University of California, Santa Cruz
The University Library

STUDENT INTERVIEWS: 1969
VOLUME I

Interviewed and Edited by
Elizabeth Spedding Calciano

Santa Cruz
1970

TABLE OF CONTENTS

ILLUSTRATIONS

VOLUME I

INTRODUCTION

In 1965 the University of California, Santa Cruz, admitted its first students, primarily freshmen and juniors. In 1967, the Regional History Project decided to interview twelve of these students, eight of them members of the first graduating class (those who had entered as juniors) and four being at that time sophomores. Our intention was to conduct a similar series of interviews in 1969; this was done in late May and early June of 1969.* Among the twelve students interviewed were two who had been interviewed in 1967 and four who had transferred into the class at the junior level. (Of the other two students who had been interviewed as sophomores, one had in the meantime transferred to Stanford, and the other, although he had a few months earlier indicated willingness to be re-interviewed, never responded to the editor's attempts to schedule an interview time.)

As in the 1967 series, the students were asked to comment on the strengths and weaknesses of the University, administration, faculty, classes, and general campus life, and comment on the changes that they thought should or would occur as the campus grows larger. This they did very candidly. By

* Ed. Note: Depending on how rapidly changes occur on this campus (changes in the physical plant, educational policies, and student attitudes and opinions) the Regional History Project plans in either 1974 or 1979 to interview twelve members of what is then the senior class.

happenstance, the interviews were scheduled over a two-week period (May 21 to June 4) that included the Santa Cruz campus's first serious student strike and first building takeover. Thus the interviews tend to give the anatomy of the student strike as it developed.

The purposes for doing interviews of this nature were many. This was a new campus, a rapidly changing campus, a campus that was "experimental" in nature. As we indicated in the introduction to the 1967 volume, it occurred to the Regional History Project that here was a unique opportunity for using oral history -- instead of interviewing men in their nineties, we would interview students in their twenties; instead of obtaining views that had been mellowed, and sometimes distorted, by the passing of years, we would obtain views with the sharpness, urgency, and, yes, distortion of the present.

As any historian knows, institutions invariably create a wealth of material that if preserved provides fertile grounds for research. But files of correspondence, records of meetings, and business, finance, and personnel records, valuable though they are, often offer only scanty material to the historian trying to determine the social, cultural, and "emotional" history of the people who make up an institution.

When dealing with educational institutions, the historian is fortunate in that he can also turn to the back copies of student publications, veritable gold mines of information. But here

again, the whole story is not revealed. Literary publications concentrate on literature, and newspapers, quite naturally, select "newsworthy" items for publication -- that which is everyday, or obvious, or non-controversial is ignored. The "Letters to the Editor" section can be most illuminating, but again the historian must tread with care, for by and large people will take time to write the editor only if they are particularly agitated about an issue. Most will never pause to record their views.

A newcomer on the scene, the "underground" newspaper, provides an added, and valuable, source of information for the historian, but much like the editorial page of an "Establishment" newspaper, the underground paper tends to represent the opinions of the writer and his associates; in some cases these will also be the opinions of the majority of the readers; in other cases they will not.

These interviews, of course, are not the perfect answer to all problems -- far from it. Their purpose is to supplement the other historical sources. But it seemed to the editor that now was the time -- we are a new campus, a rapidly changing campus; we had a unique opportunity; we took it.

It was fortuitous indeed that our scheduled interviews happened to coincide with the student strike. As we have indicated, the campus itself and the ideas of the students had

been undergoing considerable change, but the stress, confusion, and concern caused by the student strike accelerated this process; it is interesting to view the perspectives of the students as they are recorded, since they reflect the day-to-day progression of the strike and the evolution of student opinion. The philosophy of the students interviewed ranged from conservative to radical and their participation in the strike from inactivity to leadership.

The strike, and the causes which precipitated it, that was of such intense interest to the students at the time of these interviews, is already considered "history," and in the fast-changing world of student opinions and attitudes, will soon be regarded as ancient history. However, it reflected a feeling that was prevalent on this campus and on campuses across the nation in the spring of 1969 and the years immediately preceding, where; while the causes differed, the rallying cry was "Student Activism.” As this introduction is being written, the student scene here and across the country seems to have calmed down. It remains to be seen whether student activism of the sort we saw in the late 1960's (in all ranges of the spectrum, from peaceful, quiet picketing to violence and death, as occurred in some places) is going to go down in history as a phenomenon of the 60's, or whether this "quiet period" we are now in is merely a deceptive lull and student activism will go on to even greater heights, or take an entirely

different and perhaps more constructive direction. But whatever direction is taken, we hope that this set of interviews will help provide future researchers with a clue to the student mood of 1969.

As for the causes of this particular student demonstration, the triggering factor was the People's Park controversy at Berkeley in May and June of 1969. Briefly stated, in 1968 the University cleared and left vacant a three-acre parcel of land near busy Telegraph Avenue. While the University was working on its plans for the land, students and others began using the area as an unofficial parking lot. In the spring of 1969, a rather loosely formed group of people composed in part of students, but mainly of "street people" (i.e., young people living in the area, often former students, who tend to effect a rather "free" form of lifestyle, sometimes referred to as a hippie style) got together to transform this vacant piece of land into a park for the neighborhood. The area was tidied up; flowers, grass, and trees were planted and playground equipment installed; each person did "his bit" to turn the land into a park. All this, of course, was done without permission from the University. However, in part because the University had not acted against the parking lot and had made no motion against People's Park in its first weeks, and also in part because some of the street people felt that in our society land should be possessed by the users, not necessarily by the owners, the Park

came to be considered a viable, permanent project.

It was therefore predictable that when on May 15 the University threw up a chain link fence around the lot and removed the park equipment, the action was met with outrage and dismay, not only on the part of those who had been participating in the actual construction of the park, but by the Berkeley student community at large. Demonstrations resulted, and when these demonstrations were met with force by the police department and the National Guard, and when this force resulted in the death of a young man who had been standing on top of a roof of one of the buildings in the area, the whole People's Park incident became a true cause célèbre.

The People's Park controversy and the manner in which it was handled aroused students throughout California. There were efforts on all campuses of the University system to indicate student support of the Berkeley young people and to demonstrate the students' horror of the hard-handed actions of the University and the police. On the Santa Cruz campus the reaction took the form of a blockade of the Central Services Building on May 19th and then a student strike which, due to lack of organization, was rather sporadic on Friday, May 23rd, but came into full force on Monday and Tuesday, the 26th and 27th of May. (For a list of the strike demands, see page 159.)

Not all students, by any means-, took part in the student

strike. Many of them took advantage of the opportunity to catch up on sleep, or to finish term papers, or to prepare for the exam period that was soon to be upon them. Among those actively or passively supporting the strike there was also great disparity in their support of the official strike demands. Virtually every student had been appalled by the violence at Berkeley and felt that "something ought to be done", but there was not such universal feeling about the demands themselves or about the actions the students ought to take.

Also, while the People's Park controversy had been the catalytic agent and was the main focus of the grievances, nonetheless, underlying all this was the factor that the time was ripe for student activism to emerge at the Santa Cruz campus. As has already been said, it was a feeling or philosophy that had been sweeping campuses across the country; it was ignited here by the People's Park controversy, but it should not be overlooked that other grievances, varying from somewhat major to the downright inconsequential, had been building up among the students on this campus over the preceding four years.

Perhaps more important than the grievances themselves was the fact that there had built up among the student body a feeling that they could get no hearing, no recourse, from the University administration. Much of this sense of frustration focused directly on the Chancellor's office and

on the Chancellor himself; it also spilled over into a feeling that the whole University establishment (i.e. statewide administration, the Regents, the Governor) was unwieldy and unresponsive. Whatever the case, the four years' accumulation of grievances, the prevailing opinion that students must act, and the appalling example of the violence at Berkeley, all fused into our student demonstration.

Selecting the twelve students to be interviewed was a difficult task. There were so many we wished to include -- students who would without doubt have been excellent interviewees. However, in series interviews such as this, one eventually reaches a point of diminishing returns, and twelve seemed to be a manageable and effective number.

We tried in our sampling of twelve students to have many points of view represented, to have students from all colleges, to have the divisions of humanities, social sciences, and the sciences represented in approximately the same ratio as they were in the entire senior class, to have students from both Northern and Southern California, some commuters, some non-commuters, some four-year students, some who transferred in as juniors, some who had been active in campus affairs, some who had not. We asked provosts, professors, and staff members to suggest students that they thought would be good interviewees; to this list we added a number of names picked at random from the roster of senior

students. We tried to get an "impartial" selection, but human beings are not easily pigeonholed and we make no claims that these twelve people form an absolutely representative group -- no such thing is possible.

The interviews in this manuscript are arranged in the order in which they were conducted, but the order itself was entirely random. One basic set of questions was used in all the interviews, but an effort was made to keep the questions quite broad and open so that the direction each interview took depended on what was of interest and concern to the student. Perhaps this is best indicated by the responses we got to the following questions: "Is there anything about UCSC or the colleges or the faculty or the classes or the administration that you have been disappointed in or would like to see changes in?" and, near the end of the interview, "Are there any other comments you want to make on anything that we may not have already discussed?" The responses to these questions ranged from small concrete suggestions to large abstract, philosophical concepts. The content was equally diverse, ranging from an analysis of drug use on campus to consideration of the situation of Third World students at Santa Cruz to critiques of specific Boards of Study.

It is interesting to note that the twelve interviews in 1967 totaled 283 pages while those in 1969 totaled 614 pages. Perhaps even within a two-year span, the students had become

more outspoken, or perhaps because the University was two years older there were more problems to discuss, for the time spent talking about the strike does not in itself account for the extra 331 pages of dialogue, indeed for far less than half of them.

The interviews were conducted in the listening rooms of the Maps and Recordings section of the Library. Before each interview started, the student was asked to fill in an information sheet; copies of these sheets are included in the manuscript. The recording sessions varied in length from approximately thirty minutes to an hour and a half. The students had no prior knowledge of the questions that would be asked or of the names of the other interviewees.

In most oral history manuscripts, the prose has been edited for continuity and clarity and "tidied up" by removing false starts and stammers, by omitting repetitious statements, and by adding occasional verbs or pronouns so that long entwined statements can be broken up into two more easily read sentences. The edited manuscript is then sent back to the interviewee so he can make certain that at no point has the meaning been changed in the editing process, and also so that he can fill in the portions of the transcript, be they names or sentence fragments, that were unintelligible on the tape recording. Since it would have been virtually impossible to send transcripts to twelve students who had literally scattered

to the four corners of the world, the editing here, with but few exceptions, was limited to punctuation.

It is stating the obvious to comment that people do not speak as they write. These students have had no chance to "correct" their prose. As they spoke, they were often feeling for the way to express their idea; they often changed their sentence in midstream; they started sentences with "and" and left other sentences incomplete; they relied on pet phrases and "you know"; but much more important, they were articulate and expressive.

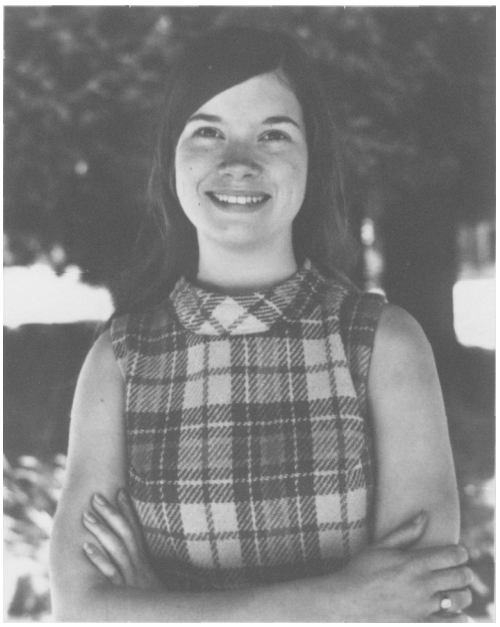
The interviews appear as they were spoken, except that in the few cases where the "likes" and "you knows" became so numerous as to obstruct the flow of the text, the editor deleted from 20 to 50 percent of them. The reader may also notice instances where the interviewer seems to be repeating the student's phrase for no good purpose -- these are cases where the phrase had been mumbled and the interviewer was afraid it would not be transcribable. When a word or phrase or end of a sentence simply could not be understood by the transcriber or the editor, [unintelligible] is typed in the manuscript. If more than a phrase is unintelligible, a special note is inserted in the text. Three periods ... spaced in the middle of a sentence or four periods .... at the end of a sentence do not mean that something has been omitted. Indeed nothing, with the above mentioned exception of "you knows,"

was deleted from these transcripts. Instead, the periods indicate either a pause in the speaker's dialogue or the trailing off of a sentence.

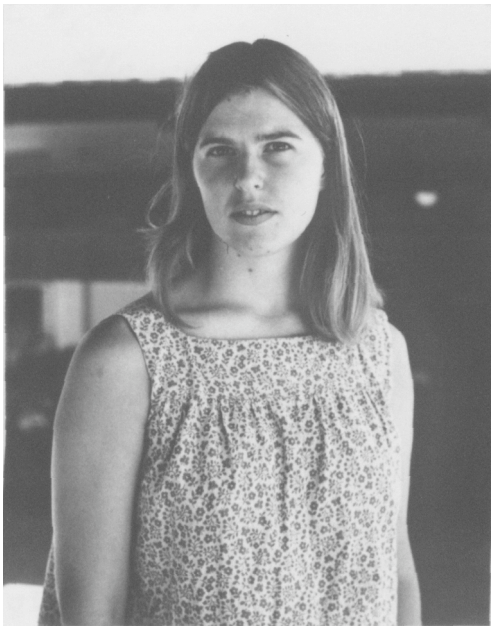
These volumes are a part of a collection of interviews on the history of the University of California, Santa Cruz, which have been conducted by the Regional History Project. The project is under the administrative supervision of Donald T. Clark, University Librarian.

Elizabeth Spedding Calciano, Editor

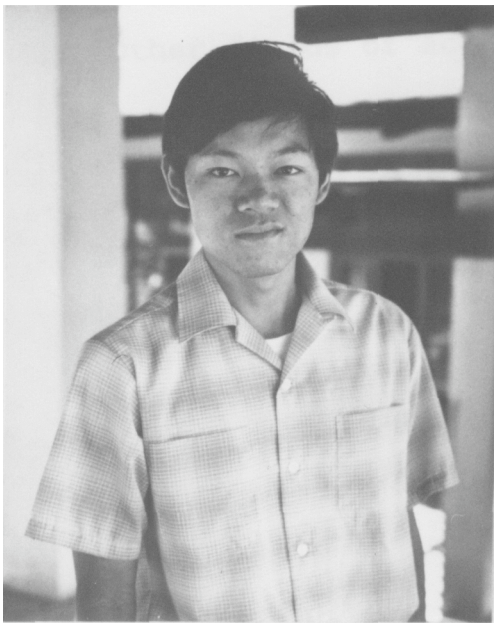
March 11, 1971
Regional History Project
University Library
University of California, Santa Cruz



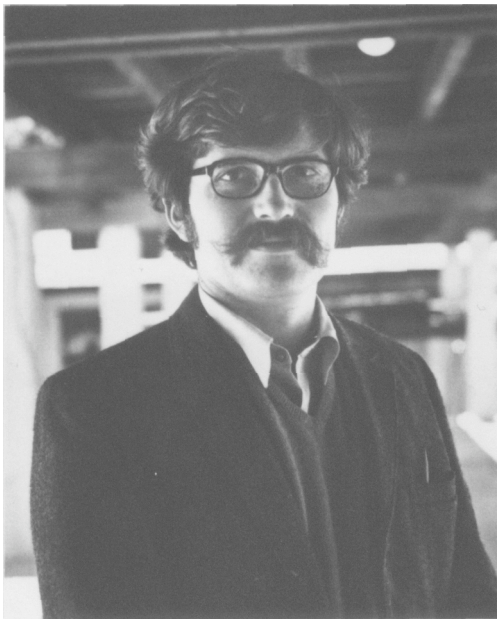
Linda Luder



Ellen M. Bulf



Glenn Omatsu



Thom A. Gentle

Name: Linda Luder

Date of Birth: November 8, 1947

Place of Birth: Honolulu, Hawaii

Home Residence: 1021 San Diego Road
Santa Barbara, Calif.

High School: Santa Barbara, High School

Colleges Attended: Cowell - 65-67
Crown - 67-69

Year you started at UCSC: 1965

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

Resident or Commuter: Commuter

Married: no

Major area of study: Medieval history, culture

Other fields of academic interest: education
art history
~~religion~~
religious studies

Activities and offices held:

LINDA LUDER May 21, 1969 11:45 a.m.

Calciano: First of all, I was wondering why did you choose to come to UCSC?

Luder: I chose it because when I was coming here in 1965 it was a brand new school starting out. I knew that it had the ideal of being a pioneer school with the students creating their own school and really building all the things that they had felt would be ideal in a college, and I wanted to he a part of its beginning. I also chose it for its pass-fail system which I ... I really wanted to get out of that competition type atmosphere. I chose it for its size, a very small school. I also wanted to try the small college type atmosphere.

Calciano: How did you happen to hear of it?

Luder: Oh ....I think probably word of mouth first got me looking to it. I also had decided to attend the University of California and I was looking. I looked into all of the campuses, so this and the other two new schools caught my attention.

Calciano: What were your first impressions when you arrived here in September of '65?

Luder: Oh I don't think I really had any first impressions. I was pleased with the faculty and administration. I thought they were very friendly. I had a good feeling

when I first came -- well I still do. (Laughter) And I didn't know what to expect at all. I was very hopeful; I was very enthusiastic, very optimistic, because it would be a good experience.

Calciano: Well how has the campus, or the University, changed since you've been here?

Luder: Well... there was a tremendous change after the first year, because moving from the small trailer community, which really was a community, up into the new dorms and the larger ... it was just like going into, I thought, a whole new college. The a ... let's see.... Every year there's been a change; a whole new group of students has come in as each college has opened because it started with new students, and I was in Crown when it first opened, and I was in Cowell the second year when I moved into the new dorms, and with each new group of students, it <u>really</u> has changed. Just because of the students themselves. And also because of this arrival of such young students rather than a variety of ages; it was a young group, so enthusiasm has come into the school every year. It's kept it up. I can't really say how it's changed without giving it a lot of thought.

Calciano: Do you like the small college idea the way it's worked out in your experience?

Luder: Yes, I like it because ... because of the feeling that you really belong to a group, that you have a Provost and a senior preceptor at hand. I mean I've always felt that they were available, and that the student had someone to express their opinion to when it mattered. I really like having the professors right there within the college. I like the idea of living together. Although I've lived on campus three years, this year I'm living off and I enjoy it, I think because I'm ready for it; it's been an individual experience. But I think there are many advantages to living in the small college itself, eating together, I think you really actually do feel a part of a small group where you couldn't in a large university.

Calciano: I noticed you shifted from Cowell to Crown? Now why was this?

Luder: I was living in, well ... several reasons. First of all, I wanted the position of resident assistant for both financial and social reasons. I was real interested in taking part in the dorms and doing some active work, work <u>with</u> the student, work sort of between the students and the administration; there were some changes that I wanted to see happen in the colleges, and I knew that having a resident assistant job I could do this on a more [unintelligible]. And I

didn't receive a resident assistant job in Cowell, so I moved up there where I did have a job. I also, I have to be very honest, I moved up there for the dorms, because I didn't like the on-campus living at Cowell. I think the dorms are really like, just, are like very cold, very much like cells; it was too....

Calciano: The living area?

Luder: Yes. It's like a hospital, the rooms were. All the rooms are down along one hallway, and then it's a very structured building. Everything is big concrete walls, and at the time they had no color and even the rugs didn't help much. And the whole setup was very inconvenient. There was no place, since men weren't allowed in the building at all in the evening, if it was raining or something outside there were no available lounges to go into. It was just very inconvenient the way it was set up. At Crown the dorms are set up very well. They're on, oh, different levels in that the halls are split; they're on corners; they're an L-shaped building; there're fewer students on a hall, and it's just a much more luxurious, comfortable, more practical way of living. It's much more like a home, with a lounge which acted as a living room for every hall. It's just a much homier type dormitory.

Calciano: The faculty, provost, and curriculum then really didn't have too much to do with the switch. It was....

Luder: No, no. It's ... if I could have taken the administration with me, I would have. (Laughter) I really love, you know, the faculty and administration at Cowell, because I started with them and worked with them the first two years, and I really loved them. I hated leaving that. (Laughter)

Calciano: What were some of these things that you wanted to help change as an R.A.?

Luder: Well I wanted to ... I wanted to have more of a position of authority so that I could ... for instance, the year before when I was in Cowell, I tried to arrange for the dorms to be used as lounges for everyone so that after hours, after intervisitation hours, they could be used by, in having guests, in having men in the dorms or women in the men's dormitories, and it took me a whole year to have a petition sent around and to actually accomplish this. And I did it and it was very easy, but I knew that if I were in more of a position where I would be having meetings with the administration where they said, "What...." You know, where it was actually studied what the students need ... "How can we improve it?" ... that I'd have the opportunity to do this kind

of thing and get paid for it, whereas the year before I spent an awful lot of time on it. At the same time I had a job doing something else. And this way I could actually make my job working with the students and helping me so that I wouldn't have to have another job to put myself through college. You see what I mean?

Calciano: Yes. Well what had your other jobs been?

Luder: I had worked for the University. I worked the first year as secretary for the food service. And the second year I worked as a telephone operator. And then the third year, this R.A. job enabled me to cut out from my other jobs.

Calciano: And this year?

Luder: This year I'm not working.

Calciano: Do the colleges seem quite different to you or are they peas in a pod?

Luder: Oh, each, each one is very individual. They seem very ... they have their own characteristics. They ... Cowell is ... well, I still feel Cowell is my home college. And being a liberal arts college, it's a (or humanities, I should say) it's ... I really don't know the words to use to describe them. But I feel that Stevenson is a more social college. They have a social type atmosphere, and many are more social conscious as

far as their social life, their dating setup, and way of communicating. It's a very friendly college. Cowell seems to me a little ... I don't think "dignified" is the right word to use, it really isn't, it's a ... I just don't know the word to use. (Laughter) But Crown, I think, got a sort of a very slow start because it had so many freshman students from the beginning, and a great majority of them were science students, and they weren't very enthusiastic as far as organizing and getting the college started. And since then it's changed a lot; it's become a very active college, but it's taken a while to get on its feet. And so I think Crown was ... just kind of fizzled at the beginning, and had a hard time getting started. Merrill I haven't, well I wasn't here first quarter this year, so I haven't got to know it yet, but my first impressions are that it's a very active, enthusiastic college because of its interest in international relations and its interest in the social improvements, and they are out working on social conditions. It's a more outgoing college, I think, than the rest.

Calciano: You mentioned that you've now moved off campus. Was it that you were tired of dorm life, or was it financial, or what entered into it?

Luder: It was ... it was financial for one reason, because I

didn't want to be an R.A. any longer, and going back to a full rent system -- I think the rent on campus is terribly high -- and it was too much for me to pay, just living in a single room, which I really would have to have now after having a single room my third year. It was also for reasons of privacy, because I don't ... I got very tired of the dorms, of the limitations which were imposed by non-intervisitation laws, and by rules which I often felt were imposed upon me which limited my freedom as far as really silly things -- which I tried to work on while I was R.A. -- such as limitations on decorating your room and like painting the light bulbs and things like this which ... I went through a whole study to prove to the fire department that they were not dangerous, the kind of paints the kids were using. And then, then out of no reason, they could find no reason why we still couldn't use the paint, but they still had to enforce this rule which was quite frustrating. I just found that sometimes working, trying to work with the system turned around to be working against it; it was very frustrating.

Calciano: (Laughter) I'm curious ... why did ... what would you paint the light bulbs?

Lude: Oh, they were painted with stained glass paint.

Calciano: I see.

Luder: There were several things, like the fire department said the paints ... first of all the light would be held within the bulb and the bulb would explode, or there's not enough light in the hallways and that's dangerous for fire reasons and also for the people cleaning the dorms. And there was one other reason; I think it was the lights get too hot and if anything touched them, it would catch fire. So we had the fire marshal come in with his light meter, and the light, the halls weren't too dark. You know, this kind of thing. He held up a piece of paper to the light and couldn't get it to ignite, as hard as he tried. And with this kind of special kind of paint the light is released, like in a stained glass window; the light is released through the bulb. So this kind of thing ... sometimes, you know, is frustrating.

Calciano: (Laughter) Was it that the kids wanted to get kind of a psychedelic feeling?

Luder: Yes. Well no ... the halls were too bright. The lights were very bright, and at night it would just.... They're white lights, they aren't yellow, and its just too shocking like that, the eyes, to have to walk through these bright hallways, and they tried to calm them down. They put color on them. They've improved

that since then. They've put smaller bulbs in.

Calciano: Well....

Luder: Oh, excuse me....

Calciano: Yes?

Luder: One other reason why I moved off campus was the noise in the dormitories. It really interfered with studying ... it was very difficult, and I didn't, I never enjoyed studying in the library; I enjoy studying in a room, and all times of the day and night there's so much noise. There's just something nice about moving into the community and having privacy, and knowing that anytime of day or night, someone isn't going to knock on your door or just walk in.

Calciano: Umhmmm. Do you live with a group of students or....

Luder: I live alone.

Calciano: Had you decided on your major before you came to Santa Cruz?

Luder: No, not at all. I didn't decide until last year in fact. (Laughter)

Calciano: I'm very curious. I ... in the forms it says that you are majoring in Romance Studies and here [pointing to the questionnaire] I see medieval history. Are you essentially a history major then, or....

Luder: I'm an interdisciplinary major, which ... this is a

major I set up myself because I was interested not only in studying just historical development, but in tying it together with art, philosophy, psychology, literature. I tried to be a literature major, and I found that my interests, there was just too much that I wanted to include, and when I finally established the major, it.... Dr. Noreña helped me set it up, and he suggested the title, Romance Studies, which is a popular major for graduate work in other universities, and he felt this would cover my major. It means a study of the development of the Western Empire after the fall of the Roman Empire. But it suggests....

Calciano: Extending to what period?

Luder: Oh from ... oh, I guess the present time; extending all the way up to the present. But my main, where I have centered now, my interests used to be on literature and that's why it was called Romance Studies, but I've really gone into more study of the religious studies, the development of the Catholic church at the, from the first century on, and how this, how the church has developed, how its art- reflects what's happening in the culture. I mean the church was such an important part of the Western Empire, tremendously important all the way from the time it first arose as far as affecting the state,

whether it worked with it or against it. It's a fascinating study of how the art and philosophy and everything reflect upon each other.

Calciano: Yes.

Luder: When I first got this real feeling for how all of the disciplines work together in history was with Dr. Hitchcock in his World Civilization class first year. He really showed how ... the idea that we attended class and we heard history lectures, but then we had seminars with philosophy teachers, art teachers, who all showed from their point of view, from their discipline, how to look at this history, and it made it become very alive, very real.

Calciano: Are you the only one in this major, then?

Luder: Yes.

Calciano: (Laughter) I can't very well ask you what you think of the department you're in since you're not in a department....

Luder: (Laughter)

Calciano: ... but what is your opinion of the various faculty members that you've come in contact with. You mentioned that you liked Hitchcock, but....

Luder: Yes. Well there have been a couple who have really helped me and stimulated my enthusiasm in this

subject. I spent first quarter in Italy working on an archaeology project with Rick Bronson, he's our history teacher, and it really, it was a marvelous opportunity to be in Rome and to actually be finding these ruins which related right to my major. I naturally, we were looking for early Roman Empire things and my interest started late Roman Empire, but we did find, of course, many ruins from the late Roman Empire. It was very interesting to see these. So he's helped me a tremendous amount. Carlos Noreña has helped me a tremendous amount with my enthusiasm in philosophy, but mostly religious studies. And Noel King has helped a tremendous amount with his ... he gave me an independent study course in the development of the Christian religion and that was, he was marvelous. So, I can say those people in particular have really helped me.

Calciano: You made kind of a grimace when I said, "What is your opinion of the faculty?" Does that mean that there are some that you were not favor..., not so....

Luder: Yes.

Calciano: (Laughter) You don't have to name names, but I just wondered whether ... I mean you're perfectly free to, but is it a very sizeable percentage that you thought were duds, or....

Luder: No. I ... I can't really say there were any duds as far as academically. I've received a lot from all the courses I've taken. I had a course by.... I don't know how I could forget it! Well, I've had several courses relating to this, some in literature, some in history, some in sociology, and the teachers have all given me very good courses, but I have had a personal conflict, think, with one of the teachers. But it doesn't relate to my major at all.

Calciano: Have you done quite a bit of independent study?

Luder: Yes, yes. Because the courses that I'm interested in studying just aren't offered here. They ... I took a course which introduced me into Italian culture and, or ... excuse me, not Italian culture, but Roman history and late Roman literature, medieval literature, and this ... um, what was I going to say?

Calciano: Independent study?

Luder: Yes. Well this stimulated my interest in certain other subjects which weren't offered, so I've taken, oh, about three independent studies really, maybe more.

Calciano: Now do you have a senior thesis?

Luder: Yes. Yes, I'm writing a thesis.

Calciano: Under whom?

Luder: Rick Bronson.

Calciano: And do you also have comprehensives?

Luder: No, I don't. Not for this major.

Calciano: (Laughter)

Luder: When I established it I set it up so that I wouldn't have a comprehensive. It just would be too much.

Calciano: You mentioned that one of the reasons that you came here was pass-fail. Now how have you liked being under it?

Luder: I love it. I really love it. I don't ... I don't like competing with other students because I always thought that I was the one who came out at the bottom. (Laughter) And it's been kind of a bad ego experience, but ... so coming here I felt that I would work on my own level and my interests would carry me through, and the courses that I was getting a lot out of, I could put a lot into. Well it works both ways. I could really work hard in the courses that I wanted to, and the other courses, which I took for requirements, or which I found just were not good for me, or I couldn't work with them ... whatever ... then those courses I could do the minimum amount of work. And it's just been really successful, because I found that the professors here are so free and open about the way they set up courses, that if you don't enjoy what

you're studying in class, very often they'll let you go on and do your own thing and still use them as advisors, for instance Mr. Noreña. I don't have much philosophy background, but I took his medieval philosophy course because I wanted to get the feeling for what he thought about medieval philosophy. And he let me write both of my papers relating to a major. In other words, philosophy in terms of certain monks or saints who greatly affected the Christian history, so it's really worked out quite well.

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

Luder: No.

Calciano: Or any comments on them?

Luder: Well I've heard that ... some positive and some negative. It evidently is very easy for students to petition and get an opportunity to teach a student-taught course. And I audited one course which seemed to be very good I think, in the sense that the student was having the opportunity to teach. He needed a lot of work and a lot of improvement, and I could see that he wasn't anywhere near being a college professor, but he did have a lot to say, and at any rate I think in every class it's the student who really does his own

work and contributes what he can, so I think very little depends on the professor actually.

Calciano: Was there anything about UCSC that you've been disappointed in or would like to see changes in? The colleges, the faculty, the classes, the administration, or other areas?

Luder: Well ... I've never been disappointed as far as not getting a class, because if the class wasn't offered, I could always petition to take it independently. However, there are some. I would like to see some of the larger classes broken down to smaller classes, and I think the only way this can be accomplished is to get more faculty on the campus. There isn't enough faculty to go around and teach all the courses. The faculty that's here is on the whole very good, but it still just ... there isn't enough to go around. For instance, one of my courses has 250 students in it, and it's the only education course being offered of its type, and so every student who wants to take education has to sit in this enormous lecture hall. It's ... it's not bad. I mean you hear the same lecture whether it's a small room or a large room, but this teacher doesn't have enough time to give to 250 students. He's very enthusiastic and wants to be right there with every student, and of course he can't.

Disappointments I can't generalize on because if there are any disappointments on the administrative level I think they're just personal, personal problems, and it's a matter of an individual expressing his opinion or placing his power in some direction, but I think on the whole I don't have any disappointments.

Calciano: And the direction that everything seems to be headed seems satisfactory to you then? There are no major changes that you'd suggest other than the class size?

Luder: No. I ... well, I have disillusionments about the University. I don't, I don't think I can really sum them up without giving it a lot of thought. I feel ... I <u>really</u> have felt the absence of older students on campus. I'd like to see some graduate students here, and I really regret that although this is, I think it was a good way for the colleges to start by having lots of freshmen, lots of juniors, but I think it was also unfortunate, because with so many young students coming into each new college to start it out they're ... well they're very idealistic and this is good. At the same time they don't have the experience to know what kind of aims to work for in a college. Like this is why Crown sort of fell apart at the beginning. There was no organization; the students really took no part in forming their own college because they

probably didn't know where to start. And ... could you repeat the question again so I can....

Calciano: Um.... Oh yes. Is there anything about the University, its classes, faculty, administration, or colleges that you'd like to see changes made in?

Luder: I'd like, yes, I'd like to see more variety in the age level, as I started to say. I'd like to see more graduate students on campus I think. And I think these graduates probably would be very good as teaching assistants.

Calciano: Do you think they belong in the colleges or just as a graduate school that would be here?

Luder: No. In the colleges. This is the main problem. And unfortunately they, I'm sure they won't want to live in the colleges, and they won't want to hang around them because they'll be living off campus and enveloped in their own world. But there's such a need for older people and a more, I feel, more diverse age level within a college, because for one thing it's ... there needs to be a balance of thought, you know, of the older students who've been through this sort of radical stage that students go through, and they have a lot of very good constructive criticism to make, and to help the students and direct them more or less, so that the students can know how they can be more

effective if, you know, this is what [unintelligible] might be. But also because of the, the social situation, and you know it's very hard on the junior and senior girls not having any variety of men around. I mean it's, really it's a very practical problem though it might sound [unintelligible].

Calciano: No. (Laughter) I can see what the problem would be. What are your opinions on some of the issues that seem to he hitting the student newspapers and the underground newspapers? Are you in sympathy with what some of the dissidents are proposing, or how do you regard this whole radical dissident movement?

Luder: Well, I'm in sympathy with both sides actually. I think there are a lot of ... I really love to see the awareness in the young people, and I love to see the enthusiasm so they don't pass up, pass up a lot of the issues, which I think in the past have been simply ignored. I think it's important to bring these to the public front. I know from my talks with the town people that they aren't aware of what's going on at all. But unfortunately when the students sometimes overact [sic] or whatever, or simply demonstrate, at any rate the police and the students always seem, I mean the administration, everyone seems to overreact, and unfortunately this brings about so much close-

mindedness.

Calciano: Yes.

Luder: I mean it immediately makes people afraid to try and consider both sides, and the students feel that the police are against them and they fight them off, and the administration, I think out of fear of the student power now, fights the students before they start listening to them. For instance this, I don't know all the details of what's going on in Berkeley now*, but I, it seems to me very practical that the students should take over a University lot which is not being used, which was at one time their district and their housing, one of their housing districts, and they moved in and simply wanted to plant trees and seemed to do constructive work for the community. And before ... although they didn't go through the correct channels to get permission to do this. But if they would have more respect for the University, and if the University would have more respect for the students rather than fear or ... a ...

Calciano: Contempt ... in a way.

Luder: Contempt on each side, hostility, without. ... if they didn't start out feeling this hostility in the beginning, I think a lot more communication would take

place. And I have sympathy really for both sides. Not too much sympathy for the police, but for the National Guard I have.

Calciano: [Unintelligible]

Luder: Very much divided.

Calciano: What about our own demonstration on Monday? What is your view of that?

Luder: Well I wasn't here. I understand it was a sympathy demonstration, and I think that was good. It.... I don't really know what happened. I've always felt at Santa Cruz that the student had the opportunity to really communicate with the administration and to get things done. And if they would simply organize themselves and appeal to the administration here on our campus, I think there could be a really incredible, tremendous amount of success of the University students and the administration working together. But I think so many of the young students have come in feeling the [unintelligible] already and not even wanting to know if they can communicate with the administration; they don't try. Because while I was resident assistant there were many petitions, well there were many things going on, and among them a petition for a change in some policy concerning

---

* Ed. Note: The People's Park controversy at Berkeley, May-June, 1969.

intervisitation in the dormitories, and I really felt that if many of the students had gone in individually and talked to Thimann and expressed their feelings that living in dormitories had to compare to living a personal, individual life, or else everyone was going to move off campus and resident living was not going to be successful in the small colleges, and I said if they unite, I honestly felt that if they'd gone in and talked and shared their ideas with the administration, they would have been a lot more successful than sending in letters, which were, I think, attacking before they'd even given the administration a chance to understand. Understanding and communication is the key to it all.

Calciano: What do you feel about student representation on governing bodies such as in the Academic Senate or on the College Faculty Committees or in the Regents? Do you have much feeling one way or the other on it?

Luder: Why I would think it would be very successful. As long as the University is set up to serve the students, what better way could the University have of finding out what the, how the students feel than to actually include them in their governing bodies. I think it's essential. Just as there needs to be communication on <u>every</u> level, in <u>every</u>, way between the administration

and the students.

Calciano: What are your own future plans? Are you ... you're getting a degree this June, right?

Luder: Hope so. (Laughter) I plan on moving to Florida for a while. I'm moving for the purpose of moving out of state actually, because I want to begin teaching right away, and I won't have a credential so I can't teach in California, or it would be very difficult to get a job, whereas I can begin teaching out of state; in Florida I'll begin next year and teach; I'll teach for one or two years until I know for sure whether I want a credential.

Calciano: I see.

Luder: I'm doing this because I want a break from school before going into graduate school. And I also want to know if this is what I want to do as a career, so I'm going to try it, and if I like it, I'll get a credential and get a master's degree also. That's very important [unintelligible]. And then....

Calciano: Regardless of whether you teach, you want to get a master's?

Luder: Yes, yes.

Calciano: Why is it important to you. I mean, just....

Luder: Well, just as a matter of.... I want to continue in

school and I want to continue this, in, this field that I'm studying in, medieval studies, and in history in general, and so this would give me an opportunity to go to school another year or two and really specialize in this field. I want to. I could do it out of school, but I think the opportunities for getting good guidance really come through the University, so I'd like to get a master's, and of course if you have a master's degree, you're, you're a lot more successful in getting a job.

Calciano: Do you want to teach secondary or elementary?

Luder: Secondary, preferably.

Calciano: Well, are there any comments you want to make on things that I haven't covered perhaps?

[Pause]

Luder: Well ... I think I'd like to express my opinion about the black studies program in the University. I think it's very, very important that we get, as I said, more diversity in age of students. I think we also should get a diversity in social backgrounds, cultural backgrounds on the campus, and I very honestly feel there has been a lot of ... oh, prejudice, as far as ... well, of course there's prejudice involved in the initial education the students get, and when they can't, when the minority students cannot get a good

primary and secondary education, they can't continue in school, then this limits our whole, the whole way our country's going to go, because there's still one more or less ruling class, I think. I'd really like to see those students helped, those students in minority groups, helped to get a better lower education, secondary education, and that's why I'm going into that. And I'd like to see them then have the opportunity to have financial support to come into the University, and I think the University of California should put a lot more of its, direct its attention to this goal of getting different kinds of cultural students. Santa Cruz is known as a white country club and I definitely agree with that. There's ... there aren't enough black students on campus. This school, I think, if it really is representative of the people of California, and if all the taxpayers are paying for students to go here, I think the black student should be able to get an education here, and be helped to get it by understanding that they haven't had the preparation and they need financial aid. And I think it would really help the students on this campus to understand the problems in our ... the minority prejudice that exists in the country. And I think then if we had a black studies program, it would help these

black students to gain an appreciation for themselves and their own culture, as well as the white students too. I think this is an essential move in overcoming prejudice in our country ... is by starting in on the lower levels and in these schools.

Calciano: How do you view the pronouncements by the Committee for Malcolm X and the pronouncements by the Chancellor in response? Where do you stand in the....

Luder: I really, I really haven't looked in or ... I'm ashamed to say I haven't kept up on what's been going on, so I don't know what the Chancellor's attitude is.

Calciano: Well this was quite a while ago, but the main bone of contention, well two main bones of contention: One was the naming it Malcolm X, and the other was limiting it to, well....

Luder: Black studies....

Calciano: Black studies, or well then I think the Committee of Malcolm X decided it was just "Third World" studies, and the Chancellor would rather have it minorities studies and urban studies together to give a broader basis for a college and this didn't seem to sit well with the Malcolm X kids.

Luder: Umhmmm.

Calciano: And I just wondered whether you or the general students were really interested in the details like

this, or whether it was just a general philosophy that we ought to have more....

Luder: I think it's a moral question involved, absolutely. It's the question of will they accept the name Malcolm X, whether there's anyone to produce the funds, which is how each college has been named so far. If there's ... I think it really is a moral question. The students want it called Malcolm X. Well, to me it doesn't seem, it seems like if a majority of the students want it, I can't understand why the Chancellor would object to it. It seems to me that there is unnecessary disagreement going on, but I don't know his reasoning. I mean I'd have to find this out, and I think it's only fair to look at both sides. But I would side with those students who want it called Malcolm X, because this is bringing right to the forefront the idea that it is a black studies program and the black students need this attention given to them specifically and I think, I think the idea of a Third World college would be a lot more successful because again, it gives the entire attention to the Third World people. And I think this is really, as far as overcoming this social problem, I think it has to be brought right to the forefront.

Calciano: Are there any other comments that you'd like to make?

Luder: [Pause] Oh, I'd like to make a comment, perhaps I already made this point, but the ... I really, because of my own personal interest in my own major, I really have benefited tremendously from the freedom that I've had as far as getting an education here -- taking the courses I wanted to take, the freedom the professors have given the students in their classes as far as getting away from the old exam system, and letting students write papers which are subjective papers involving their own interest, their own person, their own majors, and then the freedom that we've had in doing our own research and studying things which actually relate to us rather than sticking right to the subject which is supposed to be taught. Then also I think ... I don't know what kind of comment to make on it, but it has struck me as being very amusing, no "amusing" is not a very nice word to use, but the ... Santa Cruz has been quite a quiet college in terms of the uprisings that are going on now among the universities, and I think we've been accused of being very apathetic, and I think it's interesting how Santa Cruz is trying. now. I think the students are trying very hard to let it be known that they <u>are</u> interested and they are involved. And I think this is good. Letting it not be forgotten that the students do have

an opportunity to communicate with their administration. I'm sort of glad to see Santa Cruz step out and voice their opinion also, but I'm also very hesitant. I think it should be done with a lot of discretion because we.... I still feel Santa Cruz is a very special school with a lot of opportunities for a superior education, and I don't want to see the students blow it. I think they should be very careful. I think that's all.

Name: Ellen M. Bulf

Date of Birth: 2-26-48

Place of Birth: Palo Alto, Calif.

Home Residence: 309 Mission St.
Santa Cruz, Calif.

High School: Palo Alto H.S.

Colleges Attended: UC Santa Cruz

Year you started at UCSC: 1965 (fall)

UCSC College (s): Cowell, 1965-66; Stevenson, 1966-69
(if more than one, give dates)

Resident or Commuter: Commuter

Married: no

Major area of study: Sociology

Other fields of academic interest: Biology, Spanish, Psychology, Anthropology

Activities and offices held: ———

ELLEN BULF May 22, 1969 9:30 a.m.

Calciano: Well now you are one of the students that I interviewed two years ago when you were a sophomore, so some of the questions that I am asking other students, I won't be asking you. But I would like to start off with how has UCSC changed in your opinion within the last two years, or over the last four, if you want?

Bulf: It's changed quite a bit. It's hard to know where to start. A lot of political changes and a lot of outside changes have affected it. The war in Vietnam particularly has spread student activism over to this campus and gotten a lot of people very disaffected and disillusioned. The hippie movement has taken, if you want to call it that, has taken over. It's become diffuse throughout the feelings of the students on campus. There's a lot more political activity than there was before. There was virtually none two years ago ... just none at all. Those few people who were interested in politics went to Berkeley to be involved in it. Then it just, this week particularly, the administration building*, which is quite a change.

* Ed. Note: The UCSC Administration Building (Central Services) was barricaded by students the morning of May 19, 1969, as a protest to the actions of law enforce¬ment officers and the U.C. Berkeley administration in the People's Park controversy.

(Laughter) I think it's during the last two years that drug use has really become a campus wide thing, almost a universal thing on this campus.

Calciano: Just marijuana, or speed....

Bulf: All kinds, all kinds. Speed, even this year heroin and cocaine and opium. You name it.

Calciano: Is a very large percent using the hard stuff?

Bulf: No. I don't think so.

Calciano: But a large percentage are using pot you would say?

Bulf: Umhmmm. We took a survey last year that came to about 75%, and I guess that it's probably the same or higher.

Calciano: Seventy-five percent had tried it, or were using it regularly?

Bulf: Had tried it.

Calciano: I see.

Bulf: I don't have any idea of who uses it regularly. Regularly is kind of a relative word. Some people use it regularly every weekend and some every day.

Calciano: Oh.

Bulf: There's a lot of difference as far as [unintelligi-ble].

[Pause]

There's a lot more disaffection between the administration and the students. I think the larger political situation has a lot to do with that. There's a lot more disaffection generally between young people and old people. A lot more disillusionment. Two years ago student activists were much more optimistic than they are now and much more willing to talk to administrators or to talk to public officials and try to make themselves understood, make themselves liked. And now their feeling is much more destructive and much more bitter, and they feel that they've, they're not getting anywhere.

Calciano: Were you a participant in the Central Services takeover?

Bulf: No. I sat around for a while and watched. I really had mixed feelings about it at the time.

Calciano: Umhmmm.

Bulf: The ... a student who was shot at Berkeley died that night and the next day I was in a much more militant mood. I think everyone was. And if the takeover had come the next day, I think I might have participated in it. I was very upset and most people were. Most people still are. There are meetings happening all over the campus -- almost no classes going on at all.

Calciano: Can you talk just a little louder? I don't want to ...

Bulf: I did that before.

Calciano: Yes. (Laughter) I hate to ask people to talk louder because it makes them self-conscious, and yet I hate to not be able to transcribe some of what they say. There is talk of a strike. Have you been in some of the meetings or in discussions about this -- a strike Monday and Tuesday?

Bulf: I heard that a strike was being called, and I'm pretty sure I'll participate in the strike, if there is one.

Calciano: Do people know yet what kind of strike it's going to be?

Bulf: As far as I know, it's simply a boycott of classes to take place for two days simultaneously on all nine campuses in sympathy for the people at Berkeley and also as a gesture of mourning for the student who got killed.

Calciano: Was he a student? I thought he was a visitor. Well....

Bulf: I thought he was a student at San Jose, but I might be wrong.

Calciano: That might be. I knew he wasn't a Berkeley student.

Bulf: Yes. He was a bystander. He was standing on a rooftop from what I heard.

Calciano: Yes. Do you think the small college idea here is working to ease some of these tensions, or is it

not....

Bulf: I think it definitely is. One result we can see of that is the communication between the students and faculty. The students who are organizing a lot of radical activities have a lot of support and a lot of contact with the faculty. And you can go to one of these demonstrations like the one the other day and stand around and talk to faculty members that you know and get their opinions, and talk to administrators that you know and try to keep track of what's happening on both sides, which I don't think is possible at Berkeley. At Berkeley, if you're a student, you really have very little knowledge of what's happening behind closed doors with the faculty and administration.

Calciano: I went over to the Central Service thing for a while just to sort of get the pulse of it, and I was rather surprised when Professor Rosenblum (is he the Physics Professor?).... Umhmmm.

Calciano: ... was speaking because there were so many epithets thrown at him from the crowd, and this is when I began to wonder well is there the faculty-student communication or not, or are these just a few kids that are going to throw verbal rocks at anybody no matter who they are. How ... you don't think that ...

do you think that this is representative of....

Bulf: I think the general feeling was that Mr. Rosenblum ought to be heard. I was very encouraged that people allowed him to speak because I know on other campuses people had simply been shouted down.

Calciano: Yes.

Bulf: But it is a fact that he wasn't speaking with the general mood of the crowd, and the crowd wanted to hear something else and they got impatient with him. And I think there are a few people who are very likely to throw epithets and who would, if there had been enough of them, might have shouted him down completely and not allowed him to speak.

Calciano: Umhmmm. What ... percentages are awfully hard to tack on (laughter), but we read in the press so much [unintelligible] the percent that are the hard-core radicals, and the percent that are the activists, and the percent that are the sympathizers and so forth ... how would you like to break down our own campus?

Bulf: I don't believe anything I read in the papers about that.

Calciano: That's why I'm asking <u>you</u>. (Laughter)

Bulf: The papers have promulgated a myth about the silent majority that they think are the hard-working students that go to classes and don't make trouble. And I think

the silent majority is a complete myth; it's a fabrication of the press. And the majority is only silent because there hasn't been a big enough issue raised yet for them to become active, and I think that when the majority does become active it will be quite radical. The press will be very surprised to see how radical the majority really is. As far as hard core, those categories, they....

[Pause]

I'm doing something that I don't like when other people do it. This is why it's hard. Um... it's hard to say ... maybe ten percent, maybe twenty, are very dedicated to radical causes and are involved in a great number of causes. I'd say that would be one definition of the hard--core radical.

Calciano: The sit-ins and the meetings seem to have had about 300 kids which would be less than this twenty percent figure.

Bulf: That had almost no publicity. I was over at Stevenson before I came to it and no one there even knew that it was happening.

Calciano: Umhmmm.

Bulf: It was decided at a meeting the night before very hastily, Also among the hard-core radicals there are a

lot of little ideological splits that usually aren't evident to the general public. Some people wanted to shut the building down indefinitely; some people wanted to break the windows and destroy the files; and some people wanted to sit there and sing protest songs. There's a whole spectrum of ideas even within the so-called hard-core radicals.

Calciano: Yes, I noticed this in the crowd. There were a couple that were calling for general redistribution of property in all the United States. (Laughter)

Bulf: Umhmmm.

Calciano: And there were ... more of them were just angered at the shotgun episode at Berkeley. But there was quite a split just in the people standing around me as I kind of eavesdropped.

Bulf: This is part of the problem of Professor Rosenblum. And I think that incident about redistribution of property really points out a lot of the problem with student protest from the students' point of view because ... it shows how the students feel the, futility of what they are doing, and it shows their frustration. Because the fact is, as they told Mr. Rosenblum, it's really what they're after. A lot of those students, a lot of the radical students, have an idea of a different kind of society, and they're very

disillusioned with capitalism and with inequalities in wealth and inequalities in property. And they don't think it can work the way it's set up now and they want it to be changed completely. And they know they can't change it completely, so they try to make some changes that they feel are going in the right direction on the local level, and the People's Park is one example of that. But obviously, like Professor Rosenblum realized, you can't stand up in Central Services and call for a redistribution of property and really get anywhere. And I would think this is one of the things that's caused a lot of bitterness and frustration and violence among students is that they go to rally after rally and demonstration after demonstration and fight over millions of little local issues and they haven't gotten anywhere near hitting at the problem they really want to hit at. And they have no, no way of hitting at it at all.

Calciano: There are a lot of theories spread around as to why it is the students of the late '60's that are doing this whereas the students of the late '50's, of which I was one, didn't concern ourselves so much with activism and with redistributing property and so forth. What ... do you have any idea as to why the activism has caught on in your academic generation?

Bulf: I've wondered about that, but I really don't have any answers to.... I think the war might have had something to do with it. The 1950s was an age where people were still new to affluence, and were still enjoying it; they weren't ready, really, to give it up for idealistic causes. A lot of the way the student radicals live requires that you be ascetic. You have to be willing to be turned away from jobs because of your looks and because of your ideas, and you have to be willing to live very uncomfortably on very little money in order to be consistent with your principles. You can't go and sell Reader's Digest in your spare time because you're working for a corporation and you don't believe in corporations and so on. A lot of these student radicals are sort of resigned to a life of poverty. I know a lot of them who are on welfare commodities and free food from the government.

Calciano: Surplus foods?

Bulf: Surplus foods, yes. Our house has just gone on that too; it's paving us quite a bit of money. I don't think the kids of the fifties were quite ready to do that. For one thing they weren't quite as affluent in the first place and they weren't ready to give it up. I don't know if that's the whole reason. That's the way it looks from our point of view.

Calciano: Umhmmm.

Bulf: Of course I was very young in the fifties and didn't ... couldn't assess the thing at the time.

Calciano: When you say that the students are going on commodities ... now it's not a case where their parents couldn't pay their room and board; it's that they are denying their ties with the establishment?

Bulf: Umm. Frequently the parents won't. I know at least a dozen students just off the top of my head who've been disowned by their parents because of their involvement with drugs and with politics or both. It's amazed me the number of parents who are willing to simply write off their children and refuse to support them. A lot of these students can't get scholarships because their parents make too much money. And their parents, out of pride or whatever reasons they have, refuse to sign statements of non-support so the student is in a bind. He can't get scholarships and he can't get money from his parents. He has to support himself somehow. A lot of these students turn to dealing in drugs.

Calciano: Hmmm.

Bulf: It's about the only thing that's consistent with their principles that they can do to raise money. And they consider themselves sort of....

Calciano: Well that's sort of capitalism, isn't it? (Laughter)

Bulf: Yes (laughter) it definitely is. The drug market is just as capitalistic as all the other markets. The big people are on top with all the money and the little people are on the bottom. A lot of these kids deal on a very small scale. They consider themselves sort of the friendly neighbor hood pusher who, you know, sells a few things to his friends and doesn't make much money off of it and everybody's happy. The large scale dealers on campus are a completely different story from what little I know of them.

Calciano: Well now, we've got two categories here. You're talking about the radicals that are leading the very ascetic life, but then there's also a lot larger body that are very much in sympathy and would like to see our whole structure changed arid.... but haven't quite cut the ties of support and so forth. Is this right?

Bulf: Umhmmm.

Calciano: Well now, what do you think the fate of both these people is going to be ten years from now? Will they join the establishment, or will they have freaked out, or....

[Pause]

Bulf: I think that the original "hippie" types, if I can use that word, who were mostly interested in the philosophical religious revolution of people's

thoughts and who dropped out in order to live a different kind of life, will not return into the establishment. Most of them haven't. The ones that went to Haight-Ashbury for the most part left in order to go to communes elsewhere in the city and in the country. Most of the student radicals can't return to the establishment because most of them have arrest records. This is a very real problem for them. They can't get jobs; they can't get passports; they can't vote if they have a felony, and of course possession of marijuana is a felony. If you stay in circles that use marijuana for very long, you're quite likely to get arrested, especially in this town. Most of the student radicals have been arrested at one time or another on felony charges, so they can't vote. There's not respect, or the establishment simply is set up so that these people tend to be left out even if they want to go back. And often the price of going back seems to be a kind of a selling out. For instance, a person who has a long drug record can get a job with certain agencies that are interested in drug abuse, if they're willing to go around and talk to high schools and say, "I smoked marijuana and ended up addicted to heroin and you'll do the same thing." You know, give that kind of moralistic speech. So they're not willing

to do that. A lot of times going back means going back to their families that have disowned them, letting their father get them a job or something like that, and they can't do that. So they've put themselves on a kind of a vicious circle, and I don't think that they're going to be able to get out. As far as the majority is concerned, I really don't know. I consider myself in this majority that's very sympathetic, that can't quite convince myself to let go of ties to the establishment and haven't completely lost hope in it. I have a feeling that a lot of the people in the majority will end up in the establishment working against it, or....

Calciano: Or working to improve it?

Bulf: Working to improve it. It's really the same thing. Working in the direction of this kind of nebulous goal of the different societies that we talked about before, end pushing establishment institutions in that [unintelligible] in that direction. For instance, if you work in the educational system you can put a lot of very radical ideas to practice within the system as long as your superiors don't ... are sympathetic and don't try to get rid of you.

Calciano: You said in education. Were you thinking of the college level, or secondary or elementary? All of it?

Bulf: I was thinking more of younger levels. And there are a lot of people who are interested in conducting sort of Summerhill type classes within a public school system. A lot of these people are very frustrated, and a lot of them get fired, but this is what they're trying to do. And a lot of them. modify their ideas enough to stay within the system, that manage to stay as radical as they can without getting kicked out completely.

Calciano: What are your plans? You aren't ... are you graduating this June?

Bulf: Umhmmm.

Calciano: Your name wasn't on the list that I got. I didn't know whether you'd dropped a quarter or not. What are your plans for the....

Bulf: I did drop a quarter, but I made it up. I'm probably going to go to Harvard Graduate School in education next year, and whether I'll stay there, I really don't know. I've been going to conferences lately about new vocations which are really outside the establishment and have gotten to know a lot of people involved in them.

Calciano: Such as?

Bulf: New schools, private schools, which are organized around the Summerhill kind of idea.

Calciano: Oh, you mean new vocation in education?

Bulf: No....

Calciano: Oh.

Bulf: ... I mean in all areas. Others are community service agencies such as they have in the HaightAshbury; there're quite a few of them, the medical clinic (there's one called the Off Ramp), certain coffee houses, and counseling services and so on. I've been talking to people in a lot of these kinds of fields and getting more and more interested in that kind of work. Intrinsically it's just much more interesting than staying in school. And I've pretty much decided that if I'm not really enjoying Harvard when I get there, that I'll and do something more like teaching (probably leave (unintelligible) getting involved in community service agencies, something like that. That's another thing for me, just as in the case of a lot of the radicals, it would probably mean having to sever ties with my family pretty completely. This is the kind of choice that people I know make all the-time; whether to change their major or change their school or something, and the parents get very upset.

Calciano: Umhmmm.

Bulf: I know someone who was disowned by his parents because he decided not to be a doctor.

Calciano: Oh!

Bulf: If I decided not to be a graduate student, I imagine my family would be rather upset.

Calciano: But you're not doing it because of your family?

Bulf: No.

Calciano: You're doing it because you want to go to Harvard and give it a whirl?

Bulf: [Nods head]

Calciano: You've lived off campus for what ... three years or more?

Bulf: For about the last year and a half.

Calciano: Oh! So you were on campus when I interviewed you last?

Bulf: Umhmmm.

Calciano: Oh. I'm sorry.

Bulf: I dropped out of school last year and then when I came back I moved off campus. Up till then I was on.

Calciano: What reasons do you have for living off campus?

Bulf: Some reasons simply had to do with my sense of personal freedom. I like to be able to go in and out without worrying about whether the door was locked at 11 and so on. I like to do my own cooking and housecleaning.

Calciano: (Laughter) You can look forward to years of that!

Bulf: I have a feeling I might get disillusioned with it after a while, but I'm still enjoying it so I'm doing it.

Calciano: Are you cooking for your whole group, or just yourself?

Bulf: I cook for anywhere between six and eight people. Our house has all students in it and we all like each other a lot so we, even though there are three kitchens, we usually eat together.

Calciano: I see.

Bulf: There are a lot of things that are simply easier living off campus. It's easier to get downtown. It's easier to have your friends over. You don't have to worry about whether it's visiting night or whether it's not visiting night and so on. You have a lot more room for your friends to come into. You get involved with a lot of things that you don't get involved with on campus. We have baby showers and things like that and people coming over to stay all the time. We live right across the street from the popular hitchhiking place that goes onto the freeway, so frequently we have hitchhikers spending the night or having dinner at our house. And there's a whole different social situation that gets going. Also it's a lot quieter.

Calciano: You live on High Street?

Bulf: Mission Street.

Calciano: Do you have any comments you'd like to make about Stevenson College? It's still your college, is it not?

Bulf: [Nods head] I think the differences I mentioned between Cowell and Stevenson seemed to have held.

Calciano: The differences you mentioned in '67?

Bulf: Yes. Stevenson students feel that they're more radical than Cowell students, and they're more involved in all kinds of social activities, such as demonstrations and so on. I think Stevenson and Merrill have this in common and Cowell and Crown seem to be more conservative and more academic in their orientation. Partly that reflects the provost. Crown and Cowell have more conservative provosts, and people who don't like them tend to leave and seek out a more congenial environment.

Calciano: I would have thought Wilson would be termed somewhat conservative among students. Am I wrong in this then?

Bulf: I really don't know if the students consider him conservative or not.

Calciano: Well I....

Bulf: I know Charles Page never had that reputation. For the most part Wilson, I guess, is a lot like Page Smith in that he's sort of fatherly and friendly to the

students and gets to know them, but pretty much stays out of their political doings.

Calciano: Right. This is why I was surprised to see you put Smith and Thimann into one category and Wilson into another, because I would have (unintelligible] put Wilson and Smith more....

Bulf: I was thinking of Charles Page when I said provosts

Calciano: Oh.

Bulf: ... because the big movement to Stevenson was the second year when people, largely people who simply didn't like Page Smith chose to go to Stevenson rather than remain at Cowell. I was surprised to talk to people and find out how many people had come to Stevenson simply because they thought Charles Page was more liberal than Page Smith. The whole feeling against Page Smith the first year was something I never really understood very well.

Calciano: Well, you were in Cowell and you changed ... what were your feelings towards Smith? Did that have much to do with it?

Bulf: I've always liked him. It didn't have anything to do with it. I've always liked him and I still do. I imagine that if I knew him better, we'd disagree on a lot of things. But I personally like him very much and I changed mostly because I liked the academic program

at Stevenson better.

Calciano: Now do you find that most of your friends are in Stevenson College, or are they mostly in the off campus community, or can you put a label on?

(Laughter)

Bulf: They're mostly off-campus people who are seniors who were here the first year. I've kept pretty much within the same crowd that was here the first year. I know a lot of them better than I did then. We associate with each other a lot; we visit each other a lot and on campus we tend to end up together in one of the lounges or something because we're off campus students and there's a kind of place where we all tend to congregate when we're on campus. I know very few of the younger students.

Calciano: You're still a sociology major I notice. What do you think of your department?

Bulf: I can't say much about the other students in the department because I don't know very many of them. Most of my friends are in other departments. I like most of the faculty very much. I wish Charles Page were still here because he was an excellent teacher. Mr. Albert Cohen, who's a visiting professor this year, has been a marvelous teacher. I have taken a couple of classes with him. I think generally it's a

fairly liberal department.

Calciano: Have you done much independent study?

Bulf: Not very much. I took one independent study in preparation for my comprehensive.

Calciano: Do you have both comps and a thesis or just comprehensives?

Bulf: No. They set it up rather badly so that it wasn't worth it to do a thesis. I wanted to do a thesis very much, and I have many friends who did also, but they fixed it so that the thesis only substitutes for a quarter of your comprehensive. And you had, I believe, three months to do the thesis in, and most people decided that it wasn't worth the time to spend.

Calciano: That's almost a seminar paper then instead of a thesis.

Bulf: Right. It's more like a glorified term paper. And most of us were very nervous about the comps and very uncertain as to how hard they would be, and felt that we had to devote most of our time to studying for that.

Calciano: We've already covered this question somewhat in the beginning, but I'll ask it because there may be other areas you want to mention. Well. I'm interested in both the good, what you think are the good things about UCSC, and what its weaknesses are in colleges,

faculty, administration, peripheral areas.... What changes you might like to see. It's a big question. (Laughter)

Bulf: Lately I've been concerned, and most of the students have been concerned, about what seems to be a conservative movement in the faculty as well as the administration in certain departments (I have psychology in mind particularly) and very exciting people who are very popular with the students and very good teachers are moving out because of pressure within the department to remain conservative. And a lot of the students are upset about that.

Calciano: Moving out by going, you mean going to other campuses?

Bulf: Going to other colleges some of them.

Calciano: Colleges, yes.

Bulf: There's one professor in particular in psychology who's been extremely popular; his classes are always filled with a couple of hundred people ... and who's gotten the students very excited in the idea of doing community work in connection with their studies in psychology. And he's leaving this year, apparently very disillusioned with the opposition he's gotten from his department.

Calciano: Do you mind saying who it is?

Bulf: It's Mr. Jones.

Calciano: Jones?

Bulf: Richard Jones in psychology. This is the kind of thing that students are very much interested in doing now -- this community work. A lot of students feel guilty about being in the school. They feel guilty because their friends are getting killed in Vietnam, and they feel guilty because they're extremely aware of their privilege, and they want to make this school experience, if' they can, also an experience of helping out the community and getting involved in the community, and with people who aren't as fortunate as they are. And this is the only thing that's really keeping a lot of people in school is the fact that they can do both of these things at the same time. And a lot of people, if they were forced to go back to strictly academic work, I'm sure would leave school completely and do community work full time. This is worrying a lot of students that the faculty isn't completely sympathetic with ...

Calciano: Did you say worrying?

Bulf: Worrying. Umhmmm.

Calciano: That the faculty is not sympathetic?

Bulf: No. Some people in the faculty. Another popular teacher, Mr. Scholte, is leaving. It's a much more

complicated situation, but he was another teacher who turned a lot of students on and got them very excited about the subject.

Calciano: And he's going to teach elsewhere now?

Bulf: At Annenberg in Pennsylvania.

Calciano: What did you mean, "it was a more complicated situation"?

Bulf: There was a problem with his qualifications to teach. He hadn't finished his thesis at the time that they were considering hiring and rehiring. And there were other problems involved with it that I don't know about too much. He didn't get along too well with his department which is really too bad because the students liked him very much. He spent a lot of time with them and had them over to his house and so on.

Calciano: Well, are you happy that you came here, have been here, or what are your feelings about your education at Santa Cruz?

Bulf: I'm very glad I came here because I think one of the things that I've gained out of this experience I never would have gotten anywhere else, particularly the experience of getting to know a lot of people very well, including faculty, and also the experience of living among a lot of natural beauty for four years. And also the experience of seeing what's been going on

in other places, such as Berkeley and San Francisco State, from a distance. If I'd gone to one of these places, I would have seen it in a very different perspective. I have a feeling that if I'd gone to college at Berkeley or one of the other campuses that's had a lot of radical activity, or if I'd come a couple of years later, that I probably wouldn't have graduated at all. I would just have completely given up. The atmosphere at Santa Cruz has done a lot to keep me here, even though I got disillusioned enough at one point to leave for a while.

Calciano: What did you do when you left?

Bulf: I stayed with friends mostly. I left during the spring quarter. And I left for a lot of reasons ... mostly having to do with just being tired of the school and disillusioned with it. I stayed with friends mostly in the Haight-Ashbury area, then I came back to Santa Cruz for the summer and worked in the South Pacific Studies Office and then reregistered again in the fall.

Calciano: Well do you have any comments on things that I haven't happened to ask about, that you'd like to get on the record?

Bulf: One thing that bothered me after we talked about it was you asked about the number of students using hard

drugs and this has to be clarified because most people in the community, especially in a conservative community like this, don't really know enough about drugs to understand what hard drugs on campus really means.

Calciano: Well would you like to....

Bulf: Almost all students have tried some quote, unquote "hard" drugs.

Calciano: Well let's make clear what we're meaning by hard. I put marijuana in a soft category and I tend to put almost ... well heroin, cocaine, speed*, I tend to put in the hard. Now is speed considered hard or not?

Bulf: Most ... there's a difference of opinion between people who use drugs and people who don't as to what's hard. Most students consider speed a hard drug to a much greater extent than opium or cocaine. It's a much more ... it's about as addictive as cocaine, a little less addictive than heroin. I don't think there are very many people who've tried marijuana who haven't tried speed or opium. These are very common things; people will try them when they get them. Most students will use speed, especially during finals week, to stay up, to make them more alert. So if you talk about the number who've tried hard drugs, you're talking about

* Ed. Note: Specifically methamphetamine (methedrine) or more generally any of

probably 80 or maybe even more percent of the students. But as far as people who take them regularly goes, I think there's practically no one. I don't think there are more than about ten people on the whole campus who regularly use speed or heroin.

Calciano: Isn't there somewhat of a difference between taking a Benzedrine or Dexedrine or whatever-it-is pill to stay awake for exams, and taking enough of them so you can have a real high and go floating around and ... or am I being naive? To me....

Bulf: Yes, there is a difference.

Calciano: I can't say, but it seems to me that using a pill to stay awake for an exam, it may be self-defeating, you may be so sleepy in the morning that you're not going to do well (laughter) but it's not the same as going on hard drugs to me. Am I wrong or right?

Bulf: You get the same high.

Calciano: You do?

Bulf: But you get it for a different reason and therefore you're not nearly as likely to keep on using it. I've used speed to stay awake for exams, but I don't enjoy the high. I don't enjoy studying for exams; I don't enjoy exams, and as soon as they're over with I go and

---

the amphetamines.

get some sleep. I don't think there are very many people who use speed simply for the high. When they do usually they inject it because it's a drug that builds up a tolerance very fast.

Calciano: Right.

Bulf: And when you use intravenous speed for pleasure then you're much more likely to build a rather dangerous habit. You build the tolerance very fast and you stay up for longer, stay up for four, five, six days or more; a lot of different things start happening to you ... you get very hungry; a lot of times you're malnourished.

Calciano: Yes, you don't feel hungry, but you get malnourished.

Bulf: You get malnourished.

Calciano: Right.

Bulf: People get very skinny. They get a lot of skin problems. They get a lot of nervous disorders; they do things like, you know, bite their fingers without realizing they're doing it, crunching their jaws, just little things like that that indicate a high state of nervous tension. It's almost folklore but speed freaks are paranoid. They tend to be ... if they've been on speed for a long time, they tend to be very suspicious of other people, and very jumpy.

Calciano: When you say folklore, you mean "true" folklore or do

you mean a fairytale?

Bulf: Ummm....

Calciano: You think it's right that they do get paranoid and do get jumpy?

Bulf: I think it's right, but I'm not an expert because I don't know very many speed freaks or hang around the ones that I do know.

Calciano: But your point is that of our students very few would be regular users of....

Bulf: Very few.

Calciano: ... quote "hard" unquote drugs.

Bulf: And of all the people on this ... I mostly know about Stevenson College ... I would say a very large number of people at Stevenson College have tried all of the hard drugs that have been obtainable. When there's been heroin on campus a dealer told me it was the fastest selling thing he had.

Calciano: They're not scared of it?

Bulf: Everyone wanted it, everyone tried it, but no one's addicted to it, absolutely no one. Because ... no, they're not scared of it, because generally they know much more about it than the average member of the general public. They know about its chemistry; they know about dosage; they know about how to tell good from bad; they know about the percentage of heroin

that's actually in the powders that they get (and people tell that it's usually about 3%, something very small); and they know that there's a difference between injecting something and just sniffing it or eating it or so on, and so usually they won't inject it.

Calciano: Oh, they won't inject it?

Bulf: No. Because it's much easier to get addicted. This is street folklore also, but I think it's true. It's much easier to get addicted to something when you inject it; you use a larger amount; it gets into your system faster and so on.

Calciano: Well are they smoking it, or....

Bulf: They sniff it. There are various ways of ... I think you can just eat it.

Calciano: Hmmm.

Bulf: But they play around with it and have the fun with it, the same way they do with opium, but it's not, it's not the same as the community's general idea of people using hard drugs.

Calciano: Yes, I tend to think of heroin as being something you inject or you don't use. I wasn't really aware that there's a variety of approaches to it.

Bulf: Yes. I've heard people say that you can be addicted to heroin just by taking one dose of it. It's not true.

Calciano: No.

Bulf: You'd have an awful lot of heroin addicts if it were. Other than that, I don't think there's ...

Calciano: Well, there was something that I wanted to clear up. I ... when we were talking about the capitalistic system of drug pushing, you said there's a big dealer [unintelligible] the little ones. I got the impression the big dealers were also students. Is this right or wrong?

Bulf: No. The big dealers are mostly people who deal on a statewide or even nationwide basis, and they're not here. They're mostly in San Francisco, Los Angeles, and big metropolitan centers like that. I ran into some of them when I was in the HaightAshbury, and that's about my only source of information about them. I'm not an expert.

Calciano: So the drug selling by students here is all on a small scale?

Bulf: Well what's a "big" dealer on campus is not a big dealer on a larger scale of reference.

Calciano: Well, this is what I was getting at. I had gotten the impression that you meant that there were a few students who bring in the large amount of drugs and parcel it out to other students to sell.

Bulf: Yes.

Calciano: Is that accurate?

Bulf: But the large ... that's accurate ... but the large amount that they bring in is very small compared to probably what the person they got it from has got in his armory. And it's a much more friendly business on campus than it is on a large scale. People who deal on a very large scale that I met in Haight-Ashbury mostly are much harder people, and they have to be because they're in a very dangerous business. They have a lot to lose. They usually carry weapons and an awful lot of rigamarole goes on during deals with people putting their guns on the table and stuff like that. That has very little relationship to what goes on campus where some student wants a little bit of grass and he goes and buys it from a friend.

Calciano: Well ... um ... ten years from now when a lot of you kids are stockbrokers and schoolteachers and lawyers and so forth, do you think that you'll still be playing around with it, or is it more like the goldfish swallowing was to generations gone by?

Bulf: I think marijuana will stay around because its psychological effects or the psychological need for it are the same as alcohol; it's a very social drug. It seems trite to say it's the same as alcohol, but I

really think it is. People never want to smoke it alone; they always want to be in a crowd, and if the crowd doesn't want to smoke it, then they usually don't. And it's very mild in its effects, and I think most people just simply enjoy it. They won't give it up unless it's made completely impossible. As far as other drugs go, I think that they're really in the same category as roller coasters and a lot of other things that are fun, but you don't do them all the time. You just do them when you happen to be in that kind of a mood. There are a lot of analogies that you can draw to the way college students used to get drunk when they first started to drink. Most people would get as drunk as they could get just to see what was going to happen, and they would drink a lot, and most of them, twenty, thirty years later still drink, but they drink wine with dinner and drink only occasionally.

Calciano: Umhmmm.

Bulf: A few kept on drinking and became alcoholics. I think the same thing will happen with drugs. Most people go through a period of experimentation and they try every drug that there is. They try cocaine when there's cocaine around. They try speed once in a while, and they try psychedelic drugs. And after they've tried

everything and gained whatever they feel is going to be gained out of the experience -- because I feel there is something to be gained out of the experience, even the somewhat dangerous kinds of experience that some of these are -- then they taper off and they just tend to use whatever appeals to them personally. Some people just seem to like LSD and don't want to go more than six months or so without having some. And other people don't.

Calciano: I thought that LSD was pretty much in disfavor among the students here.

Bulf: [Shakes head]

Calciano: That's wrong?

Bulf: No. It's not as much of a fad as it used to be.. I haven't been aware ... if it isn't as big, I haven't been aware.

Calciano: Well I thought ... the publicity about, you know, that some people just never come back from their trip, and the possibility of recurring trips and what not, I thought the kids had felt that it wasn't worth playing around with.

Bulf: Most kids who have used psychedelic drugs are very suspicious of that kind of reasoning.

Calciano: Oh?

Bulf: Because if you've tried psychedelic drugs, as I have,

you tend to have a different understanding of why people go on bad trips and why people have recurring trips, and why they don't come down. A lot of the time it's because they use an Impure substance. There is some very bad stuff masquerading as LSD that people will sell you. A lot of times it's because they personally had a problem and were unstable. A lot of times it's an overdose. People sometimes will take ten and twenty times the usual dose, and then you're never surprised to hear that they had a bad trip. Recurring trips are usually things that last only ten or fifteen seconds, and they don't usually bother you particularly and you can kind of shake them off like you can shake off a daydream.

Calciano: Oh.

Bulf: The publicity about birth defects has had a lot more effect, I think, on students than the talk about recurring trips and so on. And I know a lot of the girls, including myself, we're just planning to stay away from it until more is known about that.

Calciano: You say "until more is known about it" so that if they can prove that there is no chromosome damage you feel that the experience then would be worth doing again? And that you got something out of your experiences with it?

Bulf: I don't think I got very much out of it just speaking for myself. Other people think that they did, and I think they'd go back to it. Other people make a distinction among the psychedelic drugs. They feel that the more organic substances, such as peyote, are better experiences than LSD and the synthetic chemicals.

Calciano: Well what reasons would you have for wanting to try LSD again, or peyote, or whatever?

Bulf: It's a very different world to be in; it's very enjoyable. Your whole range of sensory experience is sort of expanded. In normal life you tend to concentrate on things which mean you screen out a lot of stimuli ... it's like I'm screening out the talking that's going on back there [pointing towards a conversation being held about 20 feet away from the recording room]. If I were on peyote, I could hear what was going on there just as clear as I could hear what's going on here.

Calciano: I see.

Bulf: And the interesting thing to me about perceiving all this kind of thing at once is that you perceive it as a pleasure. I mean you just don't <u>perceive</u> it, but it's enjoyable. And it's ... if you take a <u>large</u> enough dose, it's almost orgasmic. It's a very intense

pleasure just in hearing things and seeing things and smelling them and so on, and it's a very strange kind of [unintelligible]. It's a very enjoyable thing ... if it doesn't scare you. And one thing about substances like peyote is that people usually don't have bad trips; they don't get scared. There's something about LSD, and I don't know what it is, that gets your mind running in. very strange patterns, and you can scare yourself with a bad thought or a frightening experience, and this doesn't happen on peyote; it's a purely sensual kind of trip. You don't think bad thoughts; you don't think anything in particular. You just experience because ... in a way it recapitulates an infantile stage of development. If you've had an experience like that, and then you go and watch a little baby that's just starting to crawl around, and watch how delighted it is at everything that happens, I think you tend to identify with the baby somewhat, and you understand what it is to be, to be just completely delighted at everything that happens to you no matter what it is.

Calciano: I see.

Bulf: And I've always experienced these trips as a kind of regression to an earlier stage. I always feel that I'm in a familiar world that I've lost track of for a

while. I think if you visit that world occasionally you can keep some of it with you. You can turn yourself "on", if I can use that trite phrase, to what's going on around you in a more enjoyable way than you did before. Some people do that naturally; some people just enjoy life anyway, and enjoy little things, but I'm ... but I've been caught up in academic things so completely for so long that I really didn't get a whole lot out of ... out of a lot of small everyday experiences until this kind of reminded me of what I was missing cut on. A lot of people feel that once they've been reminded they don't need to do it again. For them, once or twice is plenty. [Pause]

Calciano: Is there anything else you want to [unintelligible] include in this?

Bulf: I'm trying to get my mind back to UCSC. (Pauses and thinks)

Calciano: Well, if not, we'll just terminate. Thank you.

Name: Glenn Omatsu

Date of Birth: 4-19-47

Place of Birth: Cleveland, Ohio

Home Residence: 1747 Bluestone Lane
Monterey Park, Calif.

High School: Montebello Senior High School

Colleges Attended: East Los Angeles College
UCSC

Year you started at UCSC: Sept. 1967

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

Resident or Commuter: Resident

Married: Single

Major area of study: Psychology

Other fields of academic interest: Sociology, Ethnic Studies

Activities and offices held: Membership in the Asian-American Political Alliance and in the Third World Political Alliance

GLENN OMATSU May 22, 1969 3:45 p.m.

[Ed. Note: In recording the interviews with Glenn Omatsu, Thom Gentle, John Taub, Michael Corcoran, and Margaret Zweiback the tape recorder inexplicably failed to record several short passages. These have been noted at the appropriate points in the text. The first nine feet of tape in the Omatsu interview (equal to about one page of manuscript) are blank.. When the sound resumed, Mr. Omatsu was in the middle of his response to the interviewer's first question, "Why did you choose to come to UCSC?"]

Omatsu: ... that helped me were the favorable reports concerning the [psychology] department, that it wasn't too stringent, and it wasn't too behavioristically oriented, et cetera, so I did have high expectations about these things.

Calciano: What were your first impressions when you actually got here?

Omatsu: Well, my first impressions -- I have to admit that now as I look back, I was unhappy for about the first two weeks, and I've been kind of introspecting on exactly why, you know, I was unhappy. And I've come to the conclusion that my unhappiness was kind of built on, say, what had happened to me during my past years, because, see I've grown up in neighborhoods in which

there's been heavy concentrations of ethnic populations. For example, when I went to East L. A. College, East L. A. College itself is about 50% Chicano, about 10% Negro, about 10% Asian-American, and the rest would be white. And when I came up here, it was a total reversal because the campus was entirely white, and at that time maybe there were about two black students in Stevenson, maybe about two or three Chicanos, and a few Asian Americans, not too many. And I remember when I was first walking on campus I was ... well I just had some kind of feeling of unhappiness. I couldn't really figure out why. And as I look back on it now I realize that this was kind of the reason. So that was one thing that, one reaction I had when I first came on campus. Also, when I came onto campus I was struck by I guess you could say just the general casualness of the campus. I wasn't quite used to being in the immediate type of environment. I was....

Calciano: Being in what type of environment?

Omatsu: The type of environment that I guess you could say is Santa Cruz itself -- the whole concept is kind of like an informal education. And in high school, in junior college, et cetera, as I went through my educational process, things had been more or less very structured

for me. So it was very different when I first came here to have things less structured. And I was more free, say, to do what I wanted to do.

Calciano: Had your high school had a large ethnic population too?

Omatsu: My high school had, oh, I'd say maybe about 40% Mexican-American, absolutely no black students at all, maybe about 1% Asian-American.

Calciano: Has UCSC seemed to change much since you've been here? You transferred in '67.

Omatsu: Yes, I did.

Calciano: So that's just a two-year span, and have you noticed much change, or....

Omatsu: Somewhat and, well there have been changes and there haven't been changes, like there have been changes in the sense that I have met some [unintelligible]. Like when I first came to this campus, for about the first two quarters I was under the impression that, you know....

[Three feet of tape (approximately 1/3 of a page of manuscript) did not record.]

Omatsu: I still don't think that there's a significant amount of people becoming aware. It's still, say, a minority of students who are becoming aware of these types of

problems.

Calciano: Umhmmm. From what you say of East L. A. ....

[Eight feet of tape (approximately one page of manuscript) did not record.]

Omatsu: ... and even they were somewhat hesitant about whether or not they would go on to college. Because it is just kind of a different situation whether minority people in general go onto college because unless they can get heavy scholarship help, it's just difficult to make the transition from high school to college. They have, particularly say in the Mexican-American situation, you have a great family. cohesiveness, and like grandparents to support, or there may be a great many children in the family, and it's just difficult for them.

[Fourteen feet of tape (approximately 1 2/3 pages of manuscript) did not record.]

Omatsu: ... going on to natural sciences, you'll find that they have been kind of channeled into natural sciences for very specific reasons, and....

Calciano: By their parents?

Omatsu: Partly this is because of their parents, but a lot of times it's because their parents kind of had the feeling that unless their son or daughter goes into natural sciences, he isn't going to make it. Like you

find that the person, the Asian American, who decides that he is going on in, say, something like literature has a very hard time, and it's a hard time because there just aren't that many who have made it before.

Calciano: Well not hard time with the studies themselves, but hard time with the financial backing from the family? Is that....

Omatsu: Ah, well, somewhat in terms of financial backing, but just in general terms of I guess you could say acceptance by the academic community. Like I remember the first time when I came up last year; when I mentioned that I was in psychology a lot of people were surprised, because they pictured me as something like a chemistry major or something like that. And well you generally find that general trend around campus -- like if you do see a Japanese-American student or a Chinese-American student, your immediate first thought is well that guy's in chemistry, that guy's in math, or physics, or something like this.

Calciano: (Laughter) I'd never thought of it, but now I probably will.

Omatsu: Yes, even in my field, like in psychology, when I first decided I'd go into psychology, the counselors in my junior college advised me against it. Well they were partly objective because they were basing it on

previous performance scores, or my last year's test scores and things like that, and like my abilities in say sciences and humanities and social sciences were about even. But the counselor just said that he thought I'd have an easier time if I were going into some field like chemistry or math or something like that. He said if I did want to go into the social science field, he recommended economics instead.

Calciano: Because it's more mathematical?

Omatsu: Yes.

Calciano: Well how have you liked the small college idea here now that you're living with it?

Omatsu: I think the small college idea is really a good idea because it does, well it does in a sense break units down. Like this place could be right now say something like a university of 2,500 people, but in a sense it is and in a sense it isn't, because there are four colleges. And the people are developing kind of like an identity to their college, so that there is in a sense developing something like a Merrill student personality, a Stevenson student personality, a Cowell student personality, and a Crown student personality. And when you meet the people from different colleges you do sense differences. And in a sense these differences are good because, well, it just gives more

variety to life. And there are many different viewpoints expressed as a consequence.

Calciano: Can you give a thumbnail sketch of the four college personalities?

Omatsu: Well, I kind of learned this myself, like I do have friends in all four colleges, but I really learned it when I was doing my psychology experiment for my senior thesis this quarter, these last two quarters. At that time I was drawing from a sample from all four colleges and I would go and ask people if they'd like to participate in the experiment and, you know, get answers that way. And I found that, by far, something like the Merrill people are very helpful. They're very, well they're non-questioning -- like a lot of times it's almost like a naive attitude. You go and ask them for help and they're willing to be there. They didn't ask ... like I would go and say, "I have a psychology experiment and your name has been picked at random. Would you like to participate?" and they'd say, "Yes." You could contrast that to say somebody like the Cowell person. Like a lot of the Cowell people I talked to would hedge on it. They'd ask a lot of questions. They would say, "Well, what are you trying to find? How much do I have to do? What do I have to do?" and all these types of things. I found

that the Crown people were somewhat like that, and the Stevenson people were more like the Merrill people. Also just in terms I guess you could say of social attitudes, you find that there are differences. Like if you just pick a floor at random in Stevenson and you go and talk to the people, you'll find that they're much more liberal in their viewpoints than people, say, in Cowell or Crown. And Merrill just seems to be more or less oriented towards -- well they do have somewhat of a consciousness of social problems . Like I do have some complaints about, you know the whole structure right now in Merrill College, but the people up there are willing to listen and sit down and talk with you, while a lot of times when I've gone and talked to people at Crown, you find that Crown people are by far the most conservative at this college if you want to break it down just in terms of groups. Cowell people are probably the next most conservative and then, well I'd say Stevenson are probably the most liberal as far as attitudes go. Like as far as activists on campus, you'll find that most of them go to Stevenson College. And most of the activities as far as just student politics in general, or just politics oriented towards the community, you'll find them emanating from Stevenson rather than the other

colleges.

Calciano: Did you have a choice of Stevenson when you came in, or were you just put into a college?

Omatsu: I had a choice. When I filled out the application form, it said what college would you like to go to, and you had three choices, and since there were only three colleges that I could fill out at that time, I listed Stevenson as first choice. And I did so because, well I talked to the other students and it isn't me alone. I found out that other people think this way -- that everyone seems to be under the impression that since Stevenson is the social science school, and Crown natural science, and the others et cetera, you go to the college where your major is. And like I was really wondering if I went to, say, Cowell, I wondered if I could still be a psych major over there with the same emphasis on social sciences. And so I took Stevenson primarily because I thought that that's where I fit in. And I know in talking to other students, they seem to have the same viewpoint. Like I had one friend who came up here who was a lit major who applied to Cowell and he was placed in Stevenson, and right away his first complaint was, "Well am I still a lit major? Can I still be a lit major?" So like that idea really hasn't been made very clear to

incoming people as to just where they fit in the colleges.

Calciano: Well now if you'd had a chance to sort of be in limbo for the first two weeks up here and then pick your college, which college do you think you would have picked?

Omatsu: I still think I would have picked Stevenson. Primarily because, well perhaps I'm just talking from a narrow viewpoint, but it seems like most of the things start from there and most of the things are carried out from there.

Calciano: We have sort of an interesting situation in that the class you came into was of course the first four-year class. Now did you find it strange, you and the others who came in as juniors, were there any problems with making friends and setting up contacts?

Omatsu: Well it is different, say, for somebody like in my case coming in from a junior college after other people you're meeting on this campus have been here for the first two years. And like I noticed that quite evidently when I went into my first psych class, because most of the people, while they were, say, juniors and sophomores, had taken other psych classes, upper-division psych classes here. And like for me and for some friends of mine who were also from junior

colleges, it was our first psych class, upper-division psych class. And as far as getting used to the, just the way the classroom was run, and also the content matter of the courses, there was a transition there. As far as, say, getting along with the people, I didn't find that to be too much of a problem. Like they knew that I was a junior, and they knew that I was a junior college transfer, but still, it didn't make much difference in the fact that ... of say something like acceptance or rejection on something like just a class level.

Calciano: And on making your close friends, you could make them out of both the four-year and the two-year....

Omatsu: Yes.

Calciano: You mentioned that you were somewhat discouraged by the counselors from going into psych. What made you want to go into psych in the first place?

Omatsu: Well, when I first went into psychology, as I look back on it, it was a rather naive view, because I went into psychology because, well, I felt that in psychology I could learn about myself more, and I could learn about other people. And it was a naive view because I felt that psychology was the only field that can offer this. And since that time my views have changed. Like I feel now that any field you go into

you're going to, if your aims are to learn about people and to learn about yourself, you will find that in. whatever field you go into. Also I went into psychology simply because I was interested in it. And, like one friend of mine, Steve Pollack, and I have had conversations on this, and we've just talked about the general direction of psychology and what we're in psychology for. And his concept is kind of interesting because he says that he's in psychology ... well he divides psychology say into two different categories -- one is kind of like an action-oriented psychology in which it's concerned with something like interpersonal relationships, and under these things would be placed something like encounter groups, you could say psychotherapy in general, education, and the whole bit. In the other category you'd find more the traditional types of disciplines in psychology like perception, sleep research, attitude change surveys, et cetera. And Steve's viewpoint is that, well, the latter category that I mentioned is more or less, well you go into it like a chess game ... like the things are enjoyable over there, like I do like sometimes to study attitude changes and perception and things like that, but it's like just playing a game of chess. And like the other part is more of your life, so like in a

sense psychology is two things wrapped up in one; it's this type of thing in which it's you yourself, and it's also like a separate thing outside of yourself that's kind of like just mathematical equations and things like that which you can play around with.

Calciano: I noticed that in your ... well, almost a fifth of the senior class has their major in psychology, and of the four-year seniors, almost a quarter of them are in psych. Is there any particular reason that you can think of?

Omatsu: Yes. Like the reason is very evident: psychology is the easiest major on this campus. (Laughter) You only have to take seven upper-division psych courses and you've satisfied the requirement. After that you take the comprehensive. There are all kinds of alternatives to comprehensives that have been set up by student committees this year, so like this year if you scored above the, I believe it's the 80th percentile in the GRE for psychology, you did not have to take the comprehensive.

Calciano: GRE is Graduate Record Exam?

Omatsu: Graduate Record Exam. Also there's other plans trying to be enacted to make more alternatives to the comprehensive. And I should also say the comprehensive is a very <u>easy</u> test. Like the psychologists here are

under the impression that they don't want to flunk anybody; they don't went to flunk seniors, and they'll go out of their way to make sure that everyone passes the comprehensive. So if someone comes into this school and he more or less wants to just take general courses, wants to take courses in everything, his best bet is to become a psych major, because he can do his ... he only has to take seven upper division psych courses and they can be in, say, non hard line psychology, and he can take anything else he wants to. He can pass the comprehensive and be graduated.

Calciano: I see.

Omatsu: There's kind of a movement within the psychology department to kind of change this, like Mr. Marlowe is trying to introduce before the Academic Senate something to the extent of a non-major major, so people can just come in here and declare that they're not going to major in anything and go through and take whatever courses they want to. Because by far the majority of those people right now are in psychology. And many of them don't, you know, don't belong in psychology. Like they don't like it that much.

Calciano: Yes. They'd be a little bit of a drag to teach if they are just sitting there to get their courses out of the way.

Omatsu: Yes.

Calciano: Well what do you think of the psychology department -- the faculty, the courses?

Omatsu: The psychology department is very young here; it's very humanly oriented in some ways and then in other ways it isn't. Like there are some very student-oriented courses. Like if you went to take psychology courses on other campuses, you wouldn't find proportionately as many courses, say, on something like psychoanalytic theory, humanistic psychology, educational psychology, et cetera. There are the hard-line courses, but the hard-line courses, and by that I mean physiological psych or perception and learning theory, those are taught somewhat leniently, like you go into them and the teachers will go out of their way to try to make the subject somewhat interesting to people who are taking the course. There are student complaints about the psych department in general though, like there is no clinical program here, and there are no clinical psychologists, and there are very few good educational psychologists. Like I didn't take a class with Mr. Jones last quarter, but a lot of people who did really liked it, and Jones isn't being brought back. And also....

Calciano: Is not?

Omatsu: Is not being brought back. And ... well there's just general complaints about not enough humanists in the psychology department. Well it's almost as if to say the psych department is trying to strike a compromise. Like most of the professors in there are very much humanly oriented, but at the same time they realize that they're scientists and they're trying to go halfway when maybe in a sense you can't go halfway -- you either have to decide you're going to do one or the other. And as a consequence a lot of students have been asking for reforms in the psych department. In

Calciano: For what?

Omatsu: Asking for reforms in the psych department.

Calciano: Oh.

Omatsu: And in fact one student organization called the Associated Students in Psychology has been formed and it is trying to see if it can change the direction of psychology here at this school.

Calciano: Did you do much independent study, or....

Omatsu: I've only taken one independent study here myself and that's this quarter and that's under Mr. Buckhout. And what I'm doing with four other senior psych majors is helping to teach sections in Psych I.

Calciano: Oh?

Omatsu: What we're trying to do is to help lighten Mr. Buckhout's load, you know, and also to get some experience in teaching the sections, and also to try to increase a little student participation in the course. Like ... well one complaint that people who have taken Psych I, and I have it myself, because when I took Psych I it was the same way, is that Psych I is just kind of one big amorphous type course.

Calciano: You took it at your other college though?

Omatsu: Yes. But it is the same up here too.

Calciano: Umhmmm.

Omatsu: What you do is you usually have an introductory psych textbook, and the introductory psych textbook has maybe about twenty or twenty-one chapters, and each chapter is on something different. So you read about perception, you read about learning, you read about social psychology, you read about psychoanalytic theory, and you come out of it with a great deal of knowledge, a great deal I should say of facts, if you want to do it that way, and what normally happens is that when you're tested you're given multiple choice tests. And like Mr. Buckhout was saying the other day in class, he said that he participated in a study in which he found that at least one group of people that

came out of a Psych I class knew less about psychology than they did before. They were more confused after they came out of the course.

Calciano: (Laughter)

Omatsu: And like it is the same, I think ... well, if you're just oriented towards teaching psychology that way, it comes out that way. Like my concept of the Psych I course is basically that it is an introductory course, but it's introductory in the sense, not in the sense that you cover everything that you want to cover, but you just take out some general areas that you want to emphasize. And I think that these general areas should be, say, relevant ... and I used the word "relevant" knowing that it, you know, it's starting to lose its meaning because it's used too much, but I use the word relevant nevertheless ... relevant just to the students who are taking the course, and by the students who are taking the course I mean that most of them probably won't go on to become psych majors, so I really don't think they should know about learning theory or, you know, the workings of the eye, or anything like that. Like they're taking the course fox specific reasons. Usually they're just interested in psychology and they want to find out more about what they think psychology is. And like the way I'm trying

to run my section is to introduce as many viewpoints in psychology as possible. Like we are using the textbook, and the textbook more or less takes in a very scientific stand for psychology. Mr. Buckhout gives his lectures, and Mr. Buckhout is a very good psychologist, he has good feeling for people, but his lectures also stress the scientific aspects. In my section, when I say something, I usually do try to introduce the humanistic perspective on it, but at the same time I realize that since I'm oriented towards grad school also, my views are tinged with a certain bias too. So what I've been trying to do is just bring in other people I know who have different views of psychology and let them talk on psychology.

Calciano: Other students or....

Omatsu: Yes. Other students.

Calciano: Umhmmm.

Omatsu: And my hope is that the people who come out of psychology will just be a little more interested than they are, than they were before, and if they want to follow up on specific areas, they'll know where to go now. Like it's ... well I guess you could say it's an introduction in the sense that they're introduced to the subject matter, and if they want to do further work on it, then they know where to go after this. And

that's I guess what my concept of introductory psychology is right now.

Calciano: Have you found being a student teacher a productive experience for you?

Omatsu: It's been productive because ... in a sense I can see now why teachers just have problems in general in working with the classroom. Like before I was in the situation which I was on one side and the teacher was over here, and then like this quarter it's been reversed, like I'm on the other side and the people are over here. And it's just different because the people expect ... well, when they ask you a question, they look at you as if you're the one with the knowledge, and a lot of times it isn't that way, you know. Like I noticed the same way with instructors in general, like a lot of times you ask them a question expecting that they know the answer, and a lot of times they don't know the answer. And more than anything else I've just learned about problems in structuring the classroom, and by structuring it I mean structuring it in the sense that there is, say, enough freedom so that the people can do what they want to in the classroom, and at the same time there is a certain direction. So when I talk about the structure, I'm putting it in directional terms.

Calciano: Umhmmm. Do you like pass-fail?

Omatsu: I think pass-fail is a good thing. When I first came here, I, well since I'd grown up in an educational system that had used entirely an A, B, C type of grading system, I was ... well I didn't know how to react at first to a pass-fail system. Like at first I felt that in order to pass you would have to do the equivalent work of something like an A or a B, and so I was spending a great amount of time doing a lot of work. And like the pass-fail system isn't really oriented towards that because when you come down to it, what the pass-fail system asks you to do is to more or less evaluate exactly what your interest in the course is. And it gives you a lot of free time also. So in a sense it gives you the leeway of doing as much work as you want to and passing or doing as little work as you want to and passing and then doing something else that you think is more important. So I like the pass-fail system in that sense, because like a lot of classes I have gotten very interested in the subject matter and I have done a great deal just on my own. And in other classes I've taken the subject matter hasn't interested me that much, so I have just in a sense spent a minimum amount of work to pass and then gone off and done my own things that interest me

a little more.

Calciano: And what kind of evaluations do you got in those classes? Will they in any way be a detriment to you in getting into grad school, or....

Omatsu: I really don't think so ... like I haven't looked over my evaluations from the last two quarters. My evaluations from last year and the first quarter this year were, you know, all right. Most of the time when I say I do the minimum amount of work, it still is, you know, a sufficient amount. Like it wouldn't be to the extent that I was just say barely, barely passing.

Calciano: Oh.

Omatsu: Like I have, say, done the minimum requirements, and usually when I do something I like to do it well enough, you know, so I do have a sense of accomplishment.

Calciano: Have you lived on-campus ever since you came?

Omatsu: Yes, I have. Like the first year I thought it would be best to live on campus since I wasn't very familiar with the Santa Cruz area and since I didn't have friends up here. My only friend that I knew from previously was [unintelligible name). This year I was thinking of living off campus; at the same time I applied for a resident, assistant job and fortunately

that came through so I'm living on campus, and it's very economical since I am getting half my room and board paid.

Calciano: What do you think of the resident-assistant role that ... well two years ago I got some complaints from kids that were R.A.'s. They felt that they were sort of in a limbo. They had ... they were expected to enforce things and yet they had no desire to enforce, they had no power to enforce, and the role really hadn't been set out specifically, and it just sounded as though the whole system were in a state of developing, and I wondered now...

Omatsu: Well it still is in a state of developing. Like the R.A. role really hasn't been formally defined, and as a consequence a lot of people are uncomfortable about it, people who are R.A.'s and also people who aren't, primarily people like the proctors and the preceptors' who aren't sure exactly where, say, the power lies for enforcing something. When I personally took the job, I took it on the understanding that the role of the R.A. wasn't something along the line of a policeman, so like I was very hesitant to enforce anything at all. The only times I said I would enforce something would be when, you know, it was a flagrant violation of someone else's rights. And as a ... well I haven't

really been in very many situations in which such things have developed. Like you usually find that like, at least in the dorm, you know, I have found that this is generally true -- most of the people can take care of themselves and they don't need people telling them what to do. You'll find that if you do have a floor, and people get along fairly well on the floor, you won't find somebody who, say, is going to flagrantly violate any of the rules, you know, because he knows that the other people on the floor are also living there, and he's going to have to get along with them. So I've found that just a general approach of doing very little as far as enforcing goes for an R.A. is the best thing to do. As far as the other R.A. duties.... They're trying to shift the role of the R.A. towards more of a counselor type of situation. I think that's basically a good thing, because like the R.A. is usually one of the few seniors or upperclassmen in the dorms, and by far you find most of the people in the dorms are freshmen. They're coming into college for the first time; most of them have been away from home for the first time, and I remember when I first came here there were all kinds of questions that I had that I needed to have answered. And it's just nice to have someone around

who can answer those questions, someone you could go to rather than say a faculty member. Like the preceptor's there, but usually you look upon the preceptor as a faculty member and you're somewhat reluctant to bother the preceptor.

Calciano: Umhmmm. So you think the R.A.'s do have a very real function....

Omatsu: Yes, they do.

Calciano: ... and in fact earn their money. Well now, is there anything about UCSC -- the colleges, or the faculty, or the classes, or the administration -- that you've been disappointed in, or would like to see changes in?

Omatsu: Yes, definitely. And this probably is from a strictly Third World viewpoint., but as a minority student ... like I look at this campus as entirely white. Like the courses that are taught here, and the people who go here, just the general perspective on the way things are looked at, is entirely from a white viewpoint. Like the first thing that's going to have to be changed is that they're just going to have to get more Third World people on campus, particularly from the surrounding areas. Because like this University, if it's really going to function the way it should function, it's going to have to be oriented more towards the community needs. And like this

community is predominantly a Chicano community, and you're just going to have to get more of the people from the community coming up here and more services from the University going out to the community. So one thing that I'd like to see changed definitely would be something like more minority students on campus.

Calciano: Wait ... when you say this community is primarily Chicano, you mean Santa Cruz, or Santa Cruz County, or....

Omatsu: Santa Cruz and Santa Cruz County.

Calciano: Okay. I ... there's a lot of Chicanos, but I don't know if you'd say it was primarily the....

Omatsu: Oh yes ... yes, I can see ... like when I say "predominantly", I mean in terms of minority groups.

Calciano: Oh, all right, as a minority group, that would be by far our largest minority group, right?

Omatsu: Umhmmm.

Calciano: Okay. Well, go on.

Omatsu: The second thing that I'd like to see changed is just in terms of general student power. Like right now the Chancellor has, the Chancellor I should say and the administration, well I shouldn't make it a person, I should say "the office of the Chancellor" and "the office of the administration," has more power than it should have. And until some of this power is at least

handed over to the faculty and handed over to the students, there's going to be a great deal of discontent on the campus. So I'd like to see that changed in some way. Also I am working on Malcolm X college, and I hope Malcolm X college will come through. Like a lot of people have put a lot of time into it -- faculty members and students. Like in a sense Malcolm X college, working for Malcolm X college, has become a Fourth class to many students, and I just hope that something develops on that, because if it doesn't develop, there's going to be a lot of unhappy people. Also just on the question of the Third World situation on this campus, I really ... well I'll be honest on this: I don't think the Chancellor has any grasp at all of the Third World situation on this campus. And like a few of us went to see the Chancellor this last Sunday, and we walked down to his house, and we talked to him about other matters, but the impression that I got after leaving his particular house was that the whole situation, as far as the Chancellor personally is concerned, was hopeless, because the Chancellor had....

Calciano: Now which is hopeless ... Malcolm X, or getting the minority students....

Omatsu: Just the ... no, just the general question of the

Third World situation on campus, which would embody minority admissions, the EOP program, Malcolm X college, et cetera. When we were at the Chancellor's house, a few things did come up. And ... well one of the things that struck me was that it seemed to me, at least, and I was talking with other Third World people afterwards about this, was that the Chancellor seemed to care more about the campus in terms of property and in terms of, I guess you could say just in terms of the Santa Cruz plan more than just the people who were involved. Like he talked about people damaging his oak tree like ... as you know, that was on Saturday night a few people camped out on the Chancellor's lawn in protest to the Berkeley situation, and like the Chancellor talked to us, and well I was somewhat upset about him talking to us because we weren't involved, and he should have been talking to the people who were responsible.

Calciano: Well what happened?

Omatsu: Some people painted his oak trees up. They put some signs on them. And he talked about the oak trees as if the oak trees were the most important thing on campus. And like Ho [Ho Nguyen], I don't know if you know Ho or not....

Calciano: No, but I know who he is.

Omatsu: Ho asked the Chancellor, well you know U.S. troops, et cetera, are defoliating things in Vietnam, and Ho is Vietnamese, and like the Chancellor had no comment for that. And also when people started bringing up the question just about what was happening at Berkeley, what was happening around the world, and what was happening in his own country about people, the Chancellor, while he was worried about the trees and things like that, and about the property on this campus, he didn't seem that worried about the students and about the people in general. And it bothered me profoundly. I just hope that he does worry about these things. But ... well ... and just by encounters with him, and just in reading different statements that he made, I've come to the conclusion that unless he changes very drastically, he's not going to understand when this campus eventually does explode, you know, because he's under the impression that it is a riot-proof university and it isn't so. And he's going to be ... he's probably going to be the most surprised person when it does happen. Other things have come up during the year, like when the thing on Malcolm X college first started, the Chancellor said that he thought that the black experience was too narrow, say, for a college. And like one of the black students

later complained, "Why does the Chancellor think he can speak on the black experience? What right does he have?" And when you consider it, you know, what right does he have? You know, is the Chancellor black? And the black people are really upset with the Chancellor, and, well, the black people also are very upset with this campus in general. And I can say that for the other minority people, like even a lot of the Asian-Americans are upset about it. But I think it's most evident if you talk to the black students, and it's kind of unfortunate that there aren't any black students graduating this year that I know of. Like there might be some, but as far as I know, there's none that I know of. And like, if you go through just the amount of say black students living on campus, you won't find that there are that many. Like most of the black students find that they're very unhappy on campus, and they move off as quickly as possible.

Calciano: Why?

Omatsu: That's what I'm leading up to.

Calciano: Oh, I'm sorry.

Omatsu: Well you find ... well just in terms of the minority population at this campus, you find it's only 3.7% of the total population, and black students are only something like 25 or 30 black students. And if you

talk to these black students, you'll find that they do want to bring more black students here, but the ones who are here right now are very unhappy and want to go someplace else. It's something to the extent that well, we want to have more brothers here, but we ourselves want to go someplace else, to Berkeley or something. And when you ask them why, you find out that they just don't like it here. It's a campus which minority people in general just can't relate to. You find that ... well you can take something like the black students in general, you find that there's very little, say, social life for black students coming up-here. Like if they are on EOP [Educational Opportunity Program), they come from a different environment than most of the people who are up here. They're alienated, say, from just the white surroundings and everything, just from the people they see. And they want to get ... those who were living on campus in the first quarter, moved off the second quarter and ... or if they are planning to come back next year, they're planning to move off campus. The Chancellor has in a sense started to meet with some of these demands by minority people, like he did agree with the black students when they said that any black student that was qualified can get it. So that if a black student

applies who is qualified he is automatically admitted. But still, the black students are having a very hard time just with recruiting people simply because a lot of people, a lot of students, their first question is, "Well how many black students do you have there now?" And when they hear that there is only 25 out of 2500, they're very reluctant to come, because they just wonder why there are so few.

Calciano: It's sort of a vicious circle.

Omatsu: Yes.

Calciano: Well now, as an Asian American have you found that the Asian Americans settle in fairly well, or are they very restive also?

Omatsu: There's kind of a new consciousness, I guess you could say, among Asian American people in general. It's starting from the students primarily. Like in terms of the Japanese American student ... if you do, say, know the history of the Japanese Americans in this country, you have the first group which came over which are called Issei, and the second group that followed them were called the Nisei. And the Nisei were generally the persons who did, say, assimilate into American culture. And the third generation are called the Sansei.

Calciano: Are you Sansei?

Omatsu: Yes, I am Sansei. And most of the people who are here are Sansei also as far as Japanese Americans go. And you find that the Sansei are just upset about, in a sense just the whole thing about assimilation. And this is where the whole thing about the Third World comes in. Because in a sense the Asian Americans are just as oppressed as, say, Chicanos and native Americans and also black people. Because, well, they've become assimilated into a system in which they really have no voice in the assimilation process. Like it was assimilation on the dominant society's terms. You have to do this or you don't get that.

Calciano: Well what about the Italian Americans? They were assimilated in the same way, and the Irish Americans.

Omatsu: Yes. But, see, there is a difference in that sense because like in a sense the Italian Americans are white, and the Irish Americans are white, et cetera. Like it is somewhat of a difference based on color lines.

Calciano: But you think the color lines still are working against Asian Americans?

Omatsu: The color lines are in a sense working against Asian Americans because like you don't ... like how many people from Chinatown do you find who are on this campus or who are going on. Like the average

educational level in Chinatown is the fourth grade, Also, there's-something like I think 10,000 new immigrants in Chinatown every month.

Calciano: But now they're the non- ... they tend to be not assimilated. In the Japanese who assimilated, their sons and daughters are going on, well definitely completing high school and many going on to universities, and I ... I'm in a poor position to know, but it seems like there's very, there's no barrier.

Omatsu: Perhaps I should define some terms ... like when you look at, say, just the question of something like ... well, I guess you could call it racism in general, like I see that there are basically three kinds of racism. There's one kind that's a very overt kind, and that's the kind that usually is pictured say in the south, like you see the white marshal beating up the Negro, or you see a white marshal, you know, beating up on a school child.

Calciano: Or like California forty years ago.

Omatsu: Right. Or even against Asian-Americans ... like Japanese-Americans, you know, were put in concen-tration camps during World War II. And if you do read some of the reports about those times, you'll find that it was, you know, very similar to the situations

which occurred in the south a few years ago. The second type of racism you can call something like institutionalized racism, and this is a more subtle form, like as I progress to the three kinds they do get more and more subtle. And my feeling is that because they are more and more subtle they are more dangerous because they aren't as evident as before and therefore more dangerous. Institutionalized racism is basically ... well it comes down to something like the people who are in, were in say the societal institutions aren't racists, but the system is in some sense. And to explain this, like the Washington Post had an article on this in which you take a situation in which say a black person wants to take a loan out from a bank, and if the black person takes a loan out from the bank, he basically has to be white or he has to become white. He has to have a fairly good job; he has to have the type of house, the type of references to get ... so ... I don't know if you see what I mean, but in a way he has to be, his outlook on things has to be white. So as a consequence you find very few black people, well say this particular black person in general, in particular I should say, you find that this particular black won't get that loan because he isn't that way. So like the banker probably isn't

racist, but the system just prevents that black person from advancing, so that's what is basically meant by institutionalized racism.

Calciano: Although doesn't the white person also have to have a job and a home to get the same loan?

Omatsu: Yes, it does work against the whites too. But by far you find it works against....

Calciano: Because more Negroes don't have the homes and so forth.

Omatsu: Umhmmm. And like an example which might be, say, closer to home would be something like the University system in general. Like even Regent Dutton came out and said that he thought the University of California was a racist institution, because the proportion of black students in the University of California was lower than the proportion of black students in the University of Alabama. And just like on this campus alone if you ... you know, if you start approaching the administration, you say you want more Third World people, they say, yeah, we want more Third World people in this University too, but what do they say? They say, "Well, you have to meet certain requirements, and these requirements are such and such" ... well like, something like the SAT requirement ... you find very few black students, you

find very few Chicanos, you find some Asian students who are from say the poorer areas, like Chinatown and Filipinotown and various regions like that, which their background just isn't geared to accomplishing a certain score on a GRE so like the deck is stacked against them in that respect.

Calciano: Well, it's also stacked against the Italians in little Italy.

Omatsu: Yes.

Calciano: It's just stacked against the poorer ... rather than against their color.

Omatsu: Yes, yes. It does ... like see when you start analyzing it ... like a lot of people have said that basically the trouble lies in the system. Like it isn't the individuals, but the system, and therefore you have to get rid of the system in order to get rid of racism.

Calciano: What's your third level and then I'll follow through on a couple of things.

Omatsu: Yes. I'd like to make a little more comment on that.

Calciano: Oh, go ahead.

Omatsu: Well I will after I finish with the third level. Like the third level is, well I call it unconscious racism. And it's the type of thing in which you usually don't find ... it is the type of thing in which it comes out

only under rare instances. Like in a sense everyone is unconsciously racist, and it only will come out under certain instances ... like it came home to me most often when I was working earlier in the year on Malcolm X college, and it came off to people like Ho and other friends of mine. Like we'd go around and we'd start talking about Malcolm X college and the people here, who come here, are, you know, basically not racist in nature. Like you find the people here are very liberal, and like most of the people do support Malcolm X college and everything like that. But if you start talking to the people and you just start asking them, or if they just start asking you questions just on the situation, say, of minority people in this country, you'll find that after a while certain things start happening which you didn't expect to happen. Like one person told Ho, "Why are you minority people here at all, and why can't you just stay in your place?" You know, do in a way what you're told to do. You know, like you guys are here, you should be happy you're getting an education, getting a first-rate education, and....

Calciano: A student said....

Omatsu: Yes, a student told Ho this. And like ... well, and then he went on to say, to tell Ho if there were no

minority students here at all, then this place would really be perfect, you know, like no trouble would be occurring at all, and, you know, he's right in a way, because if there were no minority students here, this campus would probably be functioning very well, except for say the white radical people who are very dissatisfied with the system too. But by far on most campuses the push for educational reform has come from the blacks, and in California it's come from the blacks, the Chicanos, and Asians, like take Berkeley or something like that. So ... well basically what I call unconscious racism is a type of outlook on just people in general, and particularly colored people I guess you could say, in which the dominant....

Calciano: When you say colored, you mean all colors or Negro?

Omatsu: I mean all colors.

Calciano: All colors, okay.

Omatsu: ... in which the dominant society looks at say the colored people and says, well, it's all right, you know, like you guys can be happy, and you guys can do this, and you guys can do that, but you do it on our terms, and if you overstep certain boundaries, then we're not going to let you do that. Like it comes down to the situation that "assimilation is all right, but you do it on our terms." And like that's the whole

argument of self-determination. You hear that word a lot, and if you talk to Ho you'll hear him saying about self-determination in Vietnam, and if you talk to black people you hear about self-determination for the black communities, and Chicanos will say the same thing about Chicano communities. What it basically comes down to is that Third World people and like when I say Third World I don't mean it's only Third World. Like you say, Italian Americans, just the poor people in general have the same problem. It's just that a lot of people can't control their own destiny. A lot of people can't get what they need, and a lot of people ... like the phrase, "Power to the People" you know is very rhetorical and in one sense meaningless, but in another sense it does get the message home. That's exactly what the people are going for ... the power to determine their own lives.

Calciano: Well now there's a couple of things I would like to follow through on. One, you mentioned EOP [Educational Opportunity Program] briefly. What is your opinion on EOP?

Omatsu: The EOP program is a good idea, and like the ICB [Inter-College Board] came up with this proposal which would give say two dollars more from each student to EOP, and the more money that goes into EOP the better,

because like you do take something like ... well this would apply to say all three, well all four, ethnic groups on this campus, and I should include the American Indian although he's only one American Indian on this campus. (Laughter) But you find that by far most of the minority people who say are capable of going on to college, who want to go on to college, sometimes can't go on to college simply because they don't have either the grades or also the money to go on. And like the EOP program does solve that to a certain extent and it is a good program, and it's in a sense the only way in which a lot of people can get the education that they want and that they need and that they need to go back just to respond to the needs of their community. And like the EOP program will eventually benefit Asian Americans too, because like I said, there aren't many people from Chinatown who do go on to universities. There aren't many Filipino Americans who go on. Like I think we have maybe one Filipino American student here at UCSC. Also there are many poor Japanese Americans who will eventually be included in the EOP program, but right now the main priority is for the blacks and the Chicanos because like they're the ones who are directly hit by economic conditions in the country.

Calciano: The other thing that I wanted to follow through on, you mentioned that the office of the Chancellor has too much power and the administration has too much power and it needs to be changed, and you also used the same phrase about the whole of our United States institutions, but concentrating now on just the University, what are your practical solutions to ... what are your proposals for changing this?

Omatsu: Well, like I know that I've given just what's wrong with the University, and like I don't know if I'm really qualified to say what I think, you know, what I think as far as actual concrete programs that should be initiated. Like it's very hard to say, to propose alternatives to what's happening now, and a lot of times arguments are rejected simply because you can't propose alternatives, you know. Like a lot of times the phrase is given, "Well let's accept what we have now, because it's the best thing that we can think of at this time." And you know there's a lot of meaning to that particular phrase, but there's also a lot of, say, well I can't think of the correct words to use, but a lot of ... well it strikes me that a lot of staticness, like nothing's going to change, you know. Like people become content and ossified with the way things are going. Like the main thing that I think at

least the Chancellor and the people in the administration have to recognize is that there is a problem on this campus. Like I still think that a lot of people are under the impression that Santa Cruz, say, is a riot-proof University and that everyone here is happy. And until people start realizing that this isn't the case, you know, changes aren't going to occur. Also I'd like to see more student participation just in terms of governing bodies within this University. Like I think ... well during the first boycott we had, you know it struck home right there that there are very few students participating on things like admission committees, on college planning committees, or anything like that. And....

Calciano: Now which boycott was this?

Omatsu: This was last quarter sometime.

Calciano: Okay. I've been interested in watching the various movements that have been taking place, and I've talked to both students and administrators, and there seems to be a kind of a communications barrier in that the administration, as you say, may not perceive all the things that are agitating you, and yet on the other hand I think that the students are a little bit naive in what they think the administration can do and can change, because they in turn are having to answer to

the Regents and the Governor. Now do you think the students are very much aware of the way the power lines are set up and of what their protests can and cannot accomplish?

Omatsu: I think a lot of the students are very much aware of this and it does bother them. Like we all do, in a sense, have a conscience, and we know that ... like I was in somewhat on the planning of just in general taking over the Central Services Building I wasn't involved in the occupation. But the people who were involved in the occupation were very much worried in terms of just what was going to happen, not only to themselves, but also to the University. And when they did propose their action, many, many sleepless nights were spent by many, many people just on thinking about the consequences of, you know, what they were doing, why they were doing it, what was it going to accomplish. And like most people agree that the occupation of the Central Services Building was a good thing, you know, now in retrospect when you look back on it. And....

Calciano: Why?

Omatsu: Well I think for one thing it shocked a lot of people that, you know, Santa Cruz isn't the perfect place, like people do have grievances. And like you could

have talked to Chancellor McHenry probably before and Chancellor McHenry would have said, "Nothing like that would ever happen at UCSC." So the very fact that it happens makes the Chancellor think about the problems involved, so he's more aware in that sense. Also it started a lot of other people thinking, and, well see I've been talking with one girl who was at Berkeley last quarter, and as you know, Berkeley was on strike last quarter, and this particular girl wasn't on strike, and she said every time she went to class and had to cross the picket line she really felt bad because she felt like a scab or a fink, you know, whatever you want to call it. And then she started thinking about it, and she realized that actually in a sense the strike was a good thing, because what the strike had started her doing was starting her thinking about just education in general and what she wanted from her education, and what were the deficiencies of the education there at Berkeley. And the same thing has exactly happened here on the Santa Cruz campus as a consequence of the occupation of Central Services. Because ... I don't knew if you've sensed this yourself, but if you walked into dining rooms before this particular action, a lot of the conversations that go on in there are really inane, like the people

are talking about such and such or this and that. If you walked in a dining room since the occupation, since this thing started about the strike, you'll find that many, many very interesting and very, you know, cogent conversations are going on just on the question of what is education, what is education to me, what does this University mean to me, where should the University be going. You'll find that people are thinking right now more and more about the questions involved, and I think that's generally a good thing that's happening.

Calciano: How involved are you in.... You're fairly involved, or have pipelines into the radical movement, right?

Omatsu: [Nods head]

Calciano: Well I am kind of curious to know the anatomy of the rebellion or protest, because when I first saw the barricading of Central Services, I really did wonder whether all of you kids were agreed on what you were doing it for, because as I sort of sampled the crowd, different kids were sitting there for different reasons.

Omatsu: Well, a lot of these things I wouldn't like to go into ... I'll go into them after the tape is over and I can tell you them personally. Because like a lot of people, you know, could get hurt with just this

information going out. You know, like you said, I could request that the information would not go out until after I graduate, but a lot of these people are coming back next year and it's still going to get them. So I will tell you about them, but after this tape is over.

Calciano: You can't talk in general terms?

Omatsu: Well.... Well, I'd rather not.

Calciano: Okay.

Omatsu: I could specifically say, though, in terms of just from say the Third World people on campus, when the occupation of Central Services was going on, like basically the occupation was spurred by say the beatings and things that were going on at Berkeley. And if you talked to a lot of the black students and some of the Chicanos and some of even the Asian Americans, you'll find that like a lot of them were really upset. Like I know Ho was upset, and I was upset to a certain extent, but not as much as say Ho or many of the black students, but basically what we were saying was that we really felt bad that it took something say like the shooting or beating of white kids to motivate white kids to action. Like last quarter, if you remember, Berkeley was on strike, and one kid, one Mexican-American kid, was beaten over at.

Berkeley and he was in a coma for a few days and they though the was going to die, but he didn't fortunately. But like, you know, nothing happened at other campuses. Also black people get killed in the ghettos every day. And black people are beaten and things at other campuses, still nothing happens. The same way with Chicanos. And like as far as Asians go, like in Vietnam, you know, Ho's own people are being killed every single day, but still nothing happens. And then say one kid gets killed at Berkeley, and he just happens to be white, and suddenly all the white students decide that this is enough and that, you know, this has got to stop. So like a lot of the Third World people are really upset just about this I guess you could say, kind of mentality or kind of commitment to things. Like most of us are supporting the strike and everything, but we're supporting it with the reservation involved that look, you know, the action at Berkeley is connected with everything else that's going on. The same thing that's happening in Berkeley is happening in Vietnam; the same thing that is happening at Berkeley is happening on a lot of other college campuses all around the place, but it just happens to be the colored people who are getting hit at those places. And it's really harder sometimes to

make some people understand. Like a lot of people are just saying, well they'll come out and say something like, "I condemn the violence that's happening at Berkeley." And they don't realize that the violence that's happening at Berkeley isn't limited to Berkeley alone. It's one big thing that's happening all around the place. Like there's one petition or something that was going around condemning the violence at Berkeley. Well you know it's like striking out at symptoms, erasing symptoms -- you're not striking at the basic cause.

Calciano: Well this is the thing that struck me though, that in a way the protests are striking at symptoms or are symptoms, and I'm not sure that the protestors necessarily have viable alternatives to offer or have specific ways of approaching their goals, of changing in this case the University to meet the goals that they are protesting for. And the alternatives in some cases almost seem to be either the present system or anarchy.

Omatsu: Well yes, that's an argument that's always used. Like, you know, it's obvious that these actions that are going to be taken on Monday and Tuesday aren't going to lead to anarchy on this campus or anyplace else.*

* Ed. Note: A general student strike (i.e. boycott of classes)

Like everybody that's participating in it and everybody who's observing know that this is just one step in one direction. Like this direction could be towards anarchy ... I don't think so myself. I think that what this one step is doing is making just a lot of people reassess where the commitments in life lie. Like a lot of people if you just go in the dining hall and start listening to people, you'll realize that a lot of people simply just haven't thought about these matters before. A lot of people, you know, while they criticize Reagan and they criticize the Regents and things, they've looked upon the Regents as a benevolent type of body, and a lot of people are starting to reassess these judgments on things. So like I think this action that's being taken right now, that's being planned on being taken, is just one step -- one step, just to make the people start to think. And from this, once you start a lot of people thinking, action will follow. And I think that because the people are thinking, the action which will follow will be a rational type of action. It won't lead to anarchy.

Calciano: I'm afraid of the polarization because I see the

---

was planned for Monday and Tuesday, May 26 and 27. Actually some striking began on Friday, May 23, but the main effort fell on the 26th and 27th. See page 159 for the list of strike demands.

reaction of blue-collar and white-collar type people all across the state. They react immediately to this kind of thing and very negatively and it are you people afraid that you're going to bring down more consequences on your head than....

Omatsu: Well see when consequences do come out ... say like the Regents or like the power structure, let's say, of the state, and I use that abstractly you know, I don't know exactly what I mean ... like do you say Governor Reagan is in the power structure and he's the power structure, or do you say well it's actually some kind of military-industrial complex in California, but there is definitely some group which has the power in the state which, say, ordered the National Guard into Berkeley* and also ordered the helicopter unit to come by and drop blister gas on the people, so there is some alternate power around here someplace. But anyhow, when the power structure does strike out, it strikes out indiscriminately ... like people get hurt who are innocent, and this I think is happening now. Like I don't think Reagan realized the amount of protest against this particular practice that he's coming up against,. And see like Reagan is committeed to a hard-line proposal. Like if he backs out now,

* Ed. Note: In the People's Park controversy, Berkeley, May-June,

it's, you know, he's not going to look very well. So like he's getting to the point now of where's he striking out, and say maybe it began just against students and hippie types in the park, but it's going out to a larger segment of the community now. Like storeowners in Berkeley are complaining. A lot of residents of Berkeley are complaining about the martial law in Berkeley. A lot of ... well even Chuck Grimshaw, like you know, my friend, Greg Ward, editor of City on a Hill Press called up Chuck Grimshaw because he found out that Chuck Grimshaw is the man to call up if you want to find out what's happening on this campus. Because like if a student calls the Chancellor, the Chancellor isn't going to tell him very much. If Grimshaw calls the Chancellor and says, "Look, I'm a taxpaying citizen, and I want to find out what's happening," he'll find out more than the student. So like Greg Ward found out that Chuck Grimshaw, the supposedly leader of THE* here in Santa Cruz, is very much for the thing on People's Park, and he was really upset when the violence did take place

---

1969.

* Ed. Note: Taxpayers for Higher Education (THE) is a citizens' group formed to protest the student unrest and violence on the University and State College campuses. The ad in the Santa Cruz Sentinel, January 9, 1969, page 28, stated that THE "will be the American voice that says to the 'IDIOT LEFT' PEKING ORIENTED communist campus revolution¬aries and their fuzzy brained

up there. So you do find a polarization, but it's a type of polarization in which the numbers on the repressive forces are getting less and less. And like the other people are suddenly finding that they have no choice but to go over to the other side.

Calciano: I guess I wasn't ... when I was talking about polarization, you're certainly right about the Governor and so forth; I was thinking more about bond issues getting voted down by multitudes of citizens who are not members of a "power structure" themselves, and I keep wondering whether subsequent generations of students aren't going to be paying the price and subsequent generations of faculty aren't going to be paying the price because ... I don't know, it's [unintelligible].

Omatsu: Well I think the people realize.... like if the people who are, say, ordering the National Guard in and things like that, if they're really thinking about the problem, they realize that as they clamp down with more and more repressive legislation, as they just go towards more, say, a fascist state in general, that they realize that the only alternative that becomes available to the dissatisfied people is revolution. And like I think they're smart enough to try to get

---

followers that WE HAVE HAD ENOUGH...."

around that, so they're not going to, say, repress great segments of their population. And see like that I think is a mistake that Reagan made politically this time ... like probably he didn't realize it, but he's repressing quite a segment of the population. And like it should be interesting just to see how, you know, the people of California react towards their governor in subsequent opinion polls.

Calciano: Yes, it would be. Well to come back to more local matters, in spite of ... well I shouldn't start out a sentence with "in spite of" (laughter), but are you glad you came here to the University with its faults?

Omatsu: Yes, I am. Like when I say Santa Cruz has a lot of faults, I don't mean that everything is wrong here. Like I do think a great many things are wrong here, and I think that a lot of people just don't know about these things which are wrong. But there are some good concepts here at Santa Cruz which I'd like to see carried out. Like in a sense Santa Cruz, say, has gone halfway. Like the whole thing about it was that it is an experimental college. But like a lot of the people here are afraid to experiment primarily because of reprisals. You know, like it seems to me like the Chancellor seems to be very reluctant to try new things. Like his plan was new and anything that

anybody else would like to try, you know, he doesn't want that attached to the plan. And I'd like to see the ideas along the line of the experimental college just carried out a few more steps further. Like the thing about, well you could say something like, well the small college, you know, the cluster thing, is really a good idea, and it has all kinds of consequences that could be carried out a few steps further if you wanted to.

Calciano: Could you be more specific?

Omatsu: Like in the small college complex you have in a sense ... well in a sense the colleges really don't have a sense of identity. I think the colleges could develop more of a sense of identity. Like you do have something like a UCSC community ... you don't have a Stevenson community; you don't have a Cowell community, or Crown community. I think these things could develop you know, if say the students had more of a voice in determining just how they wanted their college to be. Like the only thing that ... like the people are in a sense different at Stevenson and Cowell. But the big differences are in terms of geography and in terms of landscape. Like a lot of times unless you, say, looked at the Cowell fountain, you couldn't really tell you were at Cowell, or things

like that. And in that sense the things could be ... I realize that, you know, like these are things that I really haven't thought about concretely. But they're just more or less amorphous things that I think could develop if people wanted to experiment more and more. Like I understand, like I wasn't here the first two years in Stevenson, but there was a Provost, I hear, named Charles Page, and I heard that he was very much in favor of just trying new things. Each year he was very dissatisfied with just say perpetuating what it was before; he wanted to strike out and try more things. It seems that that type of pioneering spirit has kind of left Santa Cruz, you know, at least for the present. Like people are more or less now saying, "Well, we have an experimental college in the sense that we have a pass-fail system; we have a fairly small student-faculty relationship; our administration is somewhat benevolent to us; you know, they do respond to our demands and things like that," so it seems like a lot of the students themselves have become somewhat self-satisfied, and like they're afraid to reach out and try something else, because ... well as all of us know, change is very hard to take. Like it's very threatening to ourselves, you know, whenever you have to change. But at the same

time, if you really want to progress towards something, you've got to change. And like the world 3s going to be changing outside of Santa Cruz and unless Santa Cruz can change with the world, it's going to end up in something like, you know, like somebody said, it was the old idea, old concept, of a university, and it's going to end up like -that if it doesn't keep changing with the times.

Calciano: When you said the Chancellor was very reluctant to add changes, were you thinking of Malcolm X, or.....

Omatsu: Yes.

Calciano: Nothing else in addition?

Omatsu: Well he's also been reluctant to say just change different policies in general. Like the resident ... well you can take something, you know, a trivial matter like intervisitation.

Calciano: Yes.

Omatsu: Which isn't really trivial to some people. Like they feel it is a very important problem. But think in the context of things it is rather trivial. But you take something like intervisitation, like the Chancellor has, you know, liberalized his concept of intervisitation each year, and eventually there will be 24-hour intervisitation on this campus. But as far as the amount of work that students have to do in

order to convince the Chancellor that changes have to be made you know, it's really in one sense disillusioning, because you have to do so much work just to get that amount of change. And like, you know, this year there is a movement at all four colleges just to make something to the extent that each housing unit could determine its own hours. And like the colleges voted on it and things like that, and decisions were made, but still, ultimately the Chancellor had the power to accept it or deny it, and in most cases he voted against whatever was going on.

Calciano: When I asked are you glad you came here, you looked like you were going to come out with some more reasons. Did you want to mention anything else, on either side, before we close?

Omatsu: Yes, yes ... I think that most of the faculty members are very, very good over here. Like many of them are ... like you don't find this at some other places, like a lot of times the faculty members are very aloof, and they aren't connected with, well they aren't very responsive to students in general. But many of the faculty members that I've come across do, like if you do have complaints about how they're running the course, or just the general direction of their subject matter in general, you'll find that

they're willing to at least listen, and in most cases they will respond by changing certain things. Also like this thing about ... well the thing about the whole strike that's being planned, you find that a great many faculty members are very sympathetic to the whole thing. And like this is something that's really kind of good because you do have a great sense of community within the University of California at Santa Cruz. Like everyone is in a sense together. And like you know, like Mr. Buckhout is not coming back next year. Mr. Buckhout spoke....

Calciano: He's a visiting professor, right?

Omatsu: Yes, he's a visiting professor and he wanted to be rehired for the next year, but matters came up and I think it was basically in the political views that he was not, he did not get a permanent job. So he will not be back next year. But like he got up when we did have our Third World Rally last quarter, he got up and he was saying that he's really enjoyed just working with the students because for the first time in a long time someone had called him Bob you know, like usually it's Dr. Buckhout, or Professor Buckhout and things like that. You usually tend to forget, well, that professors are people. You usually think of them as Ph.D.'s, as authorities in their field. You kind of

forget that they are people just like anybody else. They have the same problems; they have the same gripes about things. And like this does happen at Santa Cruz to a great extent. Like you do relate to the professors as people. And like it's really happening right now, like in. the strike planning, like you do find that a lot of professors are coming out and they're actually starting to say in public what they've been saying in private long before. So that's another thing that I kind of like about the whole thing. Also -I just kind of like, I guess you could say, the general concept of education here. Because like I do realize that there's certain things that have to be changed, but I think that the ultimate goal in everybody's mind is basically the same. It's just that some people think that the goal has been reached and others realize that it hasn't, that it's long from being reached. Like I still get the impression that the Chancellor seems to think that everything with this University is right and, you know, like I just get that feeling ... I hope I am wrong but like it seems to me that he went in and he built Santa Cruz as the answer, say, to something like Berkeley or UCLA, and he believes it is the answer and needs no modification at all. And like I know that talking with

a lot of other people, they realize that there are certain faults and these faults are going to have to be corrected. And in a sense everyone is working in the same direction just to make education, you know, more relevant, more meaningful, more responsive just to the needs of the people in general. And I think that is happening to a certain extent now, but I think it's going to have to be improved upon. Also I think that the students who come here by far are, you know, like a lot of them really don't know what's going on, but most of them do have good intentions. Like you'll find that most of the people who get out of here are going to be very interested, in social change in the future. Like they aren't going to be the people, I hope, who are out there repressing other people. In fact that's one of the things why we'd like more minority students up here, because like the argument follows that if there aren't very many minority students up here, the people here aren't going to know how to relate to them later on. And like here's the time to do it right now. So like hopefully a lot of these people who are going to be graduating from here are going to be somewhat, what you might call the [unintelligible] of this country. Like you're going to have a lot of corporation people who are leaders of

corporations; you're going to have a lot of top professors at other campuses who are graduated from here; you're going to have a lot of people who go into government and determine government policy for years to come, and you know, like all of them do have good intentions, but you know a lot of them also aren't aware of just what's going on. And hopefully, you know, they can be made more aware. This is why ... like I realize that say something like ... if you talk just in terms of solutions, say, to the race problem, like bringing more minority students to UCSC isn't going to solve the race problem. It isn't even going to really make a dent in it, but like it is going to make people, certain people at least, realize that certain things have to he changed, and that when these changes start taking place, that they aren't going to stand in the way of these changes.

Calciano: Umhmmm. What are your own plans for the future?

Omatsu: Well I've been accepted to grad school for next year so I will be going to grad school most likely. And I....

Calciano: Where?

Omatsu: I've been accepted at Yale Grad School. And I haven't at this time made up my decision on the draft; like

that's going to be a problem that I'll have to hassle through, and I'll probably spend a lot of sleepless nights just about that. As far as ... if I say do get into grad school, what I plan to do is major, I guess you could say, in social psychology. And I'd like to go into social psychology with a natural field type of approach ... like I'm very much down right now, and this might be my state of mind right now -- like it might change in a few years, but I'm very much down on just artificial laboratory studies in psychology, because I feel that the laboratory situation is artificial, and if you want to really know about people, you're going to have to go out there ... you can't bring them in here. So that's what I'd like to do. Also I'm very much interested just in the area of ethnic studies, and this is primarily [unintelligible] out of the work connected with Malcolm X college in general. Like I realize that in, just in terms of Third World people, the Asian Americans, the Japanese Americans in particular, there just hasn't been much work done. Like if you start ... like if you ask me right now what books could you go to, you know, to read about the Japanese American in this country and what problems he has, I couldn't name a single book. Because like the books haven't been written yet.

Calciano: There's a lot of literature though because I've studied it.

Omatsu: Yes, but the thing....

Calciano: But you have to go back to the source materials.

Omatsu: Yes, but you see the literature by far ... like a lot of the literature has been written, say, from a different type of viewpoint. Like generally the Japanese American has been pictured as someone who's made it. And like everything is centered around the fact that he's made it. In fact you'll find somebody like Hayakawa standing up and saying that the blacks should follow the Nisei because the Nisei has set the example and the blacks should do the same.

Calciano: Well as a historian, I didn't mean reading what somebody else has written, I meant going back to newspaper accounts during the period of the Japanese immigration, and the state reports, and the hate literature and so forth ... so there is material there.

Omatsu: Yes, but as far as just, you know, editing, I guess it's called, and putting it together, it just doesn't exist. So....

Calciano: That may be.

Omatsu: So just because I am interested in this area, and also because I feel that there is just a general need here,

just in general interest of say some quasi-concept of truth, you know, something like that. Like certain things have got to be done. So I am going to see if I can do some work on ethnic studies along with social psychology, and like these two areas do fit together very nicely, so like that's what I'd like to do. My long range plans would be something to the extent that I'd like to teach sometime in a college or university and do research at the same time, and that's where I'm oriented right now, although things may change, but I have been thinking in terms like that for about maybe the past two or three years. So that's what I'm trying to do.

Calciano: Is there, anything else you'd like to add before we close?

Omatu: No. That's about all I can think of.

Calciano: Thank you.

Omatsu: Thank you.

Editor's Note:

In many of the subsequent interviews, reference is made to the list of strike demands drawn up by the Strike Coordinating Committee and published in conjunction with the UCSC student strike of May 26 and 27, 1969.

These are the strike demands as they appeared on page 2 of The Strike Daily published Monday, May 26, 1969:

1) The University of California immediately meet the requests of the People's Park Negotiating Committee to return the park to the people. The
2) National Guard and outside police must be removed from Berkeley and the state of emergency must be lifted.
3) The University of California, the City of Berkeley and the County of Alameda must pay for all medical and legal expenses incurred during the disorders since Thursday, May 15, 1969.
4) All charges against persons involved in actions to save the People's Park since Thursday, May 15, 1969, must be dropped and all arrested persons must be released.
5) Legal action must be taken against those administrative, governmental, and police officials who perpetrated the violence at Berkeley and the present structure of planning and administration of the University be revised to give the students and faculty significant voice in the making and implementation of decisions.

In an earlier version of the strike demands, published in The Strike Daily on Wednesday, May 21, 1969, the first four demands were virtually the same as above, but the fifth one was worded as follows:

1) Chancellor Roger Heyns must resign in accordance with the U.C. Berkeley AFT local 1474 resolution of May 20, 1969: "We declare that we no longer have confidence in Chancellor Heyns and demand his resignation." The new Chancellor must be appointed with the approval of the students and faculty of U.C. Berkeley.

Name: THOM A. GENTE

Date of Birth: 11-29-43

Place of Birth: LOS ANGELES, CALIFORNIA

Home Residence: 518 WASHINGTON ST.
SANTA CRUZ, CALIF.

High School: WM. H. TAFT

Colleges Attended: UCSC

Year you started at UCSC: 1965

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

Resident or Commuter: COMMUTER

Married: SINGLE

Major area of study: HISTORY

Other fields of academic interest:
LITERATURE
PHILOSOPHY

Activities and offices held:

LIBRARY COMMITTEE 1966-67

THOM A. GENTLE May 26, 1969 2:30 p.m.

Calciano: Well tell me, first of all, why did you come to UCSC? How did you decide to come here?

Gentle: I had previously been to UCLA, and then I was in the service for about three years, and when I decided to come back I wanted to come back to the University of California, and I wanted to come back to a smaller campus. I was attracted by the concept of UCSC and by what I thought was the uniqueness of the ideas behind it: the college system and the close contact which was available between the students and faculty. That is essentially why I came.

Calciano: How did you happen to hear of it? Were you in the service at the time that you applied?

Gentle: Yes I was. I was in the service and a friend of mine who is a friend of my family's had read ... in fact I think it was something in the newspaper, that the campus was to be opened, and I'd lived in this area before.

Calciano: Oh, you had lived up here?

Gentle: Big Sur, yes. Some.

Calciano: Oh! With your family, or....

Gentle: Yes.

Calciano: I see.

Gentle: So I was interested and I did make application and was accepted.

Calciano: Well how long had you been at UCLA?

Gentle: A very, very short time; in fact I had never even ... I registered, but then I never completed my courses. I went into service; it was right after high school.

Calciano: And you were in the service four years?

Gentle: No, about three years.

Calciano: What were your first impressions of UCSC when you got here?

Gentle: Well. ... a ... let's see. I was a little ... I had been up once before early in the summer when construction was going on. And then when I came up in the fall, I was a little surprised at how unfinished everything was. And I had a little, being I lived in the trailers for the first year, I had a little trouble, I suppose, kind of adjusting. You know, making the transition from the service up to the University. I couldn't, for instance, find very many people my age who had common experiences and so forth like this, but that soon worked itself out, and I don't know, it worked pretty well, and then the first year you're very busy. Everything's scheduled right

[unintelligible] scheduled days are full and so I lost myself in work. (Laughter)

Calciano: And then you did find, you did then find friends though?

Gentle: Un-huh.

Calciano: Even the students who came in as freshmen at eighteen commented on how young the place is, so it must have seemed exceedingly so to a person three years older. Do you like the small college idea?

Gentle: Very much so, yes. It's ... I think it, I think where we have the possibility here of a close student-faculty relationship is something that simply isn't available at larger places. And it's something that perhaps given the situation right now that a lot of people should keep in mind. The availability of the faculty, the sincerity of the provosts and so forth like this, makes the small college concept very attractive.

Calciano: I couldn't quite hear your sentence. You said, "In a situation like this it's ..." ... what?

Gentle: I was referring to what we have right now.

Calciano: The strike.

Gentle: Yes, the strike. And the, this whole situation. I think that people should, can be very appreciative of

what is being done by the faculty, by the college administrations, the provosts in particular, and so forth to come to some kind of an agreement, you know, simply spending time making themselves available whether it be a luncheon, offices, taking the time away from their own obligations for ... this is something which, as far as I can make out in talking with people, is simply not possible in large institutions like San Jose State or even Berkeley. Obviously it's one of the problems, so I'm all for this.

Calciano: Umhmmm. Now let's see, you are in Cowell College. It was the only college when you came, and you never cared to change, I gather.

Gentle: No. No. I'm very happy there. Part of it is because I'm a history major, medieval history, so I found that my wishes were satisfied by that college, and I had no great desire to change.

Calciano: Do you find that there's quite a difference between the four colleges or not?

Gentle: I really couldn't say too definitely. I mean. I think part of the problem is that if you're a commuter and don't spend too much time on campus, you can kind of lose ... well, not have a clear feeling about this.

But a ... I really don't know. Perhaps it's because a person knows, for instance, that Crown, Crown's emphasis is science, Merrill's emphasis is essentially economics, political studies, Third World and so forth, that one superimposes that knowledge upon the place itself. I just kind of feel that Merrill, for instance, is much, much more contemporary and active, politically acute, aware, than say Cowell is. Cowell of all the colleges seems to have more of a, it's kind of what you call an inner solidarity, perhaps it's because I know it better and have spent more time there, but it seems that, and perhaps it's because it's been here a little longer, and I think also because it kind of ... the college administration, the college seems to be a bit closer to the students. The students know one another, have more common interests I suppose, I think this even extends to the faculty.

Calciano: You've lived off campus for the last three years then, or just....

Gentle: The last three years. Last year I was in Germany; I was on the Education Abroad Program.

Calciano: Oh, you were!

Gentle: I spent the year in Germany, so I've been sway.

Calciano: What did you think of the Education Abroad Program?

Gentle: Well essentially I think it was, it was very good; I have mixed feelings about it. I have a lot of criticisms of the program.

Calciano: Such as?

Gentle: Well I was at the [unintelligible] Center in Germany, which is a....

Calciano: The what center?

Gentle: The Center in Germany which is Goettingen. The basic problem they have is trying to ... trying to integrate the two systems, the American system, California, the University of California system of education, and the German system. It's a very difficult problem. And if the University of California administration, the director of the program, and the assistant director, are not adept at doing this, are not adept administrators, then the whole program can suffer. And in my opinion this is what happened last year. The Director they had over there for one reason or another wasn't too adept at handling the difficulties. There's the problem that a student, the normal student, going to Goettingen and studying has to be very conscious of making, for instance, progress towards his degree for one reason or another ... the draft, for instance.

Calciano: The normal American student going?

Gentle: The normal American student.

Calciano: Right.

Gentle: So, to make a long story short, he is essentially channeled into certain classes. There's not a very wide range of selection. The University itself offers marvelous possibilities, but those can only really be taken advantage of by a person who is completely free, because a student has to be graded, for instance, to receive a grade. He has to go into classes which are selected and essentially which have tutors which will do the grading, because the University does in fact require grades and so forth like this. So consequently he's advised not to ... it's recommended that he not go to certain seminars. And this is a problem.

Calciano: Well now since you already had your service out of the way, did you have more freedom of choice, or not?

Gentle: Well in the sense that I ... not really ... ironically enough in my own field, which is medieval history, I simply wasn't qualified to take full advantage of what was offered there, because hadn't had enough language background, this kind of thing.

Calciano: I see.

Gentle: Plus too, there's a simple kind of mechanical consideration. By that I mean, to give a case in point: if a person does take one of the quote "recommended" courses, he will receive credit time or unit time for the time he spends in the lecture and also toward the sessions he spends with his tutor. Now these courses aren't terribly difficult in comparison to what the Germans call their seminar courses in which a small group of people, usually limited to fifteen or twenty, meet directly with the professor or his assistant and they give papers and so forth. It's the equivalent of an American graduate seminar. Now a person with permission from the Education Abroad Center at Goettingen can go ahead and take one of these advanced seminars which entails a lot of work, an awful lot of work, and a good command of the language. But then ironically enough a person will put an awful lot of work into this, but because he has no tutor, he'll only attend ... perhaps the seminar will meet maybe one or two hours a week ... he'll only receive one or two hours credit.

Calciano: Oh.

Gentle: Then too, because there's no tutor for the course, which the University has to pay for, the director must

contact the professor and ask for an evaluation of the student's work. Usually German professors are never in the habit of saying, "This student is outstanding."

Calciano: (Laughter)

Gentle: Because students simply aren't outstanding in their opinion, so he'll say his work was good, satisfactory. Now to the administration at Goettingen that's the equivalent of a B or C grade, which to my mind is completely silly. So there were problems like this. A lot of times

Calciano: So you were given a B or C on letter grade by our administration.

Gentle: Umhmmm.

Calciano: Even though our campus is pass-fail.

Gentle: Yes, yes. All grades that we will receive, that people from this campus that went over there receive, were letter grades. But the irony of the thing is that a person takes on work which is very difficult, but much more rewarding....

Calciano: And he's penalized.

Gentle: Well essentially he is penalized and ... well it's a difficult problem. But the experience is very good though.

Calciano: You're glad you went?

Gentle: Oh yes, very much so. I'm going back, possibly next year.

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

Gentle: Pretty much so, yes. I ... when I was in the service I became quite interested in history, the field I'm majoring in now, read a lot, was essentially decided upon it.

Calciano: This was just reading you did on your own? You weren't stationed somewhere that sparked your interest then in medieval history?

Gentle: No, not really. I just did it myself.

Calciano: What do you think of the history department here?

Gentle: Well....

Calciano: Should I mention you raised your eyebrows? (Laughter)

Gentle: A ... I think it's a, it's a good department for its size. The thing that I think is good about it is that it's ... it doesn't seem to have the problems, at least not yet, which I would associate with traditional larger departments in universities. The department isn't so traditionally structured. We don't have senior members of the faculty that have kind of entrenched themselves in departments as chairmen ... this kind of problem. There's a great diversity here in the history department which, I mean amongst the

faculty themselves. For instance, their views of history, some people are very traditional in theirs while others have taken a more what shall we say, "liberal" view of the historical discipline? So this makes for diversity, which I think is very healthy. But at the same time I think it's difficult: for the department itself, as I understand it, to come -to any kind of, kind of commonality of purpose in the study. And I don't say the program suffers from this, but... And again I think this is only, this only affects the kind of administrative workings of the history board of studies. But I'm very pleased with the department. The only thing, I think it obviously will become better when it becomes larger and there's more of a possibility to choose. As it is now, one usually has one person in one's major field of study who one has to work with and take the courses from and so forth like this. And this can be, this can be good if it's a person that one works closely with and well with, but at the same time a person might wish for a little more diversity. But I think, I think it's very good.

Calciano: As the departments go, is it one of the stronger ones or one of the weaker ones do you think?

Gentle: Well it depends. I think, I think ... [pause] I don't

know really who ... it's weaker; it's weaker in the sense that they, as far as I can understand, they do kind of lack this coherence that you find in other boards of studies here. And again I think this is, might be because of the inherent variabilities of history like I said. You know, you have people that view history one way and others who view it another way, and there seems, again as I understand it, to be this conflict amongst the history board people themselves. This is just what the discipline means. And I don't ... I really don't think this affects how history is taught here. The possibilities are very good. There are some very good people, and. I think in that sense it's one of the stronger departments. But I look upon the diversity possible as a ... the positive side. I think I'd shrink away from a department, and this is obviously I think what can happen, that I'm sure does in more traditionally structured departments, older departments at larger institutions ... is that a certain man, or a [unintelligible] of people get into this department and then form the department. They do their own hiring and form the department along certain lines. That's something that I wouldn't like to see happen here; I don't think it

will. And that's what I think is strong.

Calciano: Did you do much independent study?

Gentle: Independent study? Not so much actually. In fact, I don't think I've taken an independent study course.

Calciano: Did you do a thesis?

Gentle: Yes.

Calciano: But that's not considered independent study, or....

Gentle: No, it's set up in the history major whereby a person in his senior year can take a thesis, which is a two quarter, or sequence, in lieu of taking two more, two other history courses. And then everyone usually takes what they call History 197, which is a directed reading and preparation for the comprehensive examination.

Calciano: So you do have comprehensives, too?

Gentle: Yes.

Calciano: What do you think about pass-fail?

Gentle: Um ... I'm essentially in favor of it. I think that if the teachers and instructors will take the time and be conscientious about writing careful and meaningful evaluations, it's a very good thing. It allows a person to concentrate perhaps some of his time in two subjects; spend a lot of time in those subjects and

then the necessary amount of time in perhaps a third subject, and he'll of course pass the course, which would be all right, and it won't affect his overall ... it won't affect the overall picture of his performance as detrimentally as it would I think with the grading system whereby he slacks off on one course and receives a C, and where the grade point average is important it ruins that. [Unintelligible.) But I really don't know enough about the problems of getting say into graduate school with this system. I tend to think [unintelligible].

[The volume at this point became very faint.. About five lines of Mr. Gentle's answer could not be heard.]

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

Gentle: Student-taught courses, no.

Calciano: Now is there anything about UCSC or the colleges or the faculty or the classes or the administration that you would like to see changes in, or that you were disappointed in?

Gentle: [Long pause] Can you turn that off?

Calciano: Sure.

[The recorder was turned off while Mr. Gentle thought about the question. A moment or two later he signaled that he was ready to answer and the recorder was started again. It recorded at full volume for his first two sentences.]

Gentle: One thing I'd like to see, and I think it's happen ... happening gradually is I'd like to see more older students hero for....

[At this point the microphone or machine unaccountably stopped recording. As soon as the interviewer noticed the volume needle was not jumping the machine was stopped, restarted, and with no fiddling or adjusting the machine began recording properly. Twenty feet of tape, however, (approximately equal to two pages) did not record.]

Calciano: There, I think it's okay.

Gentle: We'll go again.

Calciano: Yes, I hope we got that last part. Um ... where do you stand on the student strike?

Gentle: Well, first off, I'm in sympathy. I'm in sympathy with most of the objectives of the strikers, as I understand it. That is I think one of the most

difficult problems is understanding what the objectives are. I don't agree with all the objectives; particularly I don't think the first objective of returning the property to the people, the People's Park to the people, is correctly stated. I can't accept it the way it's stated right now. Personally I feel that the way it's being carried on now, the strike, blocking the entrances and so forth to the college, is realistically separated from political reality. This is something that really bothers me. 1 think that most of these people, the strike coordinating committee, or whatever it's called, have divorced themselves really and in a pathological sense divorced themselves from political reality. They aren't taking account of what's being done in Sacramento, of what Governor Reagan is doing, or what the people of California think. I don't ... they really aren't taking account of what even Santa Cruz is thinking, I'm afraid. And this I see as a real danger. The way it's set up now, this being Monday afternoon, if this goes on again tomorrow, nothing has, nothing really accomplished comes out of this. It's obvious that these demands as they are written up now are unnegotiable for most people. The people have

backed themselves up against the wall.

Calciano: When you say unnegotiable, you mean that the students aren't willing to give in and they are unacceptable to....

Gentle: They're unacceptable.

Calciano: ... to the administration, and....

Gentle: As I see it

Calciano: Right.

Gentle: So this in a way, sadly enough, is placing the students who support this thing in a very bad position, obviously. Come Tuesday night they will see, I'm afraid, that this has essentially not accomplished anything, and their backs will be to the wall. Either they let the thing go and I suppose kind of suffer loss of face, or they take some stronger measures -- plug the holes in the picket lines as they say. They rope off Central Services or something like this. And undoubtedly I think then there will be certain. consequences that will of course follow. Now the question is, I think ... this obviously, whether it's explicit or not, implicitly one of the desires of these people is to force a confrontation bore with the authorities.

Calciano: You think it's the desire of a lot of the people, or

of the nucleus, or....

Gentle: I think it's essentially a nucleus, but again this is something that I'm really ... that really kind of bothers me, as I get the distinct impression that again the objectives are very muddled and that people don't have a clear concise picture in their own minds as to what they're trying to do or accomplish. Some people do, obviously, I think, want to force some kind of confrontation for one reason or another. But again I'm concerned that most people, I think, are just taking advantage of the situation to ... well to ... I suppose some just to avoid work. I really question whether, whether some ... whether most of them are really deeply committed to it. For instance, things like, as I understand it, the destruction of trees, as evidently occurred by the Chancellor's House ... indicates to me kind of a childish attitude toward the whole thing, with a kind of a pathological attitude, which is to my mind a direct insult to the seriousness of the situation and to those 116 people in Berkeley who were, in fact, shot. Interestingly enough, as I understand it, last year during the Paris, the French revolu..., the student revolutions and so forth ... of course trees were torn down there for barricades and so forth ... but as I understand it, there was not one case of reported vandalism or looting. And I don't think anything like this tree business would have happened. I think there are other means of communicating. I'm

all for discussion. I don't think anyone should say, or be allowed to say, that the time for talk is over, or the time for action is over, without understanding the ramifications of that statement. And I think, too, the most important thing here is that we strive for some kind of a more meaningful relationship or realization, or what I call political reality here. That what in fact is being done here right now, I think, is a ... is completely unrelated to the larger reality of the situation.

Calciano: Do a lot of the students feel this way, or not?

Gentle: Well I'd kind of hazard a guess ... I guess that most of the people that are in the strike now, that make themselves kind of apparent, you know, wouldn't think this way.

Calciano: No.

Gentle: But I think that a lot of ... I'd say there: are a lot of the faculty who might think this way. And some of the faculty that I've talked to do, in fact, think this way.

Calciano: Think your way?

Gentle: Yes. The way I think ... and I, I don't know, again this would just be hazarding a guess, I would assume that some of the people that. have ... that would simply stay away from it all perhaps feel the same

way.

Calciano: Yes, I was out walking this morning trying to judge how many people were active in the actual picketing, and it seemed to be again the same two or three hundred. Now I didn't know whether the rest of the kids were sleeping and studying, or whether they were very much in sympathy but doing something else that I didn't see. I couldn't tell. [Pause] We've commented on several of the strengths of UCSC ... is there anything else that you would want to add in addition to what you've said about the good things about the place?

Gentle: I think again, as I said before, I'm really in favor of the overall plan, the attempt to somehow come to grips with this multiversity problem of ... through the use of smaller colleges, essentially autonomous, under the guidance of a provost. This, I think, has real possibilities. Ideally the channels of communication between administration and between students and so forth like this should be helped, or should be made a little more accessible by the breakdown of the departments and so forth like this, and this, as I see it, the small college allows. This I think is very, very good. I think that as the

college becomes larger, problems that exist between the campus and the city will work themselves out. These first few years are obviously going to be very difficult, are difficult now. One hopes that such things as housing will be taken into consideration, both by the campus as it gets larger, and by the community. This is going to be a problem, as it is already. But I think ... I'm essentially optimistic; I think that a better relationship can come about ... will.

Calciano: Well why do you think that? It seems to be going downhill instead of uphill in the last four years in a way in that before the University came I didn't notice very many people saying they didn't want it here, but now you'll hear townspeople griping about students -- mainly it's the appearances of the students, I think, that gets to them, and then the strike thing and all, and I wondered why you have cause to think that it's going to improve? I hope you're right. (Laughter)

Gentle: I think ... for one thing sheer force of number will eventually prevail. I think as far as I understand it, even before the University came here there were people who were not in favor of it. And I think you're always going to have a group of people, particularly in an

area like this, a retirement city, I think you're always going to have people who will be antagonistic toward the University and people who are connected with it. But I think with correct attempts to bring the community into the University, this is something I'd like to see too, a little more of real attempts to kind of involve the two together. I mean sometimes we have concerts and things like this, but there's really no, as far as I see, any kind of real meaningful attempt to bring the community up to the University or vice versa. Students have seen, some of them have seen, see that this has to be done, or should ideally be done and talk about educating the citizenry and so forth like this. But it's just a shame that this kind of desire has to come out of something like it is now ... that it couldn't, can't be done perhaps on a little more cultural level, something like this. I don't know. It could very well get worse, too, with the situation here.

Calciano: Well I think you're right when you say that sheer numbers is going to change the complexion of Santa Cruz because there'll be more faculty and staff living there and more graduate student; and undergraduates living in the community, but a ... well (chuckle) time

will tell.

Gentle: Umhmmm.

Calciano: What are your future plans, personally?

Gentle: I'm going to go on to graduate school.

Calciano: Do you know where yet?

Gentle: I'm still a little undecided as of yet. There's still a possibility that I might be going back to Europe, to Germany, to study at a university. Otherwise I think I'll probably be going up to the University of Toronto.

Calciano: Oh?

Gentle: To the ... they have what they call a Medieval.. Studies Program, a Pontifical Institute, so I'll probably be going up to that.

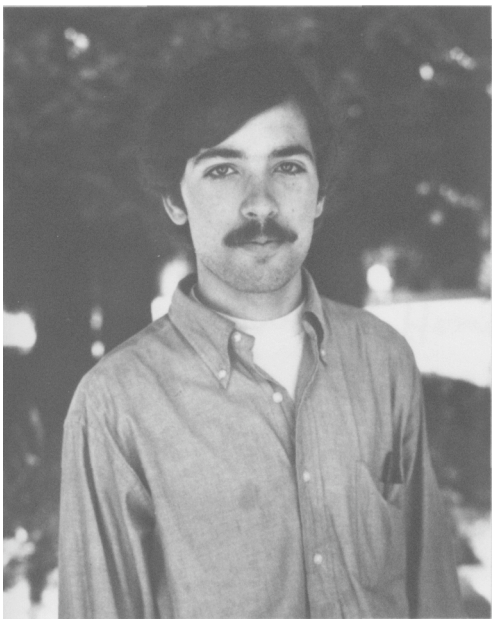
Calciano: And then you want to pursue an academic life I gather?

Gentle: Yes.

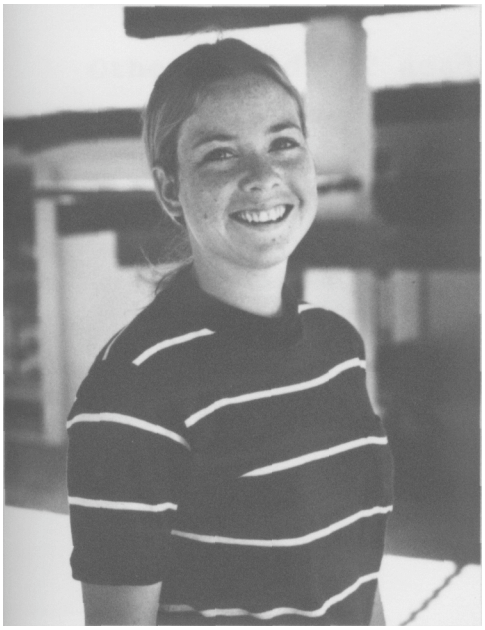
Calciano: Very good. Is there anything else you want to say that I haven't happened to ask about?

Gentle: Well ... I can't think of anything.

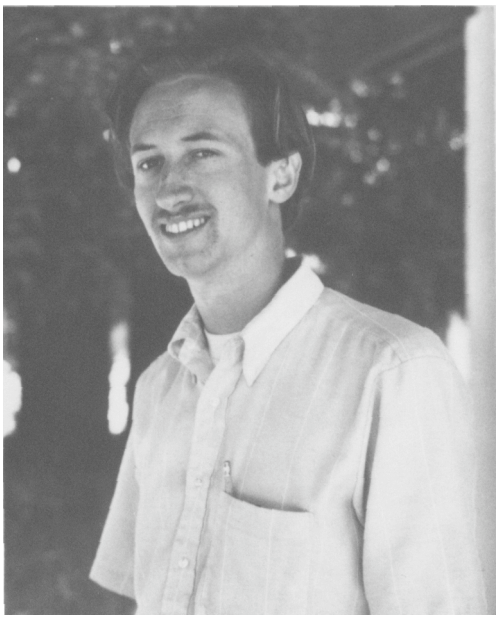
Calciano: Okay then, thank you.



John Taub



Catherine (Kate) Howells



Cynthia Cliff Lance

Russell E. Smith

Name: John Taub

Date of Birth: July 26, 1947

Place of Birth: Chicago, Ill.

Home Residence: 1470 Hollidale Court
Los Altos, Calif

High School: Homestead

Colleges Attended: Cabrillo, Foothill, U.C.L.A., U.C.S.Barbara
a
n
t
a

Year you started at UCSC: 1965

UCSC College (s):
(if more than one, give dates)
Cowell (Sept, 1965—March, 1967), Crown (Sept '67 — June '68)
Merrill C Sept, 1968 → present)

Resident or Commuter:
Resident

Married: NO

Major area of study: Psychology

Other fields of academic interest:
Existentialism, Humanistic Psychology.

Activities and offices held:

JOHN TAUB May 26, 1969 3:45 p. m.

Calciano: Well first of all I'd like to know why you decided to come to UCSC?

Taub: Well it was not primarily my own decision. After I graduated from high school, I knew I was going to college, but I had no idea where, and I had no real concern where. So my mother had told me that she ... you know, it was published in the *Examiner*, and she said it looked like a very interesting school, so I said, "Okay, Mom, I suppose so." So it was by chance that I applied here actually. I'd never seen the campus until the first day.

Calciano: Oh, really. (Laughter) Well now, I see that you say you've been to Cabrillo and Foothill and UCLA and U.C. Santa Barbara ... now were these before you came here, or during the time you were here, or....

Taub: Well the summer following my freshman year, I stayed here during the summer and I worked and I took a night class at Cabrillo College. And you know I went to this other academic institution just to see how college away from UCSC was. And it's the same thing with Foothill. That was a summer session. I went to Santa Barbara one quarter just to get away from here. The draft was requiring that, the students have grades,

and people here were being classified 1-A, and 70% of the school was 1-A, so I decided that well, you know, things are getting up tight with the draft, so I'll transfer to Santa Barbara for a quarter. This was as an intercampus visitor.

Calciano: This was what year?

Taub: Spring, 1967.

Calciano: Umhmmm. And then....

Taub: And then I went to UCLA the summer of 1960. I felt that my education in psychology here wasn't quite broad enough and that I wanted to have the approach of other psychologists at other schools. At that time I was very seriously a psychology major so I did get the approach of very strictly scientific psychology. I found the atmosphere at the other schools quite constricting and quite limited in contrast to what I had been exposed to here. I found my background was, you know, a very tremendous attribute at the other schools, and I found myself able to participate very avidly in class discussion, because that's what I'd been used to doing here. At the other schools, you know, most students are ... there's 700 students in a class, and most students arc very reluctant to

participate, so I had an impetus behind me when I went to these schools. And I was very happy to come back here. It seems to be my, you know, my home educationally.

Calciano: So your mother made a good choice. (Laughter)

Taub: Yes. I suppose I should have made the choice. I would have ... if I, you know, knew the meaning of what an education really was at the time, I would have seriously considered it. But I didn't.

Calciano: Now you said you were living over here before you came in as a freshman? You went to Cabrillo because you were living here?

Taub: Following my freshman year I stayed here during the summer.

Calciano: Oh, I see. Following.

Taub: Yes.

Calciano: I got mixed up. I'm sorry. I wanted to ask you, you said you hadn't paid too much attention, apparently, to what was here. Well 1 wondered what did you expect to find at UCSC when you first came?

Taub: I had no, idea. I had a lot of anxious anticipations of college in general being a very formidable place. And that's the impression I had when I came. You know, this is college; it is an abstraction, but it became

more concrete when actually encountered the situation.

Calciano: What were your first impressions of UCSC?

Taub: Well more or less, you know, the abstraction "college" as a strict academic place for performance was also in my mind, and at the same time there was something else -- the atmosphere seemed to be very permissive and promiscuous in the sense that it didn't seem to be that structured and that compulsively organized. There was more order that I had to put in the environment than was imposed on me which gave me, you know, gave me a feeling of freedom; and the atmosphere itself of the campus and the woods and the natural surroundings ... in fact I was very close to these.

Calciano: Has UCSC changed much since you've been here?

Taub: Well the transformation has been tremendous. You know the first year everything centered at the Field House ... that was the center of all activity; and the trailers were arranged like covered wagons against an Indian attack....

Calciano: (Laughter)

Taub: And then in a sense it was that way, you know. The boundaries were not very well drawn. But as the University developed, boundaries became more well drawn such that, you know, Cowell College is here,

Stevenson is here, but in the beginning, everything was Cowell College the University was Cowell College. Now the University is very widespread; there still seems to be a feeling in each college that this is UCSC, but I think it was ... as the University expands, people will find more identity through the college than through the University.

Calciano: You like the small college idea then?

Taub: Yes. With the fact in mind that the University will eventually expand and be as large as Berkeley, I think the small college idea will, you know, preserve the autonomy of the individual in the sense that he will be identified with an academic group that has, and a social group, that has some care for him, rather than a large corporate body like Berkeley where the individual student doesn't seem to have much significance as a community being. Each college does really care personally, existentially, socially, and academically for the individual, and I think we'll remain this way no matter how large the University becomes.

Calciano: Now I noticed you've changed your college affiliation twice.

Taub: Three times.

Calciano: Well three times, yes. You made two moves, and one you started in.

Taub: Yes.

Calciano: Why?

Taub: Well, at Cowell College I found certain boundaries in terms of my relationship to the administration. I found ... you know, there was a lot of use of drugs on campus, and the administration implicated a lot of people to be involved, and they were very ... they didn't handle this very well at all. I found myself to be involved with the drugs like a lot of other students, and I just didn't feel that this was handled very justly at all. And I found the administration at Cowell College to be somewhat removed from me as an individual. I had always had difficulty communicating and relating to quote "authority figures," and I felt that that barrier had to be overcome if I was really going to be involved in the academic world as my future life. So I decided to move to Crown because, you know, that was a newer college and a new place, and I thought that perhaps a new environment might be less constricting; I might meet people I would relate to, but I went there and I found the situation to be somewhat the same, and when ... and when I talk of the

administration, I mean the provost and senior preceptor, although I did find the senior preceptor a bit more communicable, but not to my satisfaction. I was really looking for a breakthrough in terms of my personal relationship to the college community, and I discovered this at Merrill College, finally.

Calciano: So if you were going to be here another year you would stay in Merrill?

Taub: Yes, there is a possibility I will be. I would say I have found a niche so to speak. As this University expends, you know, I would see myself identified with this college very personally, with the provost, with the senior preceptor, and the faculty members.

Calciano: Now when you transferred, you'd been in Cowell for two years; did you find that many of your friendships remained in Cowell, or did they pretty much switch when you went to Merrill?

Taub: Well, I found my ... well a lot of the people who were originally here the first year left. In fact I think that we're sort of an elite group; there's not too many of them left, and you know, my friendships were with these people, but a lot of people didn't stay at Cowell; they moved to Stevenson when Stevenson was built. A few moved to Crown, and some of them moved to

Merrill this year. And the undergraduate atmosphere is very nebulous in terms of human relationships because they come and go. [Unintelligible] although I have friendships everywhere thus far, but not in any one place --wherever I seem to meet people.

Calciano: I gather from what you are saying that you think the colleges are quite different, and I wonder if you could give thumbnail sketches....

[At this point the tape recorder failed to record eight feet of tape which is approximately equal to one page of manuscript. When the sound input began. functioning again, Mr. Taub was talking about Merrill College.]

Taub: ... involved with people. That's part of the academic career, so it's also ... so it's not totally in the University; it's not totally ivory towerish. People are teaching in town; they're relating to townsfolk. So I find that it's more innovative and related to the outside world. There's more social concern in Merrill in terms of what people are doing there. And part, you know, part of this was in-built within the Merrill College idea, and I think this is distinctly Merrill. And as I said, the students are young and, you know, their youth seems to be expressed very creatively.

Being new they're not stuck to the old forms. Since I'm at Merrill this year, I can best characterize Merrill, but I was at Cowell for two years, and things do tend to remain quite, quite stable academically. There are social changes, but you know, nothing, nothing abrupt. The social orders seem to remain constant at all the colleges. But I can't really ... it's very difficult to characterize them verbally. They can only be confronted existentially. I mean it's just something you, it's a qualitative feeling you have about the organization of the college and relationships between the people by being at the college and. relating to people. I can say that the orientation at Crown College is more scientific. The students are more, academically speaking they're more involved with the sciences. They're more ... I would say in general they're more removed from political and social activities, and the serious students are. pre-medical majors and scientists and they tend to be very, you know, more compulsively organized than the other students, because you have to be to be a science major. At Merrill, on the other hand, people are not that tied to the academic structure; they're more loosely dispersed in terms of their activity on the

campus and their activity in the community. At Stevenson College the orientation is to social sciences, and when you're talking about social sciences, you're talking about what's happening in society, and these people do have an interest in participation in the society. However, sometimes it almost becomes trite because I find that there seems to be a lot of social-worker types at Stevenson College. It doesn't ... I mean when you have a college that's doing things, outside things, in the community, there always tends to be an attitude that says, "Look, I'm going to go out and improve the world," and it hasn't become this way, this crusader stereotype, at Merrill for some reason.

Calciano: Hmmm. I wonder why. Because it....

Taub: I don't know. It could be because of the fact that the students are younger. I mean, you know, it seems as we get older, we tend to take up stereotypes and not be related to what we're really stereotyping. So you know Cowell, people at Cowell, are more interested in history; people at Stevenson are more interested in social sciences; people at Crown are more interested in natural sciences; and people at Merrill are more interested in the community. And I think it reflects

itself in the type of relation and leadership of the colleges.

Calciano: I notice you live on campus. Have you lived on campus all four years?

Taub: Oh definitely.

Calciano: Why?

Taub: Well, I find that living ... you know, Santa Cruz, the town, to me is quite distressing; I mean culturally and sociologically it seems to be quite dead. And Santa Cruz seems to be the type of school where you go to live on campus, because the campus seems to be an integral part of going to school. And I notice that all the people who live off campus are on campus 50% of the time.

Calciano: Some of the off-campus people have said they moved off to get away from restrictions and bureaucracy and so forth. You didn't have this feeling of ... well you did have a feeling of being closed in; that's why you switched colleges apparently.

Taub: Yes. Well I compensated for that by switching colleges for one thing and also for seeing that the limits that were imposed on dormitories were not as great as ... were not great enough to outweigh the advantages of living in the dormitories. And, you know, as the years

have passed the dormitory restrictions have become less and there's intervisitation at almost all hours. You know there seems to be an unspoken and unwritten rule that there is ... even though the colleges say differently, the people seem to do what they please in the dormitories. We paint our walls with colored paints and decorate the walls. Now at Merrill some people got a refrigerator, and they dropped it from the fifth floor from the balcony and....

Calciano: Their own refrigerator, or....

Taub: Yes. They bought a used refrigerator. There seems to be a lot of spirit on campus and....

Calciano: Why would you drop a refrigerator?

Taub: Well (laughter) this seems to be part of the Merrill College spirit. We're all on campus and, you know, there's a sense of community on campus, community participation, in dropping a refri... one night the people just decided to get together and drop this refrigerator and had kind of a festival because they were in a very festive mood. (Laughter) There is this community life on campus.

Calciano: And you don't get any static about painting the walls or....

Taub: No, because we got this paint that washes away, so

what we do is nothing permanent. But we own do things to our environment, and our environment doesn't totally do things to us.

Calciano: Umhmmm. Had you decided on your major before you came to this college?

Taub: No. In fact it was quite ... it was just quite by chance that I took my major. You know, I took a class in humanities in high school, and just for the hell of it I just put humanities down as my major at the University. But then the first quarter on my ... you know, I had two required courses that I was going to take, and then there was a third course that I could take anything I wanted to, so somebody talked of an introductory psych class that was being given. Mr. Domhoff was giving it, so I decided to take it. I had no reason why and no reason why not, so I took psychology. I did quite well in the class. I found it quite stimulating and Mr. Domhoff quite a good lecturer and very enlivening as a person, so I ... and he said I did well in his class, so said well here's something, you know, I've done well, and so I think I'll consider it as my major. So I didn't really take it seriously initially. I didn't know what I was going to do as a graduate student, seriously, until my

junior year, because psychology here was not that restrictive like other schools. I mean there's a lot of humanistic and Freudian psychology. And that's not ... and I learned that that's not necessarily what one studies as a graduate student. And there's not necessarily any research that one can do that's very fruitful in psychology nowadays in humanistic or Freudian psychology, so I was debating about my major, but finally I talked to Mr. Domhoff casually a few times and I decided to dive into psychology itself. But there was a lot of hesitation because there are all kinds of outside temptations; there's a temptation to make my own major. There is a lot of academic freedom here, but part of that freedom causes anxiety because you have to decide what you want to do with your freedom.

Calciano: (Laughter) That's true! Well are you planning to pursue psychology as a graduate student then?

Taub: Yes. I've come ... I've come out of psychology with two dichotomous interests, one being humanistic and existential, which is not the mainstream of psychology today. It's called the third force in psychology. It's fostered by a lot of psychologists on this campus and by the atmosphere of the school itself. Its emphasis

is on creativity and on the originality of the human being. And then there's the other scientific orientation psychology whose emphasis is on research. So I've been engaged in sleep research lately, and I just published an article.

Calciano: Oh?

Taub: And ... you know, I've been very deeply engaged in this experimental orientation. I found a faculty member, Dr. Ralph Berger, very congenial to work with on the experimental side of things, and I'm teaching a course in humanistic psychology, so I have these two dichotomous interests, and that's why I've come out, have come out of the school as an undergraduate, you know, torn between these two polarities and trying to see if I can reconcile them or whether I'll have to give one up so I can pursue the other, one and, you know, make some headway in that field.

Calciano: What was your paper that you published?

Taub: It was on the effects of sleep satiation or intoxication. It was called "The Rip Van Winkle Effect and the Effects of Oversleeping.” Finding that, you know, people who overslept seem to be ... oversleeping seemed to have a detrimental effect on performance and alertness when you wake up in the morning.

Calciano: By oversleeping you mean more than eight hours type of thing, or sleeping late [unintelligible].

Taub: Well this was eleven hours of sleep. And people find subjectively that after sleeping ten hours on a Sunday that, especially when they're not compensating for a deficit, that oversleeping is very deleterious to the performance and to how they feel. They feel groggy, and this syndrome seems to last for about 4.4 hours. So, you know, I've opened up this new area of sleep research I hope to continue, either here, working here as a graduate student with Dr. Berger and Calvin Hall, who are very prominent researchers in the field of sleep and dreams, or at another university.

Calciano: What other universities are you considering?

Taub: Well, I was considering ... I was accepted by the University of Western Ontario in Canada. Applying to graduate school is quite disheartening after being at Santa Cruz for four years.

Calciano: You find that the pass-fail is hinder some or what?

Taub: Well....

Calciano: What did, you mean by that sentence that it is disheartening?

Taub: Disheartening in the sense that when you look at graduate school programs in contrast to the education

you've had as an undergraduate, you feel like you're becoming an undergraduate again but at a different university in the sense that it's just very pedantic and didactic ... the graduate programs at other schools. And also it just seems to be difficult to get admitted from Santa Cruz, at least in psychology. A lot of students haven't been admitted to any schools at all.

Calciano: Hmmm. And what do you attribute this to?

Taub: Well the psychology department is trying to find out. It may be difficult in general to get in graduate schools -- students from other schools, universities, do seem to have the same problem to a certain extent, but we don't know. The only way we'll know for sure is if the psychology board contacts schools in which their undergraduates have applied and ask these schools why the Santa Cruz students haven't been admitted. Well Dr. Berger, and he seems to be a very strong personality on the psychology board of studies, asked me, he said, "Do you think if we had given you grades as a psychology student that it would have been easier for you to get into graduate school?" and I said, "How can I know when it's up to the graduate schools?" So I think inevitably graduate schools will

have to be contacted with regard to that.

Calciano: Could any part of it be the fact that so many of the courses are in this third area of psychology instead of the mainstream?

Taub: Well I think right now we have just about every area in psychology represented at this point, and I think, I think we did last year. I mean everything from humanistic to physiological, and that covers the spectrum. But the fact that humanistic is here and not elsewhere seems to, for most people ... it's very popular, it seems to motivate people to take these courses, and they're very hesitant about taking more scientifically oriented courses in psychology here. But I don't think they necessarily need be that way because I did take physiological psychology with Dr. Berger. I was very reluctant to take this course, because I said, "Well," I told Dr. Berger, "I've had humanistic psychology here. You know, we're talking about human beings and consciousness and meaning to man's existence. How could I get into something which is scientific and for studying the tendencies of nerve cells?" So it's a question I resolved by actually taking the course. I ... the first time physiological psychology was given, I shied away from it, I had

phobia against the scientific psychology, but when he offered it I did take it. And you know within the course, even though it's very scientific, he seems to offer a student a lot of independence in terms of what the student wants to do, in terms of what the student wants to learn. So I think rather than looking at psychology in terms of dividing it between humanistic as being diametrically opposed to physiological, I think we can look at these two as being intertwined, because the framework underlying it is humanistic education. The professors here seem to be willing to let the student do a lot of independent work even though the course is in a subject matter that at other universities would be tested with objective tests. Dr. Berger didn't say to memorize particular parts of the brain or particular parts of the visual system, but he, you know, he gave us a choice what we wanted to answer, what we wanted to pursue in the course.

Calciano: Does this hurt the students when they come up against the Graduate Record Exam?

Taub: Now this may be a possibility -- the fact that the student was not enthused by the professor to study all the areas of the course he was teaching very rigidly might hinder the student in his later performance on

the GRE's. Of course the student who really wants to go to graduate school, he has to sit down and read an introductory psych text a few times and he can do perfectly well in the GRE's. And when the teacher says concentrate on a particular area in the course, that doesn't mean neglect the other areas of the course; it's the student's responsibility to, you know, read casually other parts even though he's not interested, because the casual reading makes the student aware that that part of the area he's studying exists.

Calciano: Well ˛I wasn't faulting the professors, necessarily, but I was just curious about the difficulties that apparently so many of you had getting into graduate school. I wondered if the Graduate Records Exam would have anything to do with it, or....

Taub: Well some cases no and some cases yes. Now did not do particularly well on the GRE's; I was rejected by eight graduate schools. Not ... you know, I still have to hear from UCLA, which is fairly good, and another school, Nova Scotia that's getting quite far away from things. And I was accepted at the University of Western Ontario, and they offered me a good sum of money for going there. I'm ... on one hand my grades were very good, my evaluations were very good, my

GRE's were very poor, on the other hand some people had very good GRE's, very good grades, and they were not admitted anywhere.

Calciano: Hmmm.

Taub: Some people were on the other hand. I think it has to do with the highly subjective effect of having evaluations.

Calciano: What about kids in other disciplines? Did they run into problems of admission to graduate school?

Taub: I don't know. I know if you really want to go to graduate school, you can get into graduate school. As David Marlowe said, the head of the psychology board, everybody last year who graduated here in psychology who wanted to go to graduate school went. That doesn't mean that they found the most optimal place to go, but they went. Of course sometimes that's not saying too much. If a student has gone to the University and is admitted to San Jose State as a psychology student, that's not too much progress. (Laughter)

Calciano: Do you have any more comments you want to make about the department that you're in? The faculty or the....

Taub: Well, yes. (Laughter) Now I've run into difficulty with regards to the department, because I have, you know, the ... on my record the psychology department

here knows that I have an interest in humanistic psychology, existentialism and philosophy, and such age-old problems such as the mind-body problem which are not strictly in the domain of scientific psychology. On the other hand, I've done work with scientific psychology; I've done research; I've done this work on sleep; so they see me as kind of a schizoid personality, because my interests are not, you know, not integrated. I mean the fact that they ... their backgrounds predispose them to feel that anybody who does not restrict his area to one field of interest is schizoid. You have a potentially creative atmosphere educationally, yet you have a board of studies that seems to be very, very critical of people within a certain field who want to be creative. As Calvin Hall said -- he's the senior member of the faculty, quite prominent in psychology -- he says that academia doesn't educate poets and creators, it educates scientists and scholars. But it ... you have an endeavor like Santa Cruz, and I think that you really can't separate scholarly and creative work and scientific, scientific and creative work -- I think these are integrally combined. And I've tried ... I tried to have an imaginative, creative framework for

my scientific research. I think you can combine the two, but the psychology board doesn't feel you can and it ... they're predisposed by their rather rigid academic upbringings to condemn, to point their fingers at people as being odd or weird who try to bring these two things together. And it's paradoxical, especially at this school where this is the goal, the ideal.

Calciano: Yes, I'm surprised to hear that. Well what practical effect does this have?

Taub: Well, I ... the psychology board is considering me, with two or three other students, as possible candidates for admission here next year (even though there won't be a structured psychology department) because they feel that we haven't been accepted anywhere else and that it would be advantageous for us to continue our work here. And the psychology board is quite hesitant, you know, in accepting me, because they don't think I take psychology seriously due to the fact that I have these two dichotomous interests. My personality has gone in two directions. However, Dr. Berger, who I've worked very closely with, seems to think I'm seriously interested in his area, and I am, so he's supporting me.

Calciano: Umhmmm. Do you think the caliber of the instructor here is good?

Taub: Oh, the caliber of the instructors here is, you know, fantastic really. And you know they're very ... each person is very good in his field. Some people have gone outside of their fields which they criticize, but they've done this. In fact Mr. Domhoff has gone into the area of sociology, and he's written a book, Who Rules America, and he has divergent interests from psychology, but all very good ... he's also very prominent in his field. They're all very good specialists; they're all very well known in their own fields of psychology.

Calciano: Why do you think that almost a fifth of the senior class are psych majors and almost a fourth of those who are four-year senior class members are psych majors? Did you know this, and do you have a reason?

Taub: Oh yes. Well the psychology major seems to offer a broad ... it doesn't seem to be that rigid in terms of what is required of one; it's not that academic in that, you know, if you ... all you have to do is take seven courses and a comprehensive. In areas such as history you have to take ... well you can take any seven courses you want whereas in history you have to

take particular courses; in philosophy you have to take particular courses; in literature you have to take particular courses; or you have to take ... it's very academic, you have to take a rigid program; psychology you can take any seven courses you want and be a psychology major. However, I ... something that everybody is running into due to the fact of this freedom to choose is that if you want to go to graduate school, you have to realize the seven courses you take can't necessarily be in any area of psychology that you want -- that you have to have a little rat psychology here, and a little humanistic psychology here. I don't think people are fully realizing this.

Calciano: Do you have more than the seven courses?

Taub: Yes, I've got about seventeen courses in psychology.

Calciano: So the serious psych majors will take much heavier loads of psych?

Taub: They may not take heavier loads of psych, but they may take ... they may not take many more courses in psych than seven, but they may restrict their areas, and they might have a very good variety of learning theory, physiological psychology, all the required courses to give one a broader orientation to the field

which is not necessarily that attractive looking from the outside.

Calciano: This dream research, was that independent study?

Taub: Oh, the sleep....

Calciano: Not dream, sleep research. I'm sorry.

Taub: Sleep research. Well, the sleep ... Dr. Berger's specialty is sleep research, and in teaching physiological psychology he emphasized, the second half of the course he emphasized the section on sleep, and you know, each psychologist here having his particular area of interest is sometimes able to get some of the students involved in that interest. Especially if he conveys it in a very lucid and interesting fashion as Dr. Berger did. And you know he is doing the work on campus, so you can see what he's doing concretely and be involved in it. So the research thing you do for the class is any type of experiment you want. So it's an independent facet of the course through which I arrived at this sleep satiation area.

Calciano: You mentioned you taught a course. What do you think of the student-taught courses, and....

Taub: Um ... well, I think that, I think that they're very good, especially like I'm teaching humanistic

psychology, and supposedly a lot of this is taught on campus. Dr. Kaplan seems to be doing most of that, but there are some areas in humanistic psychology that he hasn't touched upon. As I said, each area in psychology is represented on the psychology staff here, but within each area there's different orientations one can take. His is more theoretical and philosophical. The orientation I'm taking is both theoretical, philosophical, empirical. I'm ... he has not talked about people who have termed themselves as humanistic psychologists, and that's who I'm talking about this quarter, besides philosophers who are very much involved with the humanistic psychology movement. So I think the student-taught courses can be elaboration on normally taught courses by faculty members. They can be an elaboration, an extension, or they can be something beyond those courses normally offered.

Calciano: Do you find that it takes a great deal of your time to prepare for your class?

Taub: I only have one lecture a week, which is usually two hours, and I spend two or three days preparing a lecture for this course, so I have devoted a lot of my time preparing, and I've learned in the process a lot

about what I'm teaching.

Calciano: Yes. This is....

Taub: And I think if a student does teach one of these courses, more than five units should be allocated for it. Because I'm finding that I'm doing a senior thesis to which I'm devoting ten units of academic work, and I feel that. I probably shouldn't have simultaneously taught a course and have been working on a thesis.

Calciano: Yes. That's quite a load. I didn't realize ... I knew that you had comprehensives. Does your department also require a thesis, or....

Taub: Well the thesis ... I did not take the comprehensive. The thesis was offered to a few selected individuals in the area of psychology who have qualified for honors. It's an honor to do a thesis. A faculty member has to feel that it's worth devoting his time to let an undergraduate do an independent project like this in contribution to his degree rather than take the comprehensives. So, you know, I was very pleased that Dr. Berger was willing to supervise my senior thesis and work very closely with me on it.

Calciano: Umhmmm. Is there anything about UCSC, the colleges or the faculty or the classes or the administration that you've been disappointed in or would like to see

changes in?

Taub: Well, I especially ... well Dr. Marlowe in psychology. You know Dr. Marlowe has two classes, social and abnormal, and he usually has, you know, a lot of people in these classes, 200 people, so he tends to give short answer very objective tests. And the students haven't really learned that much from his classes because of the fact that you're just memorizing a bunch of facts, so the problem is to reconcile the fact that you have a lot of students in the class and at the same time, you know, be able to let them do something creative. And I think that's what Dr. Marlowe has to do, and a lot of other teachers have to do teaching rigid courses in psychiatry, traditional courses, to reconcile the traditional subject matter which you're teaching with student activity that is creative in relationship to the subject matter. And this is something that hasn't been totally achieved in some classes, especially in learning theory which Dr. McLaughlin teaches. It's a very factual course; it's a very factual subject matter, but the thing is that I think that you have some type of learning experience which is not necessarily objective tests, and especially in an

environment like Santa Cruz. So I think the problem basically for all classes in general that tend to be traditional is to reconcile the traditional matter of the subject matter with a way of having a student react to the subject matter that is not traditional.

[Pause]

Calciano: Any other areas that you wanted to comment on?

Taub: Well something I'm emphasizing again is that the type of faculty members who are, who usually have been-hired in this University, you know, in some cases have had a very rigid education. And bringing a rigidly educated Ph.D. to this campus and having him teach courses with his own predisposition that's molded by his own educational experiences in some cases is a mistake. I think that we have to bring people to this campus who have had educational experiences that are similar to the experience that Santa Cruz ought to be, i.e. a creative adventure, and I think that in hiring faculty members this should be considered -- faculty members coming from schools, educational backgrounds, which are not as rigid so that they're not bringing their predispositions in to dilute the creative atmosphere of Santa Cruz.

Calciano: You see a trend towards this then, or....

Taub: Well in terms of who's being hired, I think ... I really can't say that I see any definite trend towards hiring people who have had very liberal educational backgrounds. I think it's mainly people are usually hired in the academia here as at other universities on the basis of their publications and how well known they are in the field. And somehow this does not necessarily always correlate with, you know, how liberal the teacher will be and to what extent he will accept the environment here and react to it the way that he should react to it. And of course some teachers take, have to mold themselves to this environment, and some have done a very good job. Dr. Lantz is in psychology. She's a new member of the psychology board; she's a graduate from Harvard, which is a very traditional academic school, and she seems to be adapting to this environment and relating to it in a very creative way. I think other faculty members are that way too, but I ... some others take longer times to, adjust. I think faculty members should consider this fact of, you know, integrating themselves into the Santa Cruz environment, rather than making the Santa Cruz environment a projection of their own past academic experiences.

Calciano: What about the area of student activities? Do you have any comments about student government or the student paper, the underground papers, or anything that has caught the students up -- (we'll take-the strike as the next question) (laughter) or are you [unintelligible] the strike?

Taub: Oh, well, when you talk about student activities, I don't think you can talk about it in terms of the way student activities are talked about at other campuses, because there's no rigid organizational aspect to student activities at Santa Cruz; they're informal, and participating in a student activity is not on your transcript and so graduate schools don't say, "Well he participated in this activity."

Calciano: Oh, if you're an editor of the school paper, it's not put on the....

Taub: It's not put on your transcript. I mean you can put this on a graduate application so ... however I don't think in most ... however the motive for participating in activities here is not necessarily that it will go on their transcript, but that they are really interested, not from a social standpoint, that it's socially acceptable to be participating in particular activities; they participate in a particular political

activity because that's their interest and that's where their ability arises or lies. So participating in activities is not something social, it's something superficial, something very existential.

Calciano: Umhmmm.

Taub: I think at this campus in particular.

Calciano: Do you want to make any comments about the current strike and the way it's being done and your stand in relation to it?

Taub: Well I think both covertly and overtly there is obviously a strike on campus ... that's an understatement in terms of the fact that, you know, there's no classes being held. Of course a lot of the students don't go to classes anyway. (Laughter) In that sense they're on strike all quarter, but it's true that there are no classes. Um ... however, to the extent that ... there's not activity here to the extent there is at Berkeley. The activity seems to be very well sublimated, very well under controls, and I think it's a very creative thing that the students are doing here. It's not just any old strike; it has its particular Santa Cruz flavor to it. Teachers who are particularly motivated in that direction seem to be participating in the strike too. You can tell whether

a faculty member is consistent with his beliefs by whether or not he participates or advocates political activities which in theory he accepts. Now Dr. Domhoff is participating in the strike -- he's been participating today in the strike for about approximately ten hours. He talks about revolution; he teaches revolution; he wrote a book about revolution; and he's participating in it. So the revolution, I mean the strike, seems to show you· to what extent students and faculty practice what they preach. And I think you can see this very well in the strike. I don't think it's any middle class act of insubordination without any meaning to it. I think it has a lot of meaning.

Calciano: Have you been participating? .

Taub: Well, that's problematic for me under my circum-stances, because I'm trying to complete a senior thesis, and I'm trying to teach a class, lecture, which I have on Wednesday, which is the day after the strike, so in the meantime I have to prepare. However I seem to be involved in these activities more theoretically than I am in actuality. I just have tried, have submitted a paper for publication called "Freedom and Responsibility." It has to do with the

consequences of being a quietist or being an activist, and I think it's very relevant to the strike. I plan to hand this out to my class on Wednesday and let them read it and see if they have questions about it besides the regular lecture. So, you know, I mean writing is an activity relevant to the strike and ... I mean I am doing something relevant to the strike as much as I can de at this point. You know, I did write, I wrote this paper.

Calciano: Umhmmm.

Taub: And I mean ... what I'm ... the strike, what the strike seems to bring back to me is, you know, on what grounds should man participate in a revolutionary action. And what ... and if a person doesn't participate in the action, to what extent is he guilty for not participating? I'm more interested in the philosophical questions of revolution at this point than I am in actually participating, since I'm still thinking about them. But it's a participating type of thinking. (Laughter)

Calciano: Well what ... you used the term "quietist"?

Taub: Yes.

Calciano: What percent of the students are quietists and what percent are activists would you say?

Taub: It's very difficult for one to tell to what extent somebody participating in the strike or revolutionary activity is really involved with this activity. I mean you can't really tell behaviorally whether or not a person is really dedicated to what he is doing. You can only find out by knowing and trying to share a person's experience of what he's doing. I mean some people could be participating in the strike as a distraction from, you know, normal everyday activities. I'm very skeptical about ... about strikes and about the people who participate in strikes because. I wonder to what extent these people are really involved in what they're doing and to what extent they're just participating in a strike because it's a ritual and something not connected to everyday activities. To me it's an affirmation of human solidarity, and those who participate with that spirit are very true to the strike and very true to human solidarity. Human solidarity being the reaction of outrage that men have when somebody is killed, when somebody's freedom is insubor... when there's subordination of somebody's freedom, especially on the campuses. To the extent that people are really concerned with this sense of human solidarity and with

the subordination of their own freedom, I think they are involved with, they are authentically involved with the behavior they demonstrate in the strike.

Calciano: When we were talking upstairs [unintelligible] and I asked you, I don't remember what you said ... oh, you said you might be back here next year or you might be in Canada, I gathered that Canada had something to do with the draft. Is this right, or....

Taub: Well, I think the only reason I would stay in the United States would be to go to Santa Cruz. I mean to me, I have not found any ... no other graduate schools accepted me in the United States for one thing. If I have not found any attractive school in the United States which I wish to stay in this country to attend, I've been accepted by a school in Canada; they've offered me money.

Calciano: Well I leapt to the wrong conclusion then apparently.

Taub: Oh, with regard to the draft?

Calciano: Well upstairs you kind of chuckled when you said Canada....

Taub: Yes.

Calciano: ... and I thought, "Well, I wonder if he's having a crisis over whether he should be eligible for the draft or not," and....

Taub: Well right now I'm not having a crisis about that; I'm having a crisis about which academic institution will contribute the most to my education as a graduate student. However, you know, one always does chuckle when you talk about Canada because there always is the problem of the draft. But to me that's secondary to my education.

Calciano: And you're still eligible for the draft as long as you haven't ... I mean just going to school in Canada leaves you eligible for the draft.

Taub: Well I mean if I do go to Canada, I mean my allegiance to this country will be severed by the fact that I'll become a landed immigrant.

Calciano: Oh, you would go in that path then?

Taub: Yes. I mean I would go towards Canadian citizenship as long as the situation in this country was such that I couldn't get my education here without being drafted. And also the fact that I just haven't found a school in this country that has accepted me. I mean, I'm sure I could get accepted to the state college here, but I don't want that type of education.

Calciano: Well I'm a little confused.... I mean if you ... if ... to become a landed immigrant in Canada is quite a major decision. And just not having gotten into a

graduate school in the United States wouldn't in itself be enough to make you have that decision ... right?

Taub: Well, to be able to attend school in Canada without being disturbed by the draft board, I'd have to become a landed immigrant. Because once you're a landed immigrant, you know, you can't be ... the draft board ... you're not in a position to be disturbed by the draft board.

Calciano: Right. But if you went to say Harvard Graduate School, you would be still draft eligible.

Taub: Well in my case I have ... I've seen some psychiatrists and they have written letters to the draft board saying that they don't feel that I'm qualified for the military, you know, on the basis of the fact that they don't believe in the draft, and on the basis of the fact that they feel that I as an individual would not be amenable to the regimen of the military and discipline of the military because I feel that my energies could be best directed elsewhere because they know me through this psychotherapeutic experience. And I think that they know me, in that sense they know me more well than the draft board knows me. (Laughter)

Calciano: Well I'm not quarreling with that. I was just curious about the decision to change your citizenship. It's ... the cause and effect of graduate school choice determining your citizenship sounded a little strange.

Taub: Well ...

Calciano: I mean if you went to graduate school in Germany, you wouldn't become a German citizen particularly ... or would you?

Taub: Well maybe I would. I would become ... I would put myself in a situation where I could get my education without being bothered by the system in the United States as long as this country advocated the war and pursued its present policies, both in the universities and the country in general.

Calciano: So that is the main reason for the switching of your citizenship; not that you weren't admitted to a graduate school here.

Taub: Oh no, oh no. That's not the main cause.

Calciano: Okay. Yes. Well this was what I assumed, but then the way I was hearing the words, it was coming....

Taub: Yes.

Calciano: The cause-effect was coming out differently.

Taub: I mean, however, you know, the fact that I was

accepted to graduate school even gives me greater reason to change my citizenship.

Calciano: Umhmmm.

Taub: Because I mean I do have interests in Canada now.

Calciano: Well is there anything that we haven't talked about that you'd like to get on the record before we close?

Taub: Well I think I've said about all I have to say.

Calciano: Okay. Fine.

Name: CATHERINE (KATE) HOWELLS

Date of Birth: Aug. 17, 1947

Place of Birth: Los Angeles

Home Residence: 10513 Holman Ave.
Los Angeles, Calif.

High School: Menlo-Atherton High School : Menlo Park, Calif. [2 yrs.]
North Hagerstown High School : Hagerstown, Md. [1 yr.]
Institut Monte Rosa : Montreux-Territet, Switzerland [1 yr.]

Colleges Attended:
UCSC
education abroad - Göttingen, Germany.

Year you started at UCSC:
1965

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

Resident or Commuter: Resident

Married: no

Major area of study: History

Other fields of academic interest:
Architectural History
Biology - Literature

Activities and offices held:
California Club
Cowell Historical Society
student representative - Committee on Arts & lectures

CATHERINE (KATE) HOWELLS May 28, 1969 11:30 a.m.

Calciano: First of all, I was wondering why did you choose to come to UCSC?

Howells: I was over in school in Switzerland, and my parents had moved back to California, and I was looking for a small school, and Santa Cruz is about the smallest.

Calciano: How did you hear of it when you were in Switzerland?

Howells: Through my grandparents who know Dean McHenry.

Calciano: Oh. I notice that you went to several high schools. Why was this?

Howells: We had lived in Menlo Park, California, for about ten years until I was a junior in high school, and then my father moved. His job was moved back East to Hagerstown, Maryland, and then they decided to send us off to school in Switzerland for a year.

Calciano: And now they live in Los Angeles?

Howells: [Nods head]

Calciano: Well what did you expect to find at Santa Cruz?

Howells: When I first came?

Calciano: Right. I'm curious as to what were your antici-

pations.....

Howells: Trailers and cows and redwoods. (Laughter)

Calciano: Pretty much what was there.

Howells: Right. There wasn't much more.

Calciano: And your first impressions of the....

Howells: Trailers and cows and redwoods. (Laughter)

Calciano : Well now, has UCSC seemed to change quite a bit to you since you've been here?

Howells: Yes. (Laughter)

Calciano: Would you like to elaborate?

Howells: Well there're no cows there; there're no trailers. There're buildings; there're more people; it seems to be a bit more organized. As we came here the first year, no one knew what was going to happen, and it sort of happened as it went along, and now it seems a bit more planned, as if ... there's still enough freedom to change if you want to change. But with another college every year, of course it changes.

Calciano: How do you like the small college idea?

Howells: Very much. I think it's much easier to get to know professors, to get to know students; it can also be very hard because there're 600 people -- especially if

you live on campus -- because you're with a small group of people constantly, and it's very hard sometimes to get away.

Calciano: You've been in Cowell all four years, haven't you?

Howells: Yes.

Calciano: Did you have a particular reason for staying there as opposed to changing?

Howells: Well, I'm a history major and so it fit into my major better, and I just thought since I started there I might as well stay. I liked it. I like Page Smith and I like the faculty members.

Calciano: Do the colleges seem quite different to you, or are they peas in a pod?

Howells: They're all very different. I think ... well Stevenson started off in a very hard way in some respects because everyone was used to Cowell and they split off and half of the students went to Stevenson the second year and it wasn't the same. They tried to make it the same. And it's ... you can't make it the same -- the buildings, the people are different. The faculty members are different. Crown, again, because it's natural sciences, for the sciences have different people in it, though they tend to not worry about their image according to Cowell ... they have their

own image, and Merrill is just ... well like Cowell was the first year, feeling its way through.

Calciano: Well what kind of image does Stevenson project?

Howells: Political sciences, radical students, people who don't really care about the college itself.

Calciano: Have you lived on campus all four years?

Howells: Except last year when I was in Germany, yes.

Calciano: Here again, I was wondering what your reasons are. A great number of the senior class move off.

Howells: Well I probably would have moved off had I not gone to Germany last year. But I don't have a car. I'm also a resident assistant which helps. It's more inexpensive for me to live on campus in some respects -- transportationwise and being a resident assistant.

Calciano: Can juniors also be resident assistants?

Howells: Yes, but they give seniors priority, and they usually have enough seniors, but juniors can be.

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

Howells: Yes. Because I felt that history can encompass almost anything I wanted to do, so that's it.

Calciano: What area of history are you specializing in?

Howells: Right now it's American History, though I'll go on into graduate school in Reformation and Colonial

American History, if I can persuade them to do it. (Laughter) Strange.

Calciano: Yes, it is strange. (Laughter)

Howells: Well it fits.

Calciano: Well what do you think of the history department here?

Howells: It's very good for what it has. It doesn't have much breadth yet, though it's getting it more and more. For instance, there's Modern European History, and they've just started with French History as such. There's no German History; there will be next year when Mr. Hitchcock comes back. They've just started with African History, and Russian History, I think, I believe started really last year. So I've watched it grow as I've been here.

Calciano: Have you had difficulty getting the courses you wanted?

Howells: No. You can always do what you want within a course.

Calciano: And have you done much independent study?

Howells: Yes. My minor is architectural history, and I've done all of it from independent study.

Calciano: With a member of the history department?

Howells: With Jasper Rose.

Calciano: Was one of your reasons for going to Germany to

study the Reformation period, or....

Howells: Primarily to learn a language and also art history, I think, more than anything. Germany is ... the German universities right now are not tops in history as such ... they're almost bottom. (Laughter)

Calciano: What did you think of your year there?

Howells: Um ... educationally it was a very good year; academically as such it wasn't as good. It just ... it's a very different system; it's very hard just to go into a system that's geared for six years for one year and get anything out of it. There's a language barrier. And the way they teach history is to get up and read a textbook or read dates.

Calciano: Oh!

Howells: And it's horrifying in that respect. They don't like free thinking or people to think for themselves. So it was very hard academically, but educationally to live in another country, to study at another university, it's just overwhelming.

Calciano: How many American students were there?

Howells: There were 70 on the education abroad program. I would say in the town of Goettingen, which was about 60,000 people, 10,000 at the university, there were a hundred Americans. Isolated.

Calciano: Out of a student body of how many?

Howells: 10,000.

Calciano: So the free-thinking Americans aren't about to change the pace there, right? (Laughter)

Howells: No. (Laughter) They're starting to, though, because of the education abroad program a lot of the German professors are very interested in the University of California, or were up until this year maybe. (Laughter)

Calciano: How many Santa Cruz students went to Germany?

Howells: Five.

Calciano: Because it happens that I interviewed another one the other day.

Howells: Thom Gentle?

Calciano: Thom Gentle, yes, and I just wondered if half the class went or what. (Laughter)

Howells: No, just five.

Calciano: Were they all in history, or....

Howells: Three of us were in history and one was in chemistry and one was in lit, and they were the two lucky ones -- in chemistry and lit. The departments are much better in those fields.

Calciano: Do you have a senior thesis? Or comp exams?

Howells: I have my comprehensive this Saturday. I didn't write

a senior thesis, mainly because I was in Germany and I felt that I might ... academically I had to catch up in some respects, and I'd rather spend my time in classes. I'll be going on for higher degrees, so I'll have time enough to write them later.

Calciano: That's true. What do you think about the pass-fail system?

Howells: It's great. It's really good. It gives you a lot of mobility within your class, within your subject. You don't have the competition for grades. And though in some respects evaluations mean as little as grades, it's at least in writing and not just an arbitrary number or a grade.

Calciano: Did you find it in any way a hindrance when applying for graduate schools?

Howells: No. Not at all. The worst hindrance is just being a single girl applying to graduate school. (Laughter) It's true!

Calciano: Well, do you think a married girl fares better?

Howells: I doubt it. (Laughter)

Calciano: It's being a girl, then?

Howells: Yes.

Calciano: Is this just an impression you've gotten, or do the

students feel that this is pretty well documented that girls have a rougher go?

Howells: Well I think for the Masters degree not, but for a Ph.D. in many respects the scholarships and things they'd rather give to boys because they're sure that they're going to go through with it. And there's still the idea in many admissions boards that girls sometimes will not go through. This is changing, of course, but it is a bit of a detriment I think.

Calciano: Well as far as UCSC is concerned, is there anything about the colleges or the faculty or the classes or the administration that you have been disappointed in or would like to see changes in?

Howells: This is a great week to ask, isn't it?

Calciano: Yes, this is really quite a week to hold these interviews. (Laughter)

Howells: For changes I would like to see the administration, not on the provost level, but on the University level, the Chancellor and the Vice-Chancellors, talk to other people and not be oriented so much towards the Regents and towards the Governor or what other people are thinking, but what people in their own community are thinking. They don't know. They're completely out of touch, and they won't listen. They won't listen to the

provosts, and it was very evident this last week with what the Chancellor did. He didn't know what was happening. He doesn't know therefore....

Calciano: Be a little more explicit, because twenty years from now, that's not going to mean....

Howells: Yes, that's right. Well in his temporary restraining order that he issued on students to keep them from picketing or demonstrating over the whole Berkeley controversy ... he didn't have to do it. He meant it for our own good, I realize now, because it was ... it's ... you have a choice either of having a temporary restraining order which you would be tried in civil court....

Calciano: On contempt of court charges if you violate it?

Howells: Right. Or no temporary restraining order, and if the police come in, you're arrested on a criminal charge; you have a record the rest of your life,. So he meant it to protect students. He said that he had followed how they had used it at Dartmouth, and that it had worked very well just protecting the community, keeping it within itself. But it's a clumsy thing to use and he didn't have to use it. I'm just ... by going to the meetings and seeing people, he could have realized that. This is what the provosts tried to tell

him; he wouldn't listen.

Calciano: And was it issued?

Howells: It was issued; it was never used.

Calciano: I've heard rumors that six students were served with them; is this just pure rumor?

Howells: Three students were served with it, but they weren't ... they won't be tried at all because they didn't break it.

Calciano: I see.

Howells: Even Barry Fader. (Laughter)

Calciano: Well now, you say he ... you were talking about his motivations and things ... did he explain this to a large group, or....

Howells: A very large group. There was one of our mass rallies at Cowell on Sunday night, and I would say between 800 and a 1000 people were there. The thing is I think people would have taken it much better from the Chancellor had he explained his position before and what he was going to do, but it came out looking like he just didn't trust us. And it just ... again just a lack of understanding of what is happening.

Calciano: I do want to follow through on the strike issue. We can either do it now or we can follow through on this question of what other changes you would like to see,

or things you might have been disappointed in.

Howells: That's always hard because you look back over four years and they seem important at the time, but four years later they're not. I think at Cowell, at least, there's a very good rapport between students and faculty. There could be more, but it's ... it's mutual shyness on some parts, on both parts really. But in the college itself, it works quite well. And again, as I said on the University-wide administration, they really should listen to the provosts, because the provosts are the ones, if anyone, who understands from the administrative point of view what's happening within their own, college. This is again a good thing about the college system; it gives you something to work within, a small group that you could understand. I would like to see professors have more say in hiring and firing of professors; it tends to be very administrative in many respects. And I would like to see students have a bit more say in what they want for their University. As long as it's constructive criticism; I don't think criticism for criticism's sake or just because it's in vogue should be; it has to be constructive. I just think people should learn to listen to students as mature individuals. Or maybe

not as mature or as wise, but they see things in a fresher point of view many times.

Calciano: Well we've seen some effort in this direction now. Isn't there a Student Food Committee, and....

Howells: There's a committee on almost everything now. I believe last week was the first time student representatives were in on the Academic Senate meeting. And it's [unintelligible], but it's all from college level or faculty, faculty-student things. And the biggest gap to fill is between, students and administration, or even faculty and administration here.

Calciano: You mentioned the Chancellor had not listened to the provosts -- was it on the issue of the temporary restraining orders, or other things also?

Howells: Oh well, he had a meeting with them, as far as I understand, to discuss the whole situation; he wanted to know what was happening, but he didn't listen. And I believe it was on the temporary restraining orders. He had issued one last Monday when they barricaded Central Services, at 4:00 in the afternoon, and they said that's just going to bring trouble. And they tried to reason him out of it all day, but he finally issued one at 4:00 in the afternoon, and students

heard about it and just decided to leave ... it would be a better thing to do. But....

Calciano: Well I'm confused.

Howells: He's issued two.

Calciano: Yes. Well he issued it against one person, or against the whole group?

Howells: No. Against the whole group barricading Central Services.

Calciano: Well then he issued....

Howells: He issued John Does.

Calciano: So in effect it worked then in that the students....

Howells: Well it was ... they were going to leave anyway. They were cleaning up and getting ready to leave when they heard this. And there were a few people who wanted to stay and fight it out and make a big issue out of it, and the rest said "No, that's just what he wants," ...which he doesn't really, but it comes across looking like that is <u>just</u> what he wants -- to fight. And so people left instead, and students who do that are just really amazing. They think; they really do.

Calciano: Yes. I must say....

Howells: It's not Berkeley here.

Calciano: No, it's not Berkeley.

Howells: And this is what the Chancellor doesn't understand.

These aren't Berkeley students. We had a, student come down from Berkeley to talk to us, and he was embarrassing. He was just ... everyone was giggling and....

Calciano: (Laughter)

Howells: Oh it was ... and we came away saying, "Well, we certainly aren't Berkeley." There are some students who are frustrated because we're not. But Berkeley doesn't ... I suppose in some respects because it's too big, and because there is a radical contingent that is quite entrenched in Berkeley, that she doesn't think things out. And....

Calciano: That "she" doesn't?

Howells: Berkeley doesn't.

Calciano: Oh.

Howells: The students, sorry. And the students here are just starting to have a political awareness in some respect, and so they talk things out constantly and just ... a much steadier path I think they take.

Calciano: What was your position on the student strike?

Howells: I was for having some sort of show of ... I hate the word solidarity now, but I'll use it anyway ... it's been used so much this last week ... with all nine campuses which worked. It's interesting that Santa

Cruz started it, too.

Calciano: Umhmmm.

Howells: But I don't think that picketing was the answer. I think this alienates some people. You're not going down in the community and talking with people, you're just ... it was fun and games for a lot of people ... it was like at a football rally. So the picketing as such didn't work. Had they, and really, I don't think it did work, and I didn't really support it. I was a monitor on one of the lines.

Calciano: Meaning that you wanted to be there in case....

Howells: Yes, in case something started, to be a moderator. They wanted "level-headed" people. (Laughter)

Calciano: I should mention that Kate made quotation marks with her fingers around level-headed. (Laughter)

Howells: And I do think there are a lot of problems within the University, but the ... you have to come up, again, with constructive criticism or constructive action. The greatest thing that's come out of this week is that people are aware of the community and want to go down and talk and want to go down and explain their situation.

Calciano: Well how did they become aware of the Santa Cruz citizenry?

Howells: Well, they've been aware of them for a long time. (Laughter) But I think once the shooting in Berkeley and the helicopter with the chemicals and all, the citizens, even of Santa Cruz, stood up and said, "Wait a second," and the students realized here ... well first in Berkeley, and then the students realized that yes, the community can be on our side. This is the time, and that there are a lot of people who have been trying this for a long time. And there was just a little swing towards the student side with this, and they took advantage of it, and they realized that anything we do on this campus now reflects on all students as far as the people in Santa Cruz are concerned; that we have to be very level-headed in, some respects. I think there's ... there's a fear already in people's minds that Ronald Reagan is going to run again next year and therefore you have to start against him now, and people are really realizing it, which I'm very happy to see. (Laughter)

Calciano: It's ironic that at the same time the more student protest there is, even sane protest, it tends to increase Reagan's popularity.

Howells: Yes. Or Yorty's popularity.

Calciano: Oh, Yorty, yes. Look what happened in that.*

Howells: He won. And it is because of student protest, I know.

Calciano: Yes. I think you're right in part.

Howells: It's crushing.

Calciano: Well what ... what ways do you think students can work most effectively without alienating the people whose support they need?

Howells: Well I think ... well students are just beginning to become politically aware and form their own politics in some respects, and it's happening very rapidly, and they're coming up with ideas, though it's very hard to say right now. I don't think demonstrations are the answer. I think people are beginning to realize that you have to talk to people on a one-to-one basis. And what they're trying to organize now in Santa Cruz is say take the Civic Auditorium once a week and have a dialogue with any interested people of the community and students once a week, because, people haven't known what has been happening up here on the hill, and they're afraid. They hear rumors and they're afraid, and once you go down and start talking to them, they realize ... well first of all they say that you're an

* Ed. Note: On May 27, 1969, Mayor Samuel Yorty of Los Angeles won reelection in his race against Thomas Bradley, a Negro

exception.

Calciano: (Laughter)

Howells: And then they realize that it's not true. And so you have to just break down this fear really through ignorance I believe. And it's our fault that such a thing has happened. So I think that's ... that's the only way I can see right now to change people's minds if you want to, say, to brainwash them, whatever.

Calciano: How did you stand on the various demands that were involved in this strike?

Howells: I think, well I believe ... again the word "demand" has been overused a lot. Though I do believe that if you demand something it has to be something that can be attained. And you don't demand for the resignation of Heyns when you don't know Berkeley, you don't understand the real situation at Berkeley in some respects, or haven't followed what that man's done for a long time. We have , no right to do it. You don't demand anyone's resignation. But you should demand that people be upset about Berkeley. I think that's the main issue that has come across with most students.

Calciano: Yes. Well this is why I'm sort of interested. Most ...

---

candidate, who had been strongly favored to win.

from what I've gathered as I walk through the crowds and so forth, most of the kids were concerned with the violence and so forth, but many of the rest of the demands didn't seem to have the full backing, and I wondered how the demands got written, and whether this was a problem for many of the concerned but moderate students?

Howells: Well many of the concerned but moderate students weren't at the meetings last week. That's why.

Calciano: That's how the....

Howells: ... and it just happened. Literally. I mean you don't put down some demands if you're not in the majority. So I do, think the demand about the giving the People's Park back to the people does show a complete lack of awareness of what private property is or what it means to people. And in some respects it can be equivocal how the whole thing was handled. It was handled badly. The whole situation on both sides. And they only see one side. And I think most of the students around here have tried to see both sides.

Calciano: Yes, because I have a feeling when you talk about getting the community behind you, most of the citizens were horrified by the violence, but they just can't swallow the "give the land to the people" when the

people is such an unspecific....

Howells: Well "the people" were the people who elected Reagan I love to tell people instead of.... I don't really support "the people" in some respects. (Laughter)

Calciano: So this is what I was interested in, whether the student body, a lot of students, had concern over property rights and....

Howells: I think the majority of the students realize that the main issue, well not the main issue, one of the issues, is what happened at Berkeley. This has been brewing for three years ... ever since Clark Kerr was fired. And this is the first time, [unintelligible] ... well of course in the nine campus University, history of the University of California, that all nine campuses have been unified on an issue, and it's a very good thing to see. And they were unified on the one issue of Berkeley being a military state.

Calciano: Right.

Howells: But it's been growing since Clark Kerr, and a lot of things, issues, have been brewing underneath, and finally it's exploded with this one issue. But this issue is the only one that could have really reached the community, too.

Calciano: Were the other campuses including ... did they have

five demands, or were they just sympathizing on the....

Howells: Irvine didn't have any demands -- they had a convocation. (Chuckle) Well, it's better than nothing. I think UCLA had some demands. I think they were a bit more moderate than our demands. The main thing ... there may be "Give the park back to the people" type things, but the main demand that,, has been supported by everyone is the one of the violence. The other ones are very debatable. I think they will be forgotten in a few weeks.

Calciano: What about the meeting last night? How did that go?

Howells: Oh, people were tired; they were frustrated because they realized that picketing really had been rather ridiculous, and it had been a farce. They wanted to do something else, so they wanted to extend the strike, but most people ... an overwhelming majority voted that down; they say, "No, this is a University; education is our main endeavor here, and we've shown that we care; we showed it badly, but we've learned, and we can't just cut off education till the end of the quarter; that's not what a University is all about." It was very level-headed, very sane.

Calciano: Umhmmm.

Howells: And now there's talk, some seniors are talking about doing something at commencement exercises, but I don't think that'll go through. Too many people are too attached to their four years here to see anything jeopardized.

Calciano: I was wondering if you'd like to make any comments about some of the other student activity areas such as the student newspaper, the underground newspapers, the student government, various campus organizations....

Howells: Oh, I think in regard to this last week again, the best newspaper we've had is our little *Strike* which was shoved under your door every morning. It was nice. (Laughter) I miss it. Our campus newspaper, *City On A Hill Press*, is a half-hearted effort. And it takes ... it's very interesting, but it does take an issue, if people are really concerned, to turn out some good prose, some good writing like the little Strike Daily, which was ... well the *Stevenson Libre* gave over everything to the *Strike Daily*. Most of the people who work on the *Stevenson Libre*, which is a rather absurd little newspaper -- it gives a very one-sided point of view ... it's very interesting that students yell about the *Press*, and then they can't do anything better -- give a more objective, or at least so

subjective that people really realize it, but give both tides. I don't think our publications are that good. I think one reason is because we don't have a big student body yet. They're also colleges, and it's hard to get people from different colleges together sometimes to work on something. As far as student government, I've seen it sort of grow from nothing, and at Cowell it is almost nothing still except there are committees, and it seems to work all right; there's not ... oh, in some respects there's a popularity contest, a play for power, but it's kept to a minimum because there are no elected officers, which I think is a very good idea. It tends to work rather well. The inter-campus board, I believe, was formed this year or last year.

Calciano: It was last year.

Howells: Last year, I think. And they're just beginning to realize what they can do, and how much it ... it's a question of power there, and no one's allowed to take too much in some respects, which is good. And I don't think there ever will be a student body president around here.

Calciano: I keep reading in the newspapers all the time about the food. This is a perennial gripe at any university,

but what (laughter)....

Howells: Well the main problem now is that Slater has lost the contract and doesn't care. (Laughter) At our expense, they don't care. And lasagna every day is a bit boring. But they shouldn't really gripe about it. There's ways of getting, if you don't like something, you always at least have a choice, and at Cowell, at least, there is a health food line, a macrobiotic diet which has been very good in the past. Now recently, because Slater lost the contract, the people who used to serve the food and cook it were fired because Slater wanted to save money.

Calciano: Student help?

Howells: Student help. [Unintelligible] people especially trained in the macrobiotic diet and what to do, so the food [unintelligible) has gone a bit down. But it was very good food; most everyone at Cowell was eating it, which I suppose says something about the food service. (Laughter) It's just that cafeteria food anywhere isn't the best food. So this is ... I found out the worst I've ever had in Germany last year; it was just horrifying; it was all potatoes.

Calciano: (Laughter) Just for the record, the macrobiotic diet is health food with no chemicals used to grow it,

is this....

Howells: That's right, and it's a certain amount of vegetables, a certain amount of rice, so you keep up ... there's a certain amount of protein through cheese and things and all your vitamins.

Calciano: No meat?

Howells: No meat. Fish, [unintelligible] soup, and eggs, and cheese, but no meat.

Calciano: Why no meat?

Howells: It's arbitrary, I believe, on that one. Unless it does have something that ... I'm riot really well versed in the macrobiotic diet as such, though meats could grow awfully [unintelligible]. It's trying to set up an equilibrium within your own body for food and meat might upset it, I'm not sure.

Calciano: But most of the kids eating it are not eating it because of the theory, but just because the food tastes good?

Howells: It does. (Laughter) It's really good.

Calciano: A thing that I read about a great deal in the student papers, though it seems an awfully long time ago now, but the Abraham-Bonic controversy. Did most of the students care much about it? Were they concerned, or....

Howells: Well they did at the time because they didn't know the situation. And I haven't really followed it in much detail, but the whole thing has calmed down, I think because students found out the information that they lacked.

Calciano: Such as?

Howells: Why they were fired. Or why their contracts weren't renewed or whatever.

Calciano: Well....

Howells: Which I don't know.

Calciano: Has Abraham been....

Howells: He's been ... I don't know....

Calciano: I don't think it was a question of firing....

Howells: No, it was just a way of....

Calciano: It was just rank or pay....

Howells: But this could have been ... that just doesn't happen as an arbitrary thing; that does go through the Academic Senate, and there had to be something behind it. The students reacted and then looked at it I believe. There was a very interesting thing last Monday; Greenway, whose contract was not renewed for next year, he didn't have tenure or anything, his

contract was not renewed, got up and said "I" -- this was at the barricade of Central Services -- and said, "I can't stand it anymore; I'm all for you students, and I'm going to do something." So he went back inside Central Services. Mark Goldowitz came out and said, "Greenway has just been fired for what he said," et cetera, et cetera, and everyone was getting mad. And Greenway came out. He never had said that he'd been fired because of that or anything, but he almost accepted what Mark had said. Then one of the other professors, Rosenblum, got up and said, "That's not true. His contract was not renewed two months ago." And the students completely did an about face on it. It was amazing.

Calciano: Yes, I was there during that little bit of byplay.

Howells: Goldowitz is Harvard Law, too, that's what kills me. (Laughter) Santa Cruz scholar. So it's a very emotional thing about any faculty being fired until people realize it. It happens anyplace, and usually for very good reasons.

Calciano: What are your own future plans? Now you say graduate school; where specifically....

Howells: I'll be going ... well my plans now, subject to change at any minute, are to go to UCLA and get my Master's,

and then go to England and study and get probably an English Master's, and then come back here and get a Ph.D. ... though I'm not sure where. So I'll stay in school for a while. But I ... my goal is to get a Ph.D. in history.

Calciano: And with the idea of teaching on the college level?

Howells: Being a professor, yes.

Calciano: Now are there any questions that I have not happened to ask, or subjects that I haven't touched on, that you'd like to make comments on?.

Howells: Not that I can think of. I could speak for a minute on the Committee on Arts and Lectures which I was a member of....

Calciano: Oh yes.

Howells: ... for two years, my first two years. It tends to ... they're getting better. The first two years I fought them constantly because they wanted everything classical, and they didn't realize that a university is primarily here for students, and that they were community oriented again. They were oriented outside of the University community, of what was happening at the University, towards what they were bringing, how much the tickets were going to cost, how many tickets go into the town, and there were instances of per-

formances being completely sold out to people in the community and not having any student tickets and things, and this is changing. And as it gets bigger, the prices can go down on things. But I think it's very good that they started it to begin with. With this cultural activity it's very hard, because to have concerts in dining halls is sort of trying on everyone with dishes clanging in the back especially.

Calciano: (Laughter) Yes. When you said they were too classical to begin with....

Howells: They wanted no jazz; they didn't ... they had a program of so many quartets or orchestra concerts and dance groups and all and drama, and none of it was modern the first year or even the sec... they started in the second year.

Calciano: But something like the play Marat/Sade, that's a student....

Howells: That's a student production.

Calciano: That's separate.

Howells: Yes. And that's a very hard thing. The theater department here really gets very little support for what they do. It's a costly enterprise, and it's a lot of red tape, and this has scared away our directors, Eric Christmas and now Dick Trousdell. Because it's

... it's a lot of red tape because no one knows how to handle it yet. It's growing along with everything else ... the Barn Theatre is a very good idea.

Calciano: Is there anything you want to comment about the California Club or Cowell Historical Society?

Howells: Oh, California Club has, what is it, 15 members, that is in essence supposed to be the President's Club, that we advise the President on what the students are thinking, and....

Calciano: President Hitch or our Chan....

Howells: President Hitch, yes. Which is funny because I've never met with him, but that's okay.

Calciano: (Laughter)

Howells: And so now Hitch wants to change it and put it so that we advise the Chancellor. And here we are sitting there ready to do anything. We could have ... probably be all-powerful on a campus if we really took advantage of it, or could work with people, and no one listens. We're the people that have met with the Regents, who have talked with Hitch indirectly, at least I have, and some people more directly, met with the Regents, talked with the Chancellor, know what the administration is thinking, and we just sit here. It's a very impotent thing.

Calciano: Why?

Howells: It's ... I think because there's this gap again between students and Chancellor, and we can say things to him and he never reacts. So people say, "Well what's the use of having California Club?" Most people don't even know about California Club.

Calciano: And there's been no effort by California Club to take the administration's reasons and filter them out to the students?

Howells: Well, we've tried. I've always tried to do that. I've always tried to present two sides. And I suppose since my grandparents have known Dean McHenry for a long time, I've tried to be very fair to him, but sometimes it's very hard when he does something that for the situation, had he known the situation or listened, he wouldn't have done. And so it puts us on a spot defending him. And you can't defend him when he does some things.

Calciano: How do you stand on College of Malcolm X?

Howells: A ... I like it. The more people, faculty, gets involved in it, and concrete proposals are being formed finally. I think when it first started, it was just a very emotional thing. And I like the idea of having a college for minority studies, not just black

studies. I'm still not sure about the name. I like Herman Blake's idea of El Shabazz, which is Malcolm X's Muslim name. It's a better name anyway; it's more fun. But as Jasper Rose says, if people call it. Malcolm X for two years, that's its name. They're not going to change it. (Laughter)

Calciano: What if the Regents call it Jones College?

Howells: Well, we'll still call it Malcolm X. (Laughter) The community knows about it in the name Malcolm X and that's the name. There is a drive now to get enough money, endowment, so they can have their own name. All they have to do, you know, the whole thing is a question of endowment for a college, and whoever gives the most money gets a name thrown in with it. So there's a drive in the town of Santa Cruz and on the campus itself to raise enough money so that we can endow the college of Malcolm X and call it Malcolm X or whatever we want to call it.

Calciano: The last I heard about $20,000 had been pledged ... that's the amount?

Howells: Umhmmm.

Calciano: Will the other $480,000 be available?

Howells: Probably. I think we can get it.

Calciano: From students, or from....

Howells: I think students, if they just keep doing it constantly; there are enough people in the state of California. And if they broaden out this summer in their home communities instead of just Santa Cruz, I think it could be raised. I think it's a very interesting thing to see happen. I hope it works.

Calciano: Yes. Is there anything else we should bring in before....

Howell's: Not that I can think of, no.

Calciano: Okay. Well, thank you very much.

Howells: You're welcome.

Name: Cynthia Cliff Lance

Date of Birth: Feb. 21, 1947

Place of Birth: Los Angeles

Home Residence: Pasadema, California

High School: Westridge School for Girls

Colleges Attended: Univ. of Calif., Santa Cruz

Year you started at UCSC: 1965

UCSC College (s):
(if more than one, give dates)
U.C. Santa Cruz, Stevenson

Resident or Commuter:
resident

Married: no

Major area of study: Biology

Other fields of academic interest:
Literature

Activities and offices held:
photography club

CYNTHIA CLIFF LANCE May 28, 1969 3:45 p.m.

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

Lance: Oh, I suppose the most important thing was the fact that it was going to be small; it was brand new -- maybe that wasn't such an important requirement -- and the college system, and not already built. In other words kind of rough; I mean I liked it.

Calciano: What kind of high school had you been to?

Lance: I'd been to, well I went always to private schools before I came here: I'd been to a girls' school.

Calciano: I guess I could have looked at the questionnaire and found out. (Laughter) So you liked the public school....

Lance: Well I liked the informality.

Calciano: What did you expect to find here? Did you....

Lance: That I didn't find, or....

Calciano: No. Well I was wondering, some of the kids came with almost no expectations; others had a whole series of things they expected UCSC to be. I wondered if you had any preconceived notions of what you'd find?

Lance: Well, I expected a lot of people to be spending their

whole lives in their books; I mean just really, really studious. And I expected a greater variety of students from ... well, from all different kinds of backgrounds.

Calciano: Greater than there is, you mean?

Lance: No, greater than I was [unintelligible]. [Pause] Well, what exactly....

Calciano: Well, that's fine. And then what did you, what were your first impressions when you did arrive here in that fall of '65?

Lance: That it was beautiful; that everybody looked young; that the professors looked really, really young to me too, and the students and professors all looked so, so young. The informality. [Pause] I guess that's about all that hit me.

Calciano: Were you happy with what you found?

Lance: [Nods head] Yes.

Calciano: (Laughter) Yes, shaking your head isn't very audible. Well now, has the campus changed much since you've been here?

Lance: Oh yes, it has changed every single year; it's entirely different than it was the first year, and I think the main reason was because we were all like

high school seniors the first year -- that had a lot to do with it. And just the physical structure of it has made a great deal of difference. I don't think I could anymore live with eight people like I did the first year now, yet it seemed perfectly normal then.

Calciano: Umhmmm. Do you like the small college idea?

Lance: Oh, I think it's about the most important thing that we have here. Yes, definitely.

Calciano: Now let's see, you must have switched from Cowell to Stevenson at some point. When was that?

Lance: After my freshman year.

Calciano: And why?

Lance: Well actually I'd planned to stay in Cowell, and then I decided that I ... they ... well they just split everybody up, and some people didn't get their choice. Whereas I had chosen Cowell, I was one of the 40 people that ended up in Stevenson who didn't get what they wanted.

Calciano: Oh!

Lance: But it didn't matter because as it turned out I would much rather have been in Stevenson.

Calciano: Why is that?

Lance: Because it ... because it was a change, and the first

four years it seemed like the people that I knew in Cowell and the whole situation there didn't change as much and move as much as ours did. And ... not specifically Stevenson, but just for me in moving from Cowell to Stevenson.

Calciano: Move as much in what direction?

Lance: Oh in the things you were exposed to. The provost was different; the attitudes about certain things were much different for people. And I'm not saying that ... in fact the main, the most important thing about it was that I had gone from Cowell to Stevenson. In other words, I wouldn't have wanted to have begun in Stevenson or anything like that. Just to see two different things was really good. And I like being in a social science college simply because it ... well I spend all my time up at the lab, the biology [unintelligible].

Calciano: Have a lot of your friendships remained in Cowell College, or have they mostly shifted?

Lance: Well, I would say almost all of them [unintelligible].

Calciano: Do the colleges seem quite different to you, or are they more like peas in a pod?

Lance: You mean among themselves? Well yes, I think they seem very much different. Maybe it won't ... I think what

it has to do with a lot now is the fact that, well Merrill seems so much different to me than all the other colleges. But that's probably because all the people there are younger than the rest. So maybe after the first four-year class gets out -- I sort of think that the first four-year class is holding back everybody else. In other words, I think the biggest change is going to come when all of us leave.

Calciano: Oh? Change in what way?

Lance: Change in the attitudes of the students; change in their study habits; change in interests, everything. I just think it'll make a radical difference in what people look at, what people find important in classes.

Calciano: Do you think they'll study more or less than your class?

Lance: Less scheduled than we did, but not necessarily less all around ... just different interests, and so that to me makes the colleges different right now simply because Merrill is younger, and then there's Crown which is a combination of having a science orientation and a combination of being younger; it seems to be different than say Stevenson or Cowell. And Cowell being the oldest, to me that seems to be the main reason for its difference from the other. Aside from

the basic emphasis in terms of history and then social sciences, and the natural sciences, and then, oh, sociology, or whatever Merrill is feels [unintelligible] educationally.

Calciano: I notice you live on campus. Have you lived on campus all four years?

Lance: I was on campus four years.

Calciano: Why?

Lance: Because I wanted to be near the ... I didn't have a car, and I wanted to be near the lab where I spend most of my time working. And it was just too much trouble to move off campus and have to commute up there; that was the primary ... and I enjoyed it. I never found much particularly wrong. Oh sure, you get real, real tired of seeing a bunch of girls all the time ... it's worth it.

Calciano: And you mentioned you were also a resident assistant. Was this just this last year that....

Lance: Just this year.

Calciano: Have you liked being a resident assistant?

Lance: Yes. The whole idea of resident assistant is sort of, it's sort of in question right about now simply because the duties that we have pertain to administering certain rules, and these rules are

pretty well overlooked by students, by administration, by faculty, and they're just sort of thinking that ... well, it's sort of a trend of changing and that, you know, pretty soon they won't be there and so you really don't have to worry about them now. So occasionally, you know, you're kind of in flux as to how you feel about whether you should do something about them or whether you shouldn't. And that's about the only hassle that you run across, but I really enjoyed being an R.A.

Calciano: Are these mainly the intervisitation rules, or are there other rules that you mean?

Lance: Mainly visitation.

Calciano: Someone said that the R.A.'s role is changing somewhat into becoming more of a counselor type thing. Do you see this happening or not?

Lance: Absolutely. In fact, that's about all I do. • It's very ... of course it's very informal, and you don't look at it that way, but ... well I've spent the whole year doing that. In fact you spend an awful lot of time, and people are in and out all the time.

Calciano: Umhmmm.

Lance: I can never work in my room, because there are just people there ... I mean it's great, it's fine. And I

think that's the main purpose that they should serve.

Calciano: You mentioned earlier that you spend a great deal of your time at the lab. Every time I've phoned you, you've been just off to the library. I wondered where you spend most of your study time, or is it equally split, or....

Lance: Oh, do you mean between the library....

Calciano: And the lab.

Lance: Oh, when I say the library, it's usually just the Stevenson Library.

Calciano: Oh, I see.

Lance: And ... yes, well right now things have kind of cooled down because I'm only taking two classes. But up until, well up until this quarter I'd say I spent at least four nights a week, three nights a week, there. And when I was a freshman and sophomore I spent it in the library here.

Calciano: Umhmmm.

Lance: In the lab.

Calciano: Oh, in the lab, not in the Stevenson Library. [Pause]

Calciano: For the record it should be noted that we had to turn the tape off while we changed rooms because the audio-

visual people needed the room we had. [Pause] Oh, I was trying to remember where we were. (Laughter) I've been doing so many interviews lately. All right, we were talking about studying in the labs. Your major is biology; now is this independent-study type of work that you're doing in the labs, or is it part of your regular course work that necessitates evenings in the labs?

Lance: Well most of it's independent study, but I just ... it's just very quiet up in the lab at night because there aren't a lot of people. But....

Calciano: So you might even read your literature there, or....

Lance: Oh sure. Yes.

Calciano: I see. Had you decided your major before you came?

Lance: Yes.

Calciano: What made you select it?

Lance: Biology? I just decided it, yes.

Calciano: Why?

Lance: I suppose probably because I had a good biology teacher when I was in high school. Then I particularly liked it.

Calciano: Umhmmm. What do you think of the department here?

Lance: Well, not having been anyplace else, I really couldn't

tell you. In comparison to other departments, I would say ... well in comparison to non-science departments, I would say it was ... if it was relative to the, I'd say it was pretty good, yes. I really think it's good.

Calciano: And compared to the other science departments?

Lance: Yes, I think so ... good.

Calciano: So you feel....

Lance: I mean it's hard for me to really judge it, because I mean ... do you mean professors, or do you mean....

Calciano: Well, mainly professors.

Lance: Yes, I think the professors have been very good.

Calciano: And I suppose also....

Lance: I think there's a lot more stimulation in these classes, in the science classes in other words. And the other people I've gone through with feel a lot more stimulation in terms of interest and things like that than say some of the other people in other majors. Now this may be due to the fact that classes are much smaller, but nevertheless it's true.

Calciano: Yes, I was going to say that in judging a department the faculty is the main criteria, but also the type of courses that are taught, and the organization of the department, and the requirements for degrees. Do you

have any comments on any of those other areas?

Lance: [Pause] Hmmm. Well there's a great many more requirements for a biology major, say, than a psychology major. I mean it's much more structured, but it has to be, therefore ... I mean it is at all other places, and you need a certain background in language to work with before you start it. It just has to be there, and that's ... and so really you can't criticize at all or say anything about it.

Calciano: Have you done a fair amount of independent study?

Lance: Yes, I've probably done more, or at least as much as any other; more, I would say, than most other biology students. Just because I particularly got interested in one field and kept working at it. I took three independent studies.

Calciano: Under what professor?

Lance: Dr. Richard Peterson.

Calciano: Were you working on a thesis, or....

Lance: Both. I was working on a thesis for two of the quarters, and one of the quarters I was just working on an independent project.

Calciano: Do you care to mention what it was?

Lance: Well it dealt with population dynamics and behavior of sea lions in California.

Calciano: Now do you also have comprehensive exams in....

Lance: No, I don't. That will change, I gather, after, I have heard, after this year. This year we either write a senior thesis or take the comprehensive.

Calciano: How large are these senior theses that the kids talk about?

Lance: Well ... length, it's difficult to say. You spend approximately two quarters on it for biology I know. And ... but mine happens to only be ten to fifteen pages worth of written material.

Calciano: Because your research....

Lance: Because it compacts.

Calciano: Right.

Lance: Now I know people who have written sociology senior theses that are a 100 pages long. But you probably spend a third, about a third or a quarter of your time in your senior year ... should be theoretically devoted to it.

Calciano: Are you graded at all in biology, or are you completely pass-fail?

Lance: No, you're graded in upper division courses.

Calciano: And do you think this is wise? Are you pleased?

Lance: Oh! Well I like the idea, but if you want to go on to graduate school, it's practically imperative I

suppose.

Calciano: You apparently like the pass-fail system as a whole?

Lance: Yes. I would like that much better. I'd like to see that. But if you have to work within this system of, you know, moving on from college to graduate school and everything, and there's been a ... it makes it a lot easier if you do have grades.

Calciano: Now these are out-and-out grades; they aren't standby grades?

Lance: No, these are out-and-out grades on your transcript.

Calciano: Do some departments have what's known as backup grades, or....

Lance: I think so. It's kind of unclear now. Evidently, from what I've understood, it will be re-evaluated ... this whole ... the success of the pass-fail system. And so in a case that, you know, it's rejected, I would imagine there are some form of backup grades or something that they could give us.

Calciano: I've yet to talk to a student who didn't like pass-fail. (Laughter) Does such a species exist or not?

Lance: I know a lot ... I know some faculty that don't particularly like it. But I would say on the whole almost all the students [unintelligible].

Calciano: Why don't the faculty like it, the certain elements of

the faculty?

Lance: Well only ... I think ... I mean most of the faculty do like it. [Unintelligible] a qualitative or quantitative way of evaluating students that's brief, short. I mean a graduate school or advisor can't always spend all his time reading through masses and masses of evaluations which could be ... I mean that a lot of them are very personal in the sense that it depends on the student and the faculty member's relationship, academic relationship, and therefore it's hard to pick out from this how a person performed in the class if that's what you want. Now of course here the idea is to get away from it, to get away from the idea of just could he or couldn't he pass such a test. But still, when everybody else is geared that way, it's kind of difficult to move from one to the other.

Calciano: Have you ... oh, I remember what I wanted to ask. You said your classes were rather small in biology. How many have they averaged or tended to average?

Lance: Well, they're small now. They began, I think in Chemistry 1A, which was the first course we had to take, there were probably 120 people. And I would imagine about 90 of those were supposedly biology

majors. Now in considering the fact that people transferred out, and a few people have come in, and....

Calciano: Transferred out of the major?

Lance: Out of the whole school.

Calciano: Oh, out of the whole school.

Lance: Out of the school, out of the major ... have either flunked out or just decided they didn't want to major in that, or moved to other campuses, or left for some reason, there are now I would guess no more than 25 senior biology majors. So it's been quartered probably, or at least in thirds. You know, a third of what it began.

Calciano: Has this held true for the other sciences?

Lance: I would imagine ... well there are fewer people that I think attempt, profess to be chemistry and physics majors or math majors, if you want to call that a science. So I really don't know about those.

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

Lance: No.

Calciano: Is there anything much done in the science field in student-taught courses, or is it mainly in the....

Lance: No. Not unless it's a non ... well a class taught for non-majors, non-science majors, I think. Now I know there haven't been any for biology majors that have been taught by students. It would be pretty difficult to do.

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

Lance: [Pause] Well ... a couple of minor things. I'd like to see more emphasis in some ways on, put on teaching ability of faculty members rather than ability to do their own research. I mean being just better teachers. Now maybe there's just no way that can be done, but I think that would be important, and in some ways that has bothered me. [Pause]

Calciano: That's an interesting comment, because of course part of the original concept at Santa Cruz was to put emphasis on the teaching ability as well as the scholarly ability. I wonder where you think this got lost or ... or is it lost?

Lance: No, I don't think it's lost at all. I think probably I'm spoiled and we have a lot more here than I would find someplace else. But no, I....

Calciano: But you can always dream of even greener pastures.

Lance: And ... what else. [Pause] I'd like to see a ... maybe it was just because we, or I was here just in the four years when it was pretty small and there wasn't ... like the first year there weren't any older people or ... um ... in other words, it seems not only isolated physically, but isolated in terms of the type of people that are drawn here, the age of people, the maturity. In other words sometimes it seems like everybody here is just really, really confused about things. Maybe it's just simply a lack of tradition, you know, even though this is the sort of thing I am not particularly interested in. When somebody says tradition to me, it doesn't mean ... but some form of, well something kind of intangible, but lots of times there seems like there's no basic structure that's holding things together.

Calciano: Can you be a little more specific in what....

Lance: Maybe in more.... I know it's hard, but maybe if we had more exposure in terms of speakers and things like that with things outside, I mean more cultural things or something like that. Maybe if we had more transfer students. Maybe if there was a larger graduate department. Sometimes it seems like there's a great

gap between the professors. They're either really, really young and right out of college, or they're really, really old and just about to retire ... somewhere in there, you know. And sometimes it seems that the type of students that are attracted here.... Sure it's really great, and it really makes you think, but there's an awful lot that these students have in common and had in common before they got here in terms of being more or less geared toward intellectualizing, being loners, intellectualizing by themselves, I think.

[Pause]

Calciano: Do you have any comments you'd like to make on the various, well I guess you'd call them activities that the students have been involved in? Anything -- the student paper or the underground papers or the campus organizations, student government ... this area of things.

[Pause]

Lance: Well I suppose I tend to be sort of cynical about it, but I feel that especially, say, after the strike and everything like that, that a lot of it is, I mean personal glory plays a part, a large part in the

actions of a lot of people in terms of organization of things and stuff, because there's so little here really structured that it's so easy for people to come in, a whole lot of people saying a few words here, because if ... anybody who wants to speak can get up and speak, and there's still the hangover from high school or wherever they were before that to be able to stand up and speak makes you important, or you are an important person. And so I find that kind of disturbing lots of times. But I really don't think there is much to ... well, those people that carry, that work as well as talk, and I think there's a lot, there's several people, or well it's probably just a small group of people that carry on their work as well as really carry all the burden in terms of activities ... a lot of these people I really respect because they've been able to do a lot of good things just beginning with absolutely nothing. People I've known from the first year who really worked.

Calciano: [Unintelligible.] Do you want to name some names of who you mean and....

Lance: Well ... you mean people that I know?

Calciano: Yes. An example of what you mean.

Lance: Oh, you mean the name of the person?

Calciano: Well, I ... I'm not going to....

Lance: You've having difficulty seeing what I mean.

Calciano: Well I was wondering, do you mean somebody who has carried an activity and also carried his school work? Is this what you meant, or....

Lance: Yes, I think that's basically what I meant. In other words, I sort of think that ... like the strike going on right now, a lot of people have taken the chance to ... because they're out of classes so they have so much free time, I mean all the students are just totally disoriented. Especially the ones that have, say, have not been eating and have been on a hunger strike, and therefore their meals, which structure things here, believe it or not, that's gone, their classes are gone, and ... I mean I don't think people could take more than two days of it simply because it was so confusing. Now there are several people I. know that ... I think you can get a whole lot more done and people have shown that they can if say the work is kept, you know, classes are kept, I mean there is a schedule kept, it isn't interrupted, and they do this other stuff. Say they're involved in a radical activity or something like that, an organization of a radical student union or something like this ... you

see what I mean?

Calciano: Yes, but....

Lance: I'm sorry I don't make it clear.

Calciano: No, it's all right.

Lance: I'm not very good at that.

Calciano: What have your opinions been of the strike itself?

Lance: Well ... basically I support it. Tactics I don't. In other words, I feel very strongly about the violence, but it seems to me that that's exactly what we would lead up to with this disorganization. In other words, I'd like to see people try to individually carry on with school to show that they can do that as well as showing their reaction against what has happened.

Calciano: I find almost total agreement on the violence issue, but I find some diversity of opinion on the other demands that were made. How do you, how did you feel about some of the other demands?

Lance: Well a lot of them have changed; I wasn't particularly in support of the demand to fire the Chancellor or, you know, bring charges against him. And I'm still really confused ... I mean I don't know what's going on in Berkeley; I don't think many of the students know what's going on in Berkeley. I don't even think

if I went up there, which I've done several times, I would still have any idea what's really going on. But ... and so therefore I'm confused about this whole People's Park thing. You know I think, "Sure, it's great," but then I think, "What about the whole thing of private property? What about the legal aspects? The people, did they petition or did they not petition to get hold of this? Has the city really wanted it, or is it just the students?" And the other demands -- I'd like to see the charges against the people taken away, but it's just not that simple; that's not what's going to happen.

[Pause]

Calciano: Have you had much, been very much interested in the student effort on the Malcolm X college?

Lance: No, I haven't. I haven't been very involved in it maybe.

Calciano: What do ... do you have an opinion on it, or not?

Lance: I think if people would take the time ... in other words I'm not sure how sincerely those that are working on it really want it. I suppose that I have a combination of an attitude: number one, I'm leaving this place, and so I'm beginning to sort of get the

feeling that, you know, I can't, I just don't feel like I want to get particularly involved in this thing right now ... as well as a feeling of being skeptical about this because thinking that their motives ... if they really wanted to do it, they could do it, and it's just possible. Sure they'd have to put up a lot of fight, but if I could see some people really ... and some I have ... really working on it and really coming out with some good ideas for it, concrete ideas, I could then see the plausibility of having such a college. That's all pretty vague, actually. (Laughter)

Calciano: Well, it's very hard to tell from reading the papers and so forth just how vital an issue various things are to the students.

Lance: Well most of the information I get is from talking to other students, yes, because ... that's right, I forget that you must mostly read the papers. Well you more than others probably have talked to a lot of students about it.

Calciano: Well yes, I have, but....

Lance: But I don't think of ever obtaining information from newspapers.. In other words, which I think most students never even think of ... because we don't read

the newspapers really to obtain the

- information. We either already know it....

Calciano: You know it.

Lance: Yes.

Calciano: But people who aren't students....

Lance: Yes it should be looked at, yes, that's right.

Calciano: ... that's their main source and that's why, one of the reasons I'm doing these interviews is to try and see just what a cross section of kids think about some of these issues that have apparently been of concern to.... Are there any issues besides this violence at Berkeley that have caught the interest of most of the students, or not?

Lance: Well there's the whole Third World alliance and the Black Power issues. There's the ... of course the Vietnam issue. These have been for longer periods of time and not intense. This is probably the most intense thing, but only for a short period. I really think the others will be more long-lasting and important to the students.

Calciano: Now what are your own future plans?

Lance: Well I intend to continue on in biology, to go into some form of biological research. I'm not exactly sure whether I would like to teach or he affiliated with an

academic institution, but what I'll probably do is just work for a year. I want to get out of school. Now I'll probably be working. Right now it seems like I'll be working for the ... on a field project in biology for ... on the Natural History Review of the Smithsonian in Washington. It will be a field trip in South America, so it's still biology, but I just want to get out of school for a while. It's only a year job, and then I'll probably go to grad school; I mean it practically positively.

Calciano: For a Masters or for a Ph.D.?

Lance: For a Ph.D.

Calciano: And with the idea of going into academic biology, or....

Lance: No. Probably ... I don't know. I mean it; I'm not sure I wouldn't. Right now it appears to me I would rather do, be able to work for some other kind of institution where I could do almost straight research.

Calciano: Almost everybody I've talked to is planning on graduate school now or later with a Ph.D. as an eventual goal. Is this ... have I got a good cross section of kids or is....

Lance: Yes, I'd say you would, you did. Especially here. Whether they all make it through or not, I would say

that almost positively just about everybody was going.

Calciano: Umhmmm.

Lance: I definitely figure that you had a good cross section in terms of that.

Calciano: Now are there any things that I happen not to have brought up that you'd like to mention before we terminate the interview? Anything having to do with the whole UCSC area, people.... [Pause]

Lance: No, I don't think so.

Calciano: There's one thing that I'd like to ask you because only one person has brought it up so far, and I'd like to see whether you confirm or differ from the opinions that that person expressed. What do you think about the drug usage, the drug scene. How common is it? What is your attitude about it? What's the idea of most of the kids?

Lance: A ... well it depends on what you mean. If you were talking about things like marijuana, it's widespread. I mean it's all over. If you're talking about heavy drugs, there's a lot of it which really ... now the thing that scares me most about all of this is that the people I see, most of them, actually even the most, what do you want to call it, hip, far-out, unstraight people that are seniors have pretty well

let up on most of that stuff.

Calciano: Let up?

Lance: Yes, let up on it. I mean it doesn't interest them, and they aren't involved in it. And maybe every once in a while but, gee, you know, they could go three months, a month or so, whereas, as opposed to a lot of the students, what scares me and worries me are the people that just become really obsessed with it. I mean all the time they're stoned, or all the time they have to try something else. And they're on ... these are the things that I worry about, the people that ... and it's not being addicted to it; it's just the idea in their minds that, "Wow, this is something really cool." I mean they're no more physically addicted to it than I am, but they're just....

Calciano: Are you talking about marijuana here or about the harder drugs?

Lance: All of it, both. Now, there's a lot of ... I don't know ... there's quite a bit of heavy dealing in drugs I think. I don't know how many students are involved in it, but I know those that are involved are involved in a big way, some of them. In other words I know of some people that are just overwhelmingly involved in terms of thousands of dollars. And this is just

really, really scary. I mean to me, as well as the ... and as well seeing a lot of students that have ... I mean I know students who have just been mentally really wrecked up by this. I mean students in mental institutions; students that are having a lot of mental problems. I mean there's no doubt about the fact that that can happen.. And I'm sure that most of these people it was heavy drugs, and maybe that wasn't the reason for them being there, but....

Calciano: Drugs as opposed to LSD or you....

Lance: No, I'm talking about things like ... not talking about ... I'm talking about heavy drugs, in other words, LSD, mescaline, speed, any of those, as opposed to marijuana. I know that there's, there's a high incidence of drug usage among people who have, you know, who have problems mentally. Now whether that's the reason ... whether the drugs cause it or not is another question. Although I know that in a few cases that evidently it has. Yet there's, somehow there's got to be some kind of a connection. Whether it's just that these people are confused or really braver than the rest of us and willing to try these things, you know; maybe that's it; I don't know.

Calciano: You said that you thought a lot of the seniors have

dropped, have abandoned the drug scene.

Lance: Well, they don't have this feeling that a lot of these people have. Well there's a lot of, well seniors and juniors I think. There's a feeling among a lot of the freshmen ... it's kind of an immature feeling in a way, that ... they just have lost interest. They'd much rather....

Calciano: Now wait ... the older kids have lost interest, and the younger kids....

Lance: The younger kids haven't. It's a ... it's just a big exciting thing to lots of them.

Calciano: Like cigarette smoking and booze used to be 30 years ago?

Lance: Yes, I think so. I think most of the upper classmen in a way with ... there's nothing in the ... it's certainly not the legal thing that's kept them away. It's certainly not being scared about it in any way really. It's more a question of time, and it's, you know, it's just not worth it.

Calciano: Umhmmm. [Pause] Is there anything else you want to say on the....

Lance: I don't think so.

Calciano: Okay. We'll turn it off. Thank you.

Lance: Oh, yes, sure.

Trans: Doris Johnson

Typed: Doris Johnson

Digitized: TriAxial Data Systems

Elizabeth Spedding Calciano was born in Iowa in 1939 and lived in Ames, Iowa, until her college years. She received an A.B. cum laude in history from Radcliffe College in 1961 and an M.A. from Stanford University in 1962. She is married to a physician and is the mother of three children. The Calcianos moved to the Santa Cruz area in 1962 and on July 1, 1963, Mrs. Calciano became the Editor of the Regional History Project in a half-time capacity. In 1967 and '68 she also taught a course on the history of Santa Cruz County for University Extension.