before I go on. One is the Joseph Henry Jackson Collection, and the other is the Drury Collection. Joseph Henry Jackson of course was the well-known book editor for the *San Francisco Chronicle* for many, many years. His wife was an author of children's books. They lived in the Berkeley hills on Buena Vista. I'm hazy as to how we made the first contact . . . oh I think it was through Francis Farquhar, a very close friend. Francis had also been quite interested in the Santa Cruz campus, and had given us materials through the years. He persuaded Charlotte Jackson that Santa Cruz would be a nice place for the Joseph Henry Jackson Collection of material on California. She didn't feel that she was financially able to just give it to us, but she was able to persuade this movie producer to help her, the one that did *The Plow that Broke the Ground*, Pere Lorenz, he had been a friend and admirer of Joseph Henry Jackson. So he purchased the collection from Mrs. Jackson and at her suggestion gave it to the library.

One of the first collections I bought was the library of Aubrey Drury, another individual interested in California history who had been so active in the formation and perpetuation of the "Save the Redwoods League." John Swingle had purchased the collection and brought it to our attention. It was a reasonably priced thing. As I say, in those early days, it made good sense to buy collections *en bloc*. So we bought it through John at a very decent price. When the family heard that we had done this they contributed a lot of ephemeral material.

In addition to the cultivation of donors, I would like to stress the importance of cultivating dealers. Because dealers know where collections are and know of your interest. For example, John Swingle of Alta California Books was so friendly and helpful during our early days of developing a Library . . . he contributed an awful lot. So it's important to get to know the leading dealers in the area.

**Jarrell:** All along, you were actively involved in Special Collections in the areas of interest you've expressed over the years . . . were you unusual as a University Librarian in participating so actively.

**Clark:** I have no idea.

**Jarrell:** You don't know. You just did it.

**Clark:** I think it could be somewhat different, but you must remember another thing though—and we'll talk about this next time—that in those early days because of the creation of the New Campus Program, Irvine, Santa Cruz, and San Diego, charged with building a basic collection, 75,000 volume collection, I was freed from the responsibilities of building a basic collection for the library . . . The other thing was that there weren't many of us at that time. The first two or three years we were a small group and we all had to do many things. I was working on the building plans, but also in terms of public relations, getting to know the community, getting to know book collectors and book dealers.

I can recall my first few meetings with Roy Vernon Sowers. He was a book dealer and a character. Roy had been a dealer in San Francisco and when he got tired of all of the turmoil and bustle . . . Roy I think was more book-oriented than he was people-oriented. I feel that he probably found the public who came into his shop off the street very burdensome. Anyway he escaped from San Francisco by moving down to the Santa Cruz Mountains at a place that later became known as 25,000 Mountain Charlie Road. Here on the top of the mountain he with his own hands built an adobe structure for housing his book collections, his book stock. Roy put out some of the more interesting book catalogs that you could ever hope to see. They should be collected. I can remember reading some of his diatribes against the Board of Supervisors of Santa Cruz County because they sprayed poison oak along Mountain Charlie Road.

Roy Vernon Sowers was a name to me . . . when I was at the Harvard Business School Library in the latter years, I took over the buying of all the materials for the Kress Collection on Business and Economics which comprised the early materials in Baker Library. I used to go through his catalogs and frequently bought things from him. I was always intrigued with this address—25,000 Mountain Charlie Road—it made me think that it must be something like El Camino Real, miles long—only to discover when I got here and Emily and I were invited to their house for dinner, that this was on one of the twistiest, windiest roads that you could ever hope to find and not the grand boulevard I had imagined. Roy was another person who aided us tremendously. He decided to retire or at least cut down his activities.

**[There is a long inaudible portion in the tape recording at this point. Clark provided the following written amendments.]**

*I remember talking about Sowers giving a sale-grant to the library. When he decided to retire he offered most of his non-medical stock to the UCSC library at half price. John Swingle appraised the collection and we paid Sowers one-half the appraised price.*

*Also, I remember talking about Robert Heinlein's arrival in town. When Bud Lenox, of County Bank of Santa Cruz, telephoned me to say that the guru of science fiction writers, Robert Heinlein, had moved to Santa Cruz I admitted the name meant nothing to me—I never read science fiction. However, I called Heinlein to welcome him to the area and invited him to visit the library. I believe that I frankly admitted to him my lack of knowledge of his fame. This apparently didn't faze him, and, in time, we became good friends. I was emboldened enough to ask that he donate his archives to Special Collections. I then described the gift; here the description begins in the middle, I think.*

### **Robert Heinlein**

**Clark:** . . . if it appeared first as a short story, he would list the name of magazine in which it appeared, how much he was paid, or if it was a book, how much he got in advance, how much he was paid, then how much he had received in royalties over time . . . when it was translated into French, German, Japanese, Czech—a complete record of every single title. He wanted to give us all of his correspondence, all of his card files, every single edition of every book, no matter what language it was, a copy of each, this we agreed to. Then the question of appraisal came up.

Rita was heavily involved in visitations and nurturing him. She was gung-ho, she knew how I liked this; I think she was a good counter to me in working with him. He made several suggestions of people to come in and appraise, and I said, "Bob, you're foolish if you don't get the very best appraiser in the country." "Why?" said Bob. I said, "The collection is extremely valuable . . . knowing what's happening to literary manuscripts today, watching the catalog prices, you're going to be able to take a whooping tax deduction, and you've got to be able to fight IRS." He thought it over, he was quite resistant for a while. I knew that one of the outstanding appraisers at that time was Robert Metzdorf at Yale University Library, who had just recently appraised the gift of Governor Pat Brown's papers to the Bancroft Library. So I telephoned him and set the stage for Heinlein to call him. As a result Metzdorf agreed to make the appraisal. He came out and spent several days going over the material that Heinlein had already presented the library—the idea was that he was going to give one third over time. Metzdorf proved to be an excellent choice as it turned out.

**Jarrell:** Why was Heinlein resistant?

**Clark:** He didn't think it was necessary to pay such a high fee for an appraisal. There were good people around here and up in San Francisco. I said, "Sure I can give you names." I gave him several names. But he finally saw my point and hired Robert Metzdorf. Months later my suggestion proved to be the best because we—both the library and Heinlein—were visited by an Internal Revenue Service investigator who wanted to see the Heinlein Collection. He wanted to get another appraiser so I named several others, including Warren Howell and John Swingle. The IRS agent spent time quizzing Heinlein. But I knew something that I don't think the investigator knew. I knew that in a hot case about nine months prior to the hiring of Metzdorf, the United States Internal Revenue Service had a case in New York in which they thought a certain individual had placed a higher value on his gift than was justified, so they decided to hire an independent appraiser. Whom did the IRS hire? Robert Metzdorf! I don't think they knew that. But anyway I told them to go ahead and hire their own appraiser. Later on John Swingle told me that the IRS agent called on him and wanted him to appraise the collection. John said, "I won't touch it. You have the best man in the country. I'd be foolish to look at it." That ended it. There wasn't any further discussion. But what happened was the next year the tax law was changed so that the gift of such material would be practically nil. The gift would be the value of the paper, the value of the ink, that was it. So this stopped it.

I don't know whether anyone in the library has kept in touch with Heinlein and whether there's any hope to acquire the other two-thirds later on.<sup>12</sup> The Library sponsored an open house in honor of Mr. Heinlein and in recognition of his generous gift. This was tailored largely for the student population. Heinlein told some of the problems he had had after *Stranger in a Strange Land* was published. His place in Bonny Doon is surrounded by an electric fence, electric-opening gate, which he claims he had to put up for self-protection. Bob doesn't have much hair, he's quite bald, but he said people have even tried to snip his hair, a lock of his hair, to preserve.

**Jarrell:** He became a cultural hero with that book.

**Clark:** He was a guru who didn't want to be a guru. He fought it. It was interesting to see those students flock to this meeting in Special Collections for this guru who then disabused them by saying, "I'm not a prophet, I'm a businessman. I write for money." He was very frank about it. They asked him all kinds of questions. It was fascinating to watch this, to see the adoration on some of these students' faces, and how they just flocked around him. He was a study.

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<sup>12</sup>The Heinleins continued to add to the archive. Though it is not at this time complete, it is still developing through the efforts of Virginia Heinlein, who continued working on it after Robert Heinlein's death in May, 1988—Editor.

You talk about the care and feeding of donors—oh—he came storming into my office one day. He was red in the face. He was *never* going to step foot on this campus again as long as he lived. Finally I got him quieted down and what it was, he had been given a parking ticket. They said that parking tickets could never be fixed, but that one was. I didn't do it. I just called Hal Hyde and told Hal . . . “Hal, you've got a problem.” So Hal took care of it. But he is a fascinating study. He was trained as an engineer, he is a graduate of Annapolis, designed his own house up in the Bonny Doon area, which suits him, but it would never suit me.

A friend of mine has just come back from the first passenger ship voyage through the Arctic Circle, the Northwest Passage. They went from Nova Scotia to Japan, the fare was a mere \$17,000 per person plus . . . She was down here a few days ago and said, “Oh, by the way, there was someone on that trip that you might know. He's a science fiction writer from Santa Cruz. His name is Heinlein.” I haven't seen either of the Heinleins for a long, long time. But it all started from Bud Lenox calling in great excitement.

I have several books here that he has given me. But for one of them he said, something like, “Since you aren't a fan of mine, I'll autograph these for Michael.” My son.

### **Academic Planning Committee**

**Clark:** I think it was in 1970 that Dean asked me to chair what was called the Academic Planning Committee. This was a committee of faculty charged with writing material for the Chancellor to submit to University-wide. Every campus was required to have an academic plan and to update it every few years. That committee consisted of Bob Calkins, Bob Adams, Glenn Willson, Frank Andrews, Terrell Hill, and Bob Edgar. It was aided by Lloyd Ring and a young chap named Bosler did a lot of the staff work, so it wasn't too hard on us.

In the Library section of that academic plan, I think if you go back to it, you'll see it contained the goals for the library during the next few years. Now a problem we faced continuously was that we were part of the University. It was forced home to us time and time again that we were constrained by University formulas.

**Jarrell:** You couldn't go your own way in any of this?

**Clark:** I guess I was naive when Dean and I were first talking about the job at Santa Cruz. I can recall asking him specifically how much autonomy did a chancellor have, and I think my own hopes had got in the way of my good vision so I arrived at Santa Cruz with the thought that we would have a lot more

flexibility than we did. We had to fight for a change in the structure for professional librarians. We had to work through the whole bureaucracy of academic personnel on our campus and the academic personnel office at University-wide, systemwide, University Hall . . . we had to fight with Angus [Taylor] and his predecessors.

I found too that in a sense, I had to fight within the Library Council. You brought up earlier we at UC were the new boys on the lot, and these bigger guys not only owned the baseball, they owned the diamond. When we were conversing we had to play by their rules or else. It was frustrating to break through some of the established traditions primarily of the Berkeley campus and work with them. But I must say that when it came down to the final drafting, we did get a great deal of support from the personnel officer at the Berkeley campus. He was exceedingly good, sharp, able, and was on this sub-committee of the council—Bill Wentz at Berkeley. Our big battles were with the old established librarians like Don Coney.

The library was successful because of the assistance from Hal Hyde's staff and from Jack Wagstaff's people. Somehow I didn't have the same kindly feeling about the personnel office on this campus. John Mortenson was one of the nicest guys that ever came down the pike. But some of his assistants were dolts, plain unadulterated dolts. We had to do a lot of training of those people in the personnel office, to talk about what we were trying to do in restructuring the non-academic series. That was one of the barriers of the process.

**Jarrell:** Prior to the opening of this campus, you were an ex-officio member of the Library Council, appointed by Clark Kerr. Now Kerr had forwarded the idea of the multiversity,<sup>13</sup> which seemed to imply a view concerning the system's library resources as well. You were representing UCSC's library and its interests. What did you bring away with you as to its value, its usefulness?

### **Clark Kerr and the Multiversity**

**Clark:** Oh boy. There's so many things going through my mind. One of them goes back to Clark Kerr's multiversity. I think that before I talk about the Council, let me just say a few words about the impact of that. Clark Kerr had grand notions of the interrelationships between campuses. For instance, it was Clark Kerr who, I think, either dreamt up or was quick to accept the notion of the New Campus Program—the program whereby the three campuses, Irvine, San Diego, and Santa Cruz, were banded together even before John Smith came on

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<sup>13</sup>Kerr, Clark. *The Uses of the University*, Cambridge: Harvard University Press, 1963—Editor.



the scene or before I came on the scene. Under Mel Voigt's direction they built a core collection for the three campuses. Along with that too was Clark's searching for ways for improving service. He was the one who provided money . . . saw to it that there was money for the jitney service which is tied to this in a sense of interrelationship. Another thing that really facilitated inter-campus cooperation was the development of the tie lines.

What made me think of it was when you were asking how important was the Library Council. I think in some ways the presence of the telephone tie line was equal in an operational sense to what happened at the Library Council. John Smith, Mel Voigt and I were in constant conversation about the problems of the emerging campuses. Now getting back to the Library Council it was extremely effective in particular ways. In others it was just a debating society. It was fun to watch. I really enjoyed the days before Don Coney and Lawrence Clark Powell retired . . . because you talk about the structure of the old, established campuses, the new emerging campuses, and new campuses . . . there was only one old, established campus as far as Lawrence Clark Powell was concerned.

And he was fighting Don Coney all the time. It was great sport to watch him needle Don at the Library Council meetings. Then you had the emerging campuses, and I think that it was with delight that, to Ed Coman and Don Davidson, and Dick Blanchard . . . I've left someone out I guess, but anyway, it was a delight to them to have the three younger campuses join them because this meant strength to them in their battles against Berkeley and Los Angeles.

**Jarrell:** Yes.

**Clark:** Now, whom did I leave out.

**Jarrell:** I have a list.

**Clark:** Riverside was Ed Coman, Santa Barbara, Don Davidson, oh, of course how could I ever leave out San Francisco. My God. San Francisco was a unique institution. Their librarian was a member of the Council, but their librarian was John C.D.B.M. Saunders, who was also the UC Chancellor . . . later, I'm not sure whether he was the Chancellor when we started out. But he became Chancellor as well as University Librarian. He was an honest-to-God character, who loved to talk, to monopolize, to footnote every single item that came up for discussion. He was the self-appointed historian of the library system, and was generally not too useful.

He was Mr. Memory. He was a professor of the history of medicine; he was a surgeon. One time I had the good fortune to be his seatmate on a transcontinental air flight between San Francisco and New York, at which time he gave me his

whole life history . . . which I couldn't believe. But I came home and I did some research, and by gosh everything he told me apparently was true—of all his exploits in South Africa and Scotland and all over the world. But John was again later a useful member of the council in that he had a feeling of what was going on at the chancellorial level, and he had a certain entrée that none of us did, so he was helpful. Well, this is rambling.

But getting back to your issues, to carry out the goals that Clark Kerr was pushing forward of cooperation. In our previous conversation you mentioned interlibrary loan service—there was a great gap between the hope and the reality on interlibrary loan. One of the things that our campus stressed was that the library was small. In the early days we were going to put a high percentage of our resources into bibliographical guides, things that would be keys to the resources of other institutions. So we would be able to work with our faculty in borrowing from UC Berkeley. Again this shows the strength of a person like Joan Hodgson, who headed Interlibrary Loan. It was through Joan and her personal relations with the people at her level in Berkeley that she succeeded so well in serving our faculty, since you must remember that the people at her level in Berkeley were being told that their obligation was to the Berkeley campus. So that the words spoken by Clark Kerr were like a Sunday sermon. When it came to the nuts and bolts, we had a terrible time.

I must go back and talk about the strengths of the staff. You asked me early on about who were some of the people I leaned on. There were a number of people I relied on—Adel Rusanowski—I don't think I mentioned Adel.

**Jarrell:** No, you didn't.

**Clark:** Okay. Adel Rusanowski. And Lee Compton, Gerry Sweet, even by naming them I run the danger of leaving people out . . . they were just a tremendous strength and were the ones which I think captured the philosophy of let's do everything we can to remember that we're not here just to enter keypunch . . . oh, Nina MacAngus, for heaven's sake I couldn't leave her out. Quiet. You'd hardly know she was around. But boy, this place would be a mess if we didn't have the Ninas, the Adels, the Gerrys and the Lees. When I talk about people wanting to tell me how to run the library, it wasn't this group, it was the younger people that were products of this ferment.

Here's another example. We automatically assumed that we would be a state depository for state documents. No siree. The legislature had in years past enacted the law providing for sending all the state documents to the Berkeley campus.

**Jarrell:** So it was the designated depository.

**Clark:** It was the designated depository for the University of California. This was my first into state politics, and working with Dean. We finally were able to break this. The story is not worth going into the details, but it is an example of the problems that we faced. In gifts and exchange, we didn't have anything to give. Except for one thing that helped us out, and I must emphasize its importance—when we became the parent of the Lick Observatory and the Lick Library, we took on the Lick exchange program. Through their exchange system worldwide, we were able to make some offerings, and this was expanded. Elise Hoffman worked on it at the very beginning and expanded it to a great degree. But I've forgotten all of the problems of starting from scratch. Maybe it's because I've wanted to. But every day there was a new decision that had to be made or a new policy established. Sure we had the virtues of having a clean blackboard and no dead hand of the past locally . . . but we had to fit ourselves into this terribly antiquated University-wide arrangement that provided formulas for everything. Formulas for the number of seats we could have in the library. The number of full-time equivalents, the book budget—it was a real battle.

But then the biggest battle though stemmed from what happened on Blue Monday, the day when Governor Pat Brown practically shut down the University Library systems at Irvine, Santa Cruz, and San Diego. The details now are lost, but I'll remember that day. This was 1965, just before we were to open. It affected not only the library, but many parts of the campus. That was the only time I'd seen Dean McHenry really in the depths of despair. He was so distraught. I can't recall . . . as I say, all the details of it, but it was a bitter blow.

**Jarrell:** Was it unexpected?

**Clark:** Oh yes. As far as I was concerned.

**Jarrell:** You had no idea the cuts were in the works?

**Clark:** No. I certainly didn't have any. We were riding high. I can remember the day. Emily and I were entertaining Professor George Albert Smith, Jr., at our house for lunch. He had been a colleague of mine at Harvard Business School. His father was the number one Mormon in the United States. He was the head of the twelve apostles of the Mormon Church. The telephone rang during lunch. It was Dean. This was on a Saturday. Dean needed ammunition for a meeting with President Kerr and all of the Chancellors the next Monday. I can recall excusing myself from lunch, racing down to the campus, spending all of Saturday and all of Sunday preparing a memo for Dean to use to fight our battle to get our funds restored. I don't know where that memo is or whether it exists, but I know I got a telephone call Monday afternoon from the Chancellor saying that we had won the battle for the moment. He wasn't sure how long it was going to last.

**Jarrell:** Apropos of this, McHenry said in the Watsonville *Register-Pajaronian*, “The State has provided generously to start the new campuses. It is entirely out of character now to threaten them with stillborn libraries.” The article was undated—but this was I believe in 1965?

**Clark:** Right. The numbers don’t stick. But I do remember that instead of increasing our number of people . . . here we were, an institution that was getting ready to open for the new campus. We were operating out of the Carriage House at that time. We were preparing to receive the 75,000 volumes from San Diego. But that, you must remember, had a cutoff date. They weren’t buying any books that had been published after 1964. So we were gearing up . . . we had a small cataloging staff, we had a small serials staff, mostly the technical processing people . . . buying current materials, working with the faculty in terms of their needs and their special desires, looking forward to taking over the first floor in Central Services, and hiring people for reference, for all the public service, the circulation, all of these new things. Instead we were told that, no, we wouldn’t have an increase; we were going to have a cut in personnel, a reduction in personnel.

**Jarrell:** And here you were opening for students. And no people to serve them. Just the technical processing.

**Clark:** Right.

**Jarrell:** Yes. Because in reading about this, they were cutting you down from the FTE [full time equivalent] you already had to process the collection to get it ready, and here you’re opening up with a skeleton crew.

**Clark:** Right. Yes. From my point of view, it was certainly easy to document the case with the number of students that were coming, the number of new faculty we had, the limited resources that had already been given us for building a basic collection. Also at that time we knew that Lick was going to come down from the mountain. It was easy to document. I wasn’t the politician and didn’t know what was going on, but Dean certainly did, and knew how to carry the battle with material we supplied him. Dean was a fighter for the library from the very beginning . . . very supportive. It’s my understanding, and always has been, that once the Legislature passes its appropriation for the University, that what University Hall decides to do with that money is their business. They know darn well it’d be foolish to make many deviations from what they have put up before the Legislature.

But so far as the library was concerned, it was my understanding that that was a lump sum that was given to the University and that University Hall then made the allocations. It was this battle that Dean was fighting. What we were faced

with was that over time the University had gotten itself into a fix. In trying to support their needs for students, they developed certain formulas . . . saying that any self-respecting institution of higher education should spend dollars for the library per each student they have. These became more or less fixed in concrete. Therefore when John Smith, Mel Voigt and I were faced with trying to do in three, four, five years what the University of California at Berkeley had done in over a hundred; it was frustrating. They weren't about ready to urge that any more money per student per library be given to Santa Cruz . . . oh, no. They were fighting for their own lives. Dean and I had a notion again that since in the early days of the Santa Cruz campus, the emphasis was going to be on the humanities and social sciences, that we didn't need huge laboratories. We didn't need a huge laboratory in the field of engineering. We didn't need all that financial support, and that instead the money should go to the library. Well not on your life.

At University Hall there were watertight compartments; what you had appropriated for bricks and mortar could not be spent for books. We tried our best to break some of the formulas that had been used, or get an understanding of a special case. There were hot discussions within the Library Council. But I must say that over time I found it much more helpful to work through our own people and their counterparts in statewide at University Hall. By this I mean working through Mark Schaffer and Victor Kimura and others in our financial side of the house and reaching through them Loren Furtado and his types in University Hall. I had an advantage in the late 1960s. Because of my position as chairman of the Academic Senate, I was spending a lot more time in University Hall on Academic Senate matters. I must say I used that as an excuse to stop by to see Loren Furtado and the other people that were involved with library financing such as Dennis Smith—I don't know what Dennis's job was, but Dennis was always at Library Council meetings representing the financial vice president of the University. Now he wasn't a member of the council, but he was always invited to attend Library Council meetings because he was the one who was the mastermind in University Hall on the allocation of the University Library budget. So everytime I was up for an Academic Assembly or an Academic Council meeting, I would stop by and see either Loren or Dennis. I found this avenue much more effective than trying to battle through the Library Council. Library Council didn't have any, in that sense, any power. They weren't the allocating body.

### **Instructional Services**

**Clark:** When we began we thought that a University Library should be the center of knowledge, of information resources on the campus. One category of these resources was in the form of film, slides, and audio recordings. Well, Dean, at the start, put instructional services under the direction of the University

Librarian. I welcomed this because it seemed to me a normal function, until such time as the instructional services people started producing television and this went beyond our expertise. On other campuses you had little pockets of slides in the music department, in the history department, big pockets in the art departments and anthropology, etc. These were financed out of departmental funds. By centralizing slides in the University Library, we were saving thousands of dollars to the campus because of having centralized personnel . . . you didn't have to pay people in four, five or six different boards . . . we made some attempts to persuade the art board, and the music and the other boards of studies to contribute money towards our slides . . . because this wasn't in the formula that you had on other campuses. I think we did get a little money from the art board for a short period of time. But just the same way in terms of instructional services. Since we took it over, the attitude at University Hall was, we didn't tell you to take on instructional services . . . that's your fault. Since you've done it, you've go to find the money for it. It was wonderful and I keep repeating this notion of the joy of being able to start a library from scratch, the joys dissipated (laughter) when I came up against the budget people and the formula people.

**Jarrell:** When you came to UCSC you were confident that you would have adequate resources with which to accomplish these tasks?

**Clark:** Especially true. When you study higher education in the United States, that was a period when the support was coming. Sputnik did a lot to help education financing in the United States. And I think we almost had a euphoric attitude.

**Jarrell:** Unstoppable.

**Clark:** Yes. And then boom . . . to have the faucet turned completely off. Speaking of faucet—that's a term that Dean used several times I remember—that you can't build an educational institution by turning on the faucet in April and turning it off in June . . . or something like that. You had to have long lead time, and have knowledge of what was coming ahead. My great frustration that came in 1972, 1971 really . . . was where we had another one of these budgetary crises, and I felt that statewide, the President of the University had let us down. He had not fought in Sacramento, and they weren't battling the ridiculous concepts that had developed in the State Department of Finance. For example, they actually published a recommendation that we, Santa Cruz and others, sell our rare books—they were never being used, they were only being used once . . . you think I am kidding . . .

**Jarrell:** No, I believe you.

**Clark:** It's there in the record.

**Jarrell:** That that would be a good revenue-raiser?

**Clark:** Sure, and that would help us finance other activities. They also recommended that every time we accepted a gift from a donor, we should acquire from that donor funds to support that gift. They had a formula that for every one foot of books you added to your library, you had to spend so much on concrete, steel stacks, the janitors, maintenance people, therefore, since these new gifts didn't come from the state, they weren't responsible, therefore the public who was giving to us should be responsible. That was the kind of mentality evidenced at Sacramento at that particular time. It was like you've seen one redwood, you've seen them all . . . why should we acquire any more redwoods for the state.

**Jarrell:** Or rare books for that matter.

### **Academic Senate**

**Jarrell:** I'd like you to discuss your tenure in the Academic Senate from 1969 to 1971. The dates I have, Mr. Clark, are April, 1969—you were chairman of the Academic Senate for a little over two years and ended your tenure there June 14, 1971.

**Clark:** I didn't take office until the end of the academic term in 1969, sometime in the summer. Ted Youngs was chairman and I took over from him. Although my introduction was a little earlier than that because of the all-University campus commencement exercises in the quarry in 1969. Ted had a commitment, he was teaching somewhere and had to leave the campus early. He, as chairman of the Academic Senate, was to be the marshall at the commencement. He asked me if I, as the chairman-elect, would take his place, which meant leading the academic procession into the quarry and acting as the master of ceremonies. Clark Kerr was to be the principal speaker. Things started out pretty calmly, but I could see around the seated group in the quarry, University security officers, mostly in plainclothes. I won't go into this, but the occasion was pretty dramatic because the administration had, through suggestions from the provosts, picked three students to speak, one girl and two young men. I don't recall too much about the first two speakers, but I vividly recall the third one who went on and on and on and on and made a really violent attack upon the University and Clark Kerr and in the middle of it he took it upon himself to bring the academic graduation to an end and have a meeting of the free university of Santa Cruz to award an honorary degree to Huey Newton.

As master of ceremonies I was really torn. I didn't know what to do. After fifteen minutes or so, I went up and told him, "Your five minutes is up." He said, "See what the University is trying to do, they're trying to gag me." I could easily have

brought the whole thing down by just raising an eyebrow and the security would have taken care of it. I would have liked to have shut off his microphone, but the controls were in back of the rostrum, and there was no way to do it.

A rather sad thing from my point of view was that Oakes College Provost J. Herman Blake, for whom I have the highest regard, was asked to accept the degree for Huey Newton in absentia, which he did. This was then followed by Clark Kerr getting up to speak, and 45 minutes of his time had been taken by this student. He just said, "Look there's no sense in my talking." It was sad. I was able to read the speech he would have given, and I think the students would have just . . . it's too bad, because you know this was after Clark had been fired by Reagan and Company. Clark was talking about the role of the University and students relations and the like. I think the students would have been amazed at some of the things he was ready to say.

**Jarrell:** Was the speech ever made available?

**Clark:** I don't believe so. I just don't know. I read it afterwards. Dean McHenry let me see it. It was too bad. It was a shame because he just said, "Well, I'm not going to talk." Also during the ceremony various students stood up and waved Vietnamese flags and carried on. My reaction was that if I had caused any police intervention, there could have been a riot. The next day I was downtown at the local United Cigar Store. I walked in and I was accosted by a local insurance agent who just read me the riot act. He had gone up to see one of his children graduate from the University and this deplorable thing happened. You can imagine the reaction of the staid, conservative people of Santa Cruz to what took place that particular day. The insurance agent asked why didn't I do something about it. I was in control and I was the marshall, blah, blah, blah. The following day, Emily and I left for a month's vacation in Ireland. I think the first six or seven nights over there I was awake most of the time trying to figure out what I should have, could have done differently. It was a wrenching experience. That was my introduction as chairman of the Academic Senate. The reason why I was a candidate for the chairmanship of the Academic Senate was also a reflection of the times. The announcement came out that Ralph Abraham was the only candidate for chairman of the Academic Senate.

**Jarrell:** Yes. And there had been a whole controversy surrounding him.

**Clark:** Right. Many people felt that he was being nominated as an affront to the Chancellor. The Chancellor had done everything he could to persuade the Privilege and Tenure Committee to see to it that he was not reappointed as a member of the faculty because of his behavior at the Regents meeting—wearing the simulated American flag and other things of that nature. The Privilege and Tenure Committee backed Abraham. Many people felt that it would be bad to



have a man with that reputation represent the faculty. So I was approached by a group of faculty headed by Kenneth Thimann who tried to persuade me to do it. I talked it over with Emily. I didn't go to Dean. I didn't talk to Dean. I wish now in hindsight that I had talked to him but I didn't.

I was very torn, but prior to this, during the period from 1965 on, there had been a real drive to improve the academic status of librarians, to have them more mainline in terms of Academic Senate affairs to serve on academic committees, particularly those committees which had an impact on library events. As it was, so often the library would hear about a new graduate program without any consideration as to how the campus was going to finance the acquisition of a body of research materials to support that graduate program. I felt that since the chairman of the campus Academic Senate was ex-officio a member of the state-wide Academic Council I could bring to the council the voice from librarians that hadn't been heard.

At one time there had been an attempt to abolish the University-wide library senate committee without any consideration . . . no one had ever raised this with any of the University librarians that I could tell, but it came up within the Senate and as a matter of fact was on the floor of the meeting of the Academic Assembly. It was because of this feeling that I could contribute something as a librarian that I accepted, knowing full well that I was letting myself in for problems. So there I was, and my first Academic Senate meeting, October 1969, was scheduled, when a few days before the scheduled meeting I was called upon by Page Smith and several others to see if I wouldn't call an emergency meeting of the senate because of the Angela Davis case.

It was held down at the Barn [Theater]. A few months later, the Academic Senate voted to permit members of the press to attend meetings, but that hadn't taken place yet. However, the press applied to come. Before the meeting officially opened, I asked the assembled members of the senate whether they would be willing to have the press there, and they said yes. It was by unanimous consent. So here I was, my first meeting, with members of the press there . . . with a case as you indicated that was hot for many, many reasons, because of the content, because the Regents were threatening to fire her, since she was an avowed communist, and because this was another one of the incidents that had been taking place starting with the Free Speech Movement. All of the turmoil that had taken place between the Free Speech Movement and that October meeting. The People's Park incident in Berkeley, the riot over the presence of the Navy Recruiting Officers in Berkeley, the strike at San Francisco State had already taken place. Before that meeting they had the riot at Harvard, with bloodshed. All the student turmoil about Vietnam and the deployment of ICBM's. Their striving to get greater control of their lives students felt that since they were

paying for their education, they ought to be the ones to dictate the content of their courses . . . they should be able to have a vote in the senate meetings on academic affairs. All of this I think was a part of their background. But here was something that they could put their finger on and focus on to tell the regents that they were dead wrong.

I must confess that it was very difficult for me—I perhaps was more conservative in my beliefs and what I brought to my vision of a university than many of the faculty, most of the faculty. But I certainly felt that in terms of academic freedom this was a serious concern. It just made me uncomfortable that it had to be over that particular case. It was mixed up with all of the feeling that the students had that there hadn't been enough representation of blacks and minorities on the campus. Here was all of that core feeling brought to focus on Angela Davis. I tried to run the meeting with complete objectivity and yet I found it uncomfortable, I confess that very readily. Off campus feelings ran very high, with people saying, "This was ridiculous, she ought to be just kicked out without any question." About this time I was in a barbershop, waiting my turn for a haircut, when among those ahead of me, three or four men were discussing the terrible things that, according to them, took place up on the hill, and they ought to get out baseball bats and come up there and give these students and faculty a lesson. To such an extent that I was almost sick at my stomach. I just walked out.

I'm not saying this was typical of the town, but it was just another expression of the sentiment in the town. It's hard for me to talk about the climate of the campus in 1969, 1970, 1971 . . . so much has gone on since then. There was a pretty wide split between some of the younger members of the faculty who were more sympathetic with the students. I firmly believe that there was a dilution of good academic instruction during this period. In the material you sent me to refresh my memory, there's a report from the Committee on Academic Freedom which talked about classroom disruption by students. This took place. Students wanted, one of the buzz words I remember at that time, was they wanted a more relevant education. But to the credit of the University, these questions were all handled within the senate framework. It was all handled by the pressure of some of the cooler heads of the senior faculty without having the need for administrative intercession, or for public disclosure which I think would have fanned this feeling that the University had gone berserk—that the faculty were just a bunch of nuts.

This was when Reagan had been elected governor in November, 1968. One of the planks of his platform was to clear out these communists from the campuses of higher education. He kept talking about higher education as a privilege; it isn't a right, and if you students don't toe the line, get out. Outside of the campus, there was a great deal of reaction to what the public perceived as a lack of guts on the

part of the administration to stand up against students. Kerr was dismissed because Reagan felt that he hadn't handled the Berkeley affairs properly. He should have been more forceful. There were reasons why I think the storm was weathered. One was the Academic Senate felt that the students should have a voice—they drew the line as to how far it went but they should have a voice. They didn't believe they should have a vote, particularly on those things relating to the curriculum. The senate jealously guarded that. They permitted or developed programs which brought student members onto all of the committees except for educational policy, as I recall.

This was also the time when for the first time senate meetings were opened to students, the press and others. This openness began with a meeting where students were allowed to speak and then leave. I had learned at a meeting of the Chairman's Advisory Committee that a group of students were planning to attend the next meeting of the senate. I can't recall what the cause was, what the students were battling for at this particular time, whether it was to see that we had more black study programs, third world programs, but a group of students wanted to speak to the senate about their concerns. There was no mechanism for this at all.

I don't know whether Ted Youngs had this or not, but I set up or maybe continued a chairman's advisory committee. I met regularly with all the chairmen of the committees prior to the meetings of the Academic Senate. It was through John Ellis, for whom I had tremendous respect—and Dennis McElrath, that I learned of the students' plans. It was through their suggestion that *again* before I called the senate meeting into a formal session, I asked the senate if they wished to permit the students to speak before the meeting started and again by unanimous consent it was given them . . . so they had the opportunity to speak. They did it very nicely, very properly. The member of the faculty, the young instructor who accompanied the students spoke on their behalf, too. I gave the senate an opportunity to raise questions, after which time I said, "I'm sorry now we have to go into formal session, senate meeting rules are these . . . we'll have to ask you if you'll be kind enough to leave." One of the students tried to get up and speak and protest, but he was taken care of by his fellow students. I think because of this, and because the senate later saw to it that they were made members of senate committees . . . this was over a great deal of protest from some of the other campuses, particularly the Berkeley campus.

**Jarrell:** The idea of students being there?

**Clark:** Our passing a bylaw permitting students to attend senate meetings and to be members of senate committees was taken up at the Academic Council meeting which is made up of representatives from all the campuses, because in the first go around, the by-law provided for having students on every single committee . .

. and that just hit the fan because it was clear that the Regents after the famous faculty revolt in the 1920s passed power over to the Academic Senate with control over academic affairs, and the right was vested in them by the Regents. The Regents were not going to let the power be diluted by having students on the committee, dealing with courses. So the Santa Cruz campus abided by that, but on all other committees, they were even given a vote. So I think it was because of these that some of the tensions were lessened.

**Jarrell:** I have another question that's incidental, but has there ever been a librarian on any other campus who's had the honor of being the chairman of the Academic Senate that you know of?

**Clark:** Up to that time, no. I don't know what's happened since. Now, Don Coney, who was University Librarian at Berkeley, was for a few years also the Academic Vice Chancellor on the Berkeley campus. But I think I was the first University Librarian to serve as chairman of an Academic Senate. I believe at the same time or shortly thereafter, John Smith was nominated, or actually they were trying to nominate Johnny to become chairman, and he turned it down for reasons I don't know. Smart guy, smart man.

### **Budget Cuts**

**Clark:** I can remember in 1965, I think it was, when Governor Brown had practically killed the library. That was the year when we were to open for students and there had been 6.5 employees in the library and we were then opening for students. We were told to cut from 6.5 to 4.3. This was applied to a cut that Brown had made in the budget for the University which he later rescinded. Following that, there hadn't been a general faculty salary increase, but there was a provision whereby there was a 3% increase, a pool of money, given for faculty salary increases. The Library Council petitioned the president, Acting President Wellman, to see that they had the same sort of benefit. Wellman said, "Librarians are librarians and faculty are faculty." This seemed to put us back to step one in trying to get more equity. But the Library Council worked hard on this, very hard. I don't know what has happened since in terms of improvement. I do know that finally the administrative manual was to recognize the librarians series in a more dignified way.

This of course was prior to the creation of LAUC. That was another fascinating venture. At this point, because of our difficulties with Wellman and later with Hitch, some members of the Library Council wanted to have the Council abolished and have us work directly through our Chancellors knowing that the Chancellors might have a greater voice and a greater impact on the President's Office than a mere Library Council. Speaking of LAUC, I don't think LAUC would have been successful if it hadn't been for some of the student movements.

Here was an expression—we want more voice, we want more say on the academic affairs of this institution—and LAUC was the same way. The climate at that time was such that I think the University *had* to recognize it.

It must have been at least the year before this, or I don't think it was connected with that particular budget, but the state finance committee had come up with a task force to investigate University libraries. I mentioned this earlier. They came up with the recommendation that we should sell our rare books. This was the mentality that was going on in Sacramento at this particular time. Now the finance committee had some good points. They discovered that every single campus but one had bought the reprint of the Irish Parliamentary Papers. I think they had a right to decry this. I think that the University libraries were foolish to all do this. This sort of thing led to the development of more cooperation, more give-and-take, more discussion, and the pooling of funds for regional purchases. But you see, by being able to point to these libraries for spending money so foolishly this way, it gave credence to some of their other crazy concepts such as selling the rare books.

What upset me most of all was the lack of support to fight this kind of Sacramento mentality on the part of University Hall. Dean, bless his heart, fought for the libraries, particularly for us through meetings of Chancellors, and through meetings with President Hitch.

But President Hitch didn't have any real concept of what our problems were. I can't recall Hitch's academic background. Prior to coming to the University he had been director of the Rand Corporation. At one time he had been comptroller of the Air Force, the money man for the Air Force. His introduction to University Hall was not from the academic side. He was vice president, business and finance. He just refused to fight for even maintaining the library at its present state, or fighting the cuts that were being made. We'd also had all of this pressure of an expanding University—more students, more graduate students . . . But no way to finance what was needed in the way of library support . . . our building program for library Unit II had been postponed, it had got on the agenda at Sacramento . . . they cut it. Nobody state-wide seemed to want to fight that decision.

### **Retirement**

**Clark:** My decision to retire was a culmination of a series of frustrations. Part of it was we'd been living high. I came to Santa Cruz at the great period of blossoming when money was available, when the new campuses were being planned, three years before the opening. All of the excitement of what Santa Cruz was going to stand for in terms of experimental teaching programs, its emphasis on undergraduate teaching, closeness between students and faculty—it was an

exhilarating time, it was just thrilling. Then to have this political climate and all the turmoil and unrest, of the sniping at the University, feeling like a pariah when you went into a department store downtown and they found you were from the University. Then to have also some of these problems within the library—I probably have spoken too frankly, but that was it. The letter I read to the library staff was written the night before I called the staff together. Aileen didn't even see it. It wasn't typed up in that form until the day after the meeting. Even Aileen didn't know what I was going to say. She had an idea but she certainly didn't know. The day after Emily and I agreed that I should retire I went to the Chancellor, talked to Dean, who tried his best to persuade me otherwise, but he knew what I was feeling and he said, "Think it over." I said, "No, no, no." He said, "Well, wait a month." "No." I was afraid I'd wait a month and wouldn't do it. I tried to get Dean to retire with me but he wouldn't do it. He just said, "There're too many problems still to solve."

**Jarrell:** You were a little ahead of him, right?

**Clark:** Yes. He retired the next year, in 1974, but I tried to talk him into doing it when I did. I said, "Dean, there're always be problems. You better retire and get out while you can." But a year later he did it.

I just felt so depressed and so let down by statewide. If you read the statement I read to the staff when I announced my retirement, I supported Dean for all he'd done for the library, but actually condemned, and was pretty outspoken about what had happened at University Hall for not fighting our fight. I told my colleagues on the Library Council that I was going to go public on this because I felt it might help in the long run in getting better support for the Library Council. My blast was picked up by the Watsonville *Pajaronian* and to that extent had some publicity. It had such impact that at the commencement for the graduate students a few months later President Hitch privately needled me after Dean gave awards to four or five of us, University citations to those of us who had retired . . . and he asked us specifically to march in front of the academic procession into the performing arts building. I was there in my cap and gown lining up and along comes President Hitch, who said, "Oh, are you still here?" Well, I didn't know how to respond to that. Apparently my message got to him. Yet it was so typical of what had happened in the latter years of trying to build this library.

**Jarrell:** Several people told me that your statement was very strong, very moving, and very angry.

**Clark:** I didn't clear it with Dean. I asked him if he would be willing to come to the library. I had called the staff together and I knew that I was going to meet with him that next morning. The night before the meeting with the staff I wrote

here at home the statement . . . I just wanted to be sure that I said what I wanted to say and not get lost in the emotion of the moment. I asked Dean if he would attend. Dean came over and was there when I read the statement. I didn't dare look at him while I was reading it. But afterwards he saw to it that he got in touch with Tom O' Leary, our public information person right away and asked Tom to come over and see me. Tom wrote up the statement for the local papers, *City on a Hill*, and the Watsonville paper made something out of it—the *Sentinel* didn't particularly make anything out of it.'

**Jarrell:** You must have lost heart, or felt that the political forces were just overwhelming in terms of your mission?

**Clark:** I can't assign it all to that. Because what I've been talking about are external things. There were some internal things that made it easier for me to retire early. One of them was . . . really, Randall, I don't know how to put this. Well, the thing that got to me was the change in personnel policies that was foisted upon the University by the Department of Health, Education and Welfare, for example. New changes that were created by the social, economic changes going on in America . . . and specifically, I'm talking about affirmative action. As I may have mentioned earlier, as a child my whole upbringing was in the sense of being taught that one should not be prejudiced. I must say in my family life, when I was growing up, I certainly was not aware of prejudices against race, religion, color, or anything else. To be absolutely told that I had to make a body count of minorities and make a statistical count of how many blacks, etc. we had in the library was distasteful. It went against my whole upbringing.

Ideologically I can understand the history of affirmative action, the fact that the minorities had been deprived of opportunities and they certainly may well have been under my administration, but I certainly was not cognizant of being party to restrictions. But that was one of the things . . . this whole new development.

It would be almost impossible to tell what all my motives were for deciding to retire. Some of them were personal and some of them were professional. On the personal side, I had several scares—I had been in the coronary care unit twice at Dominican Hospital, been in the intensive care unit. Fortunately it was not a stroke, no permanent damage as far as we knew, but some very scary episodes. I was under tremendous strain and stress. I would come home bitter, exhausted, worn out, irritable, had threatened several times to quit. After I'd really blown my stack once too much, Emily said she'd rather have a living husband at a lower income level than a dead husband who brought home the pay. We talked it over and I examined our financial status and decided we could do it. What led up to the strain and stress I think are the primary reasons why I quit.

The other thing that developed I attribute to the Free Speech Movement in a sense. That was the growing demand of students for greater participation in the governance of the University . . . that they wanted a control over their destiny. This had a tremendous impact on the Santa Cruz campus.

**Jarrell:** The student activism during the Vietnam era?

**Clark:** Starting before that and after and during it. It led to, from my point of view, the lowering of academic standards, particularly by some of the younger faculty who were more simpatico with the students. Students wanted control over their grading, their course content, the periods in which classes would be held. I was chairman of the Academic Senate during this period. I was one of the ones that urged the senate to place more students on their committees. We had started at the library with a student committee long before we'd had this surge of demands. But one of the big battles in the Academic Senate statewide was that students wanted to serve on the budget committee for example. At Irvine they permitted it which made the Academic Council and Academic Assembly censure the Irvine campus for permitting it. They said it was absolutely illegal. But that was one of the ways they expressed themselves. This same sort of thing happened in the library. There was a large group in the library . . . I can't characterize the group, but there was a large group in the library that wanted a strong say in how the library was . . .

**Jarrell:** Are you talking about staff?

**Clark:** I'm talking about staff that wanted a strong say in how the Library was to be run, they wanted much more participatory management; they wanted ability to make their own rules; they wanted . . . and some of these changes were made to accommodate them . . . they wanted flex scheduling—great—but what I found though was that while even the most outspoken people were telling me how to run the library they were not willing to take the responsibility for the decisions that they were wishing to have made. It was just a coming together of this lack of financial support, lack of support from University-wide to help the library meet the needs that we were expected to fill, concomitant with some of these other social and cultural changes that made it easier for me to retire.

**Jarrell:** I think you can say in American higher education, there's never been a more fermenting decade. I get the feeling you didn't feel very comfortable with this barrage of change?

**Clark:** A lot of it did feel comfortable, Randall. I did feel comfortable with some of it. Much, a good part of it. But in other areas I didn't.



I certainly was distressed . . . to me it was new to have such strong vocal expressions made by such junior people . . . this shows my age all right. We used to have staff meetings of the whole library fairly frequently, and I tried to create an atmosphere where no one would be afraid to speak. And I guess I did it. I certainly succeeded. We started out the day we opened the library of having a dress code for our student assistants . . . can you imagine? We had a dress code that student assistants couldn't come barefoot. Well shucks, it wasn't long before some staff were coming barefoot.

This was all part of it. I had to struggle with it, being a little older. One of the important things that happened during this period when all of this was going on, the State Legislature got madder than the devil at the University. I don't know whether you recall it, but Governor Reagan closed the University for a day or two. The legislature was irate at the notion that we were having commies—the Angela Davises—we were having students, having faculty declaring teach-in days. That we were going to have a strike, a rally. These were all of educational, value, mind you, according to certain members of the faculty. Certain legislators were proposing actual legislation setting standards for the number of hours that faculty were to teach and what they were to teach . . . it was really threatening, to such an extent that the President appointed a commission headed up by Chester McCorkle to review the whole process of setting standards for the conduct of faculty. On this campus, Dean appointed a tripartite commission—students, staff, and faculty to come up with a body of recommendations for faculty conduct. To think that this had been done shows you what was going on.

Since I was chairman of the Academic Senate, I was an ex-officio member of the Educational Policy Committee. I found it very uncomfortable to learn that academic credit was being given to students theoretically pursuing independent studies . . . credit for activities I considered academically unworthy of a campus of the University of California. Examples I can't give now, but it seemed to me some of the young faculty were giving credit to students for picking lettuce or whatever it was as an experiment, as an experience working in the field. I hate to take anything like this now out of context, but I assure you that I know it had Dean very concerned about the level of education set by some of the younger faculty, and there were a few exceptions even among the older faculty . . .

I'm sure that some of the judgmental decisions made by the legislators were through their own biases. They'd hear horror stories of certain students down in Cuba during this period cutting sugar cane. It could well have been a highly structured, supervised field experience. But when it got into the press, when it got into the hands of the State Legislature, it was quite different, quite different. This all started by talking about my feeling of retirement. It certainly was not exclusively the budget situation. It was a culmination of a lot of things.

**Jarrell:** The times they were a changing.

**Clark:** Oh, they were. They were.

I just want again to emphasize the strength of the staff. Thank God they were there. There were some problems, sure.

The mistakes of the science library were becoming alarmingly evident. There was nothing we could do about that at that moment financially. The design of the science library was a big, big mistake in many ways. One of the biggest disappointments in my tenure at the library is that we didn't provide better facilities for science. I certainly as a crystal ball user didn't anticipate the rapid development of science on this campus. Dean had led us all to believe that we were going to get a good sound footing in undergraduate liberal arts before we let the science camel into the tent. But that didn't happen. Science accelerated.

In a general sense, though, there was a willingness and a continuous outreaching on the part of the collection developers to work with the faculty, to find out their needs and their hopes and aspirations so that we would have a cohesive, unified collection that was responsive to the educational programs of the University campus. I believe the library has, in large part, been very successful in doing this. I see a tremendous number of things in the library that make me happy now. There are changes going on that are improving the place.

**Jarrell:** I want to thank you for agreeing to participate in this very time-consuming endeavor that's lasted some months. You've addressed so many important things, aspects of not just the library, but of campus history. There's a real sense conveyed by your commentary on how Santa Cruz grew from scratch.

**Clark:** There are so many things, Randall, that have been left unsaid.

**Jarrell:** Of course.

**Clark:** That's hard. I just wish there were ways to capture the spirit of those first few years and particularly the relationships between the library and the Chancellor, the fact that the Chancellor gave so much responsibility to the University Librarian. The fact that he had the University Librarian *on* the planning committee from the very, very beginning, until he retired. That the University Librarian was a member of the Chancellor's advisory committee. That the Chancellor delegated him to represent the campus at many events throughout the country. I think I was so lucky to be here under Dean, that kind of Chancellor who was so supportive in so many ways, and rarely, if ever, gave me direct directions of what to do.

## Appendix

### Highlights in the Early History of the University Library 1962-1979

**September 1, 1962:** Donald T. Clark, University Librarian and first library appointee began work.

**September 1962-August 1964:** All UCSC operations were located in the Cabrillo College mathematics and engineering building. The library staff grew to four during this period.

**1962-1965:** The New Campuses Program headquartered in San Diego, selected, acquired, and cataloged in triplicate core collections of 75,000 volumes each for the new Santa Cruz, Irvine, and San Diego libraries.

**August 1964-June 1965:** The library occupied the south wing of the Cowell Ranch Carriage House. The staff grew to twelve.

**January 20, 1965:** Ground was broken for Unit I of the University Library (now McHenry Library).

**June-September 1965:** The move was made to the ground floor of Central Services. Our 75,000 volume core collection was shipped from San Diego, filling three P.I.E. semi-trailers, and the summer was spent unpacking, sorting and shelving the collection which had been packed as purchased, in completely random order. With the collection came a traditional card catalog.

**October 1965:** The pioneer class of 652 students, living in 84 trailers on the present east athletic fields, began classes. The library was ready in Central Services with 125 study stations, 80,000 volumes on the shelves and Jitney service to Berkeley five days a week. Staff now numbered about 31.

**December 1965:** First organizational meeting of the Friends of the UCSC Library was held.

**August-September 1966:** The move was made from Central Services to permanent quarters in the University Library, although for several years there were other temporary occupants in the Library building, e.g., the Bay Tree Bookstore, Campus Computer Center, Instructional Services, Center for South Pacific Studies, the Graduate Division and other miscellaneous faculty offices and staff functions.

**October 1966:** The University Library was open to the second class of about 1200 students.

**November 1966:** The collections of Lick Observatory, housed on Mt. Hamilton from the last quarter of the 19th century, were moved to the UCSC library.

**May 1967:** The first annual dinner of the Friends of the Library was held, and in conjunction with it the first annual Undergraduate Book Collection Contest.

**September 1967:** The Acorn Press, a working hand-press manufactured in 1830, was received as a gift to the library.

**October 1968:** First usable computer-printed subject catalog of our collection was put into use, in ten volumes and in the bulky, carbony, horizontal format of direct computer print-out. Two copies were available.

**March 1969:** Reached the quarter-of-a-million mark in collection size.

**June 1969:** Move of science and Lick Observatory collections to the Science Library.

**March 1971:** First issue of the computer-generated author/title catalog in reduced 8 1/2 x 11 format was put into use. This edition was xeroxed in-house in 20 copies and each set number 32 volumes of 300 pages each.

**Summer 1971:** Last of temporary occupants vacated the University Library building and the Library operation expanded to fill all available space.

**January 1973:** The first major publication under the imprint of The Lime Kiln Press, *West to the Water* was completed with William Everson as master printer.

**July 1, 1973:** Wendell W. Simons became Acting University Librarian after the retirement of Donald Clark.

**June 1974:** The University Library building was named the Dean E. McHenry Library in honor of the retiring Chancellor.

**July 1, 1974:** David W. Heron became the second University Librarian.

**November 1974:** Construction was began on Unit II of the McHenry Library, which added about 50% to the area of the original building.

**July 1975:** During the first ten years of operation the library's resources grew as follows:

	<b>July 1965</b>	<b>July 1975</b>
Volumes	80,166	486,926
Current Serials	964	8,337
Manuscripts	5	1,616
Maps	3	69,527
Microfilm Reels	1,318	10,237
Other Microform	68,091	111,880
Recordings	286	4,178
Pamphlets	19,421	44,273
Budgeted Staff FTE	31.00	91.00

**September 1975:** Tenth anniversary celebration honoring the "Redwood Vets," employees who had been with the library through the first ten years of full campus operation.

**September 1975:** A catalog supplement was produced for the first time by photocomposition by a commercial vendor. The first full catalog cumulation was printed in this form in January, 1977.

**August 1976:** Presentation of the symbolic Half-Millionth volume to the library by the Friends of the UCSC Library—Francisco Palou's life of *Padre Serra* (1787).

**September 1976:** Occupation of Library Unit II began. A portion of the building again had to be given over to other campus offices, including the Deans of Humanities and Social Sciences. The design capacity of McHenry Units I and II, plus the Science Library was 750,000 volumes and 920 study stations.

**Spring 1977:** Entry of cataloging data was phased onto a Wang in-house mini-computer, replacing entry by key punch machines.

**October 1977:** Computer reference service was first offered in the Science Library.

**October 1, 1978:** Wendell Simons became Acting University Librarian for the second time, following the resignation of David Heron.

**December 1978:** The catalog of the South Pacific collection was published, the first public display of the technical capabilities of the UCSC library's computer-based cataloging systems.

**July 1979:** The Chancellor's office occupied space in the west wing formerly occupied by the Divisional deans.

**August 1, 1979:** Allan J. Dyson became the third University Librarian.

There are so many warm memories of my relationships with first Cowell College, and then Stevenson College. In those early days I sat in on the planning sessions for Stevenson College the summer before it opened. We had a retreat out at Keith Schaffer's summer house at Pleasure Point, the whole faculty of Stevenson plus a few outsiders—myself and Brian Stookey and others that sat in. To have participated in so many things like that—I wouldn't trade it in for anything.

Maybe I should finish this off by saying one of the greatest satisfactions to me came after I retired . . . Dean says he was responsible for what I'm going to tell you. Dean asked me if I would serve on an ad hoc committee up on the campus shortly after I retired. I said, "Well, sure I will, as long as you give me a free parking permit." Shortly thereafter he promulgated that all retirees would have automatic parking permits. So today, all emeriti get a free parking privilege, no fee. And I think that's one of my greatest accomplishments.

**Jarrell:** A very nice gesture, because we know about the parking service! Thank you, Mr. Clark.

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