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STUDENT INTERVIEWS: 1967

Interviews Conducted By
Elizabeth Spedding Calciano

Santa Cruz
1968

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INTRODUCTION

1967 was a year of activity for University historians -- they were delving into archives searching for material that would be published in honor of the University's Centennial Year, 1968. During this same year the University's newest campus, Santa Cruz, was preparing to graduate its first class. 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 have 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 here again the historian must pause, because generally people will take time to write the editor only if they are particularly agitated about an issue. The vast majority of a populace will never pause to record its views.

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.

Perhaps a few words about the format of the interviews and the style of the manuscript would be in order. When the idea for this series was first formulated, we had in mind interviewing ten graduating seniors. However, because the number of pioneer sophomores far exceeded the number of pioneer seniors; because all the seniors of necessity were transfer students, while many of the sophomores would eventually be four-year students; and because the members of the sophomore class naturally had a greater stake in where the college was

headed and therefore were more tightly wound up in some of the current controversies, we felt that our interview roster should include four sophomores. The total number of interviews was increased to twelve. Several sophomores asked, "But why only four of us when we outnumber them four to one?" To this we answered that it is the Project's intention to conduct a similar series of interviews in the spring of 1969 when the first four-year Santa Cruz class is graduated. Hopefully the series will then be repeated at five or ten year intervals.

Perhaps the most frustrating task was to choose the twelve students we would interview -- there were so many articulate and interesting students on the campus. We started the selection process by asking for recommendations from provosts, preceptors, and faculty members, thereby compiling a list of thirty or forty names. We then added a number of names picked at random from the roster of senior students. In making our final choices, we tried to have a variety of major fields represented, a variety of extracurricular interests, a spread in geographic origin, and a balance between Stevenson and Cowell, commuters and non-commuters. But human beings are not easily pigeon-holed and we make no claim 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 the interview took depended on what was of interest and of concern to the student. E.G.: "Is there anything about the University, or the colleges, faculty, or classes that you are disappointed in or would like to see changed, or that you expect will be changed?"

The interviews were conducted in the listening rooms of the Instructional Services Department; 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 twenty minutes to an hour. The students had no prior knowledge of the questions that would be asked. The students' pictures were taken by Vester Dick.

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, 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 editor instead, with but few exceptions, limited her editing 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 sentences in mid-stream; 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. One boy voiced concern about how his transcript would look -- "You know, the adverbs and stuff..." but we doubt that readers will be concentrating on his adverbs when it is his ideas that are of interest. When a word or phrase could not be understood by the transcriber, [unintelligible] is typed in the manuscript. Three periods ... do not mean that something has been omitted; indeed, nothing was deleted from these transcripts. Instead the periods

indicate either a pause in the speaker's dialogue, or the trailing off of a sentence.

This manuscript is 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

April 17, 1968
Regional History Project
University Library
University of California, Santa Cruz



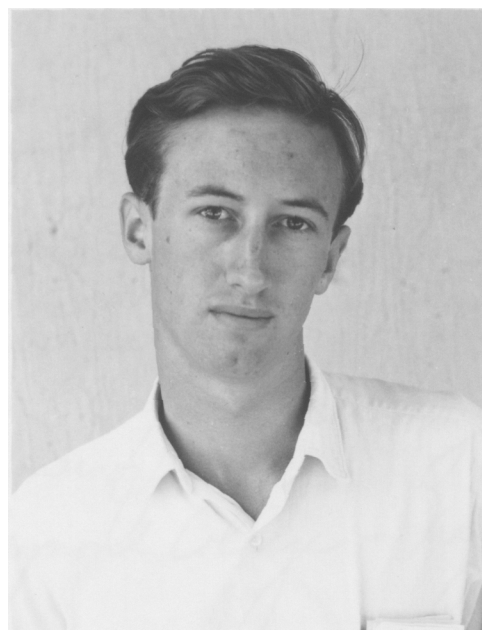
Susan Sward



Marsha Anne Ehrenberg



Nancy Ellen Wolfberg



Russell E. Smith

Name: Susan Sward

Date of Birth: 9/1/47

Place of Birth: Glendale, Calif.

Home Residence: Santa Monica, Calif.

High School: Santa Monica High School

Colleges Attended: Santa Monica City College (summer school 1yr)
UCSC

UCSC College: Cornell

Class of: 1969

Resident or Commuter:

Married: resident

no

Major area of study: social welfare

Other fields of academic interest: Creative writing
art

Activities and offices held:

1. Agenda Committee (sent up agenda for town meetings)
2. Rally Committee (anti tuition, organized rally after Kerr's response)
3. Rules, Interpretation and Procedure Committee (active next year)
4. Student Chairman of UCSC fund-raising banquet at UCLA December of '66
5. Student exchange with Reynolds College - May 1967

SUSAN SWARD May 10, 1967 4:30 p.m.

Calciano: Well I was wondering, first of all, why you chose to come to UCSC instead of another school?

Sward: Well, mainly because I was interested in the University of California system itself, and I didn't want to go to a place that was as large as Berkeley or UCLA. Furthermore, my parents knew Page Smith. Mr. Smith lived in Santa Monica before he became Provost of Cowell College. Therefore, I have that personal tie. Plus the fact that Santa Cruz and what it said it was going to do sounded to me like what I wanted in the way of a college education.

Calciano: And what things did you expect to find here when you chose this place? You had never been to college at all.

Sward: Well, I have a pet phrase I use to characterize the idea I had of Santa Cruz, especially from the catalogues and just the word-of-mouth conversations I'd had with various people involved in the formation of the school, and I call it the Redwood Philosophy. And within the Redwood Philosophy I incorporate all the things like small seminars, a good student to faculty ratio, the fact that it was set in nature, the

fact that we do have pass-fail, the fact that it was trying to avoid the impersonality of a large institution, and all these things. And I call it the Redwood Philosophy rather critically because I think that a lot of things that Santa Cruz said it was going to set out to do it has fallen short in doing them well. A segment of the faculty a couple of weeks ago passed something like the...The government board of studies passed a resolution in which seven of the classes in the upper division unit will be graded rather than having pass-fail, and their primary criterion of doing this was looking at the graduate schools and saying "This is not going to work because we know we are generalizing from the fragmentary evidence of what's happened to this one first class, but we feel that for the sake of the students we have to establish grading in these seven courses within the major." I asked one of the government professors, I said, "Well, doesn't Santa Cruz have enough of a reputation now that it can go ahead and be the first, be the experimenter, be the one that sticks its neck out? And if some institution like Santa Cruz doesn't do this, whoever will?" I mean if there's no experiment made over some length of time, how will

anything new ever evolve? And I forget what his answer was to it.

Calciano: It didn't satisfy you?

Sward: No.

Calciano: I want to pick up on that idea later, but while we're still talking about what you expected, I also want to know what were your first impressions when you actually got here?

Sward: Well, I was very frightened in the first place. My family drove me up with all my luggage. And there were five students selected from my high school, Santa Monica High School, to come to Santa Cruz, but I knew none of them well, so I was really alone. I was going to be put in a trailer with three other girls in my end besides myself, who I didn't know, and it was really something that was entirely new. The very first day I got here I was really excited and happy. My parents told me later that they were very impressed by my vivaciousness and the fact that I was so friendly with everybody. They left soon, on the very day they dropped me off, and I was assigned the job of handing out desk chairs to everybody, because the desk chairs hadn't been distributed around in the trailers; so I

took paper and pen and checked off names on a list as people came in to collect their desk chair. And very soon I got to know very many people. And it involved the whole year; it set forth a pattern. And I can look at it now from this year when I consider that the school has been more institutionalized and we've been set into buildings rather than the trailers. I can only know that what I had last year will never be again, but as I was living it didn't seem so strange because I had nothing to compare it with. I'd never been to Berkeley. I had never seen something like Stanford with its fraternities and sororities and parties and everything that goes along with almost ... especially the whole social aspect of a school that the Coca-cola advertisements put forth, for example. You know, around the bonfire, the laughing girls. And Santa Cruz wasn't the traditional concept of a college at all. Though none of us, the majority of the freshmen, had anything to contrast it with; we could see that. I mean we lived in trailers, and that, in itself, was a primary thing in setting the whole communal feeling of the place.

Calciano: You were a tightly knit group, the whole college you mean, or...

Sward: Well you knew, as one boy who was talking to me several nights ago said, "Last year I knew, I would say, at least 95% of the people, and this year there are a lot of people I don't know." And that is a change. You did know... I characterize it then, and now to perhaps a lesser extent, as sort of a Peyton Place. I mean it was very hard not to know exactly what was doing, because it was almost like a pioneer settlement set down on that plain down there. And it will be kind of strange when they move the trailers away this year and there's no visual reminder, because you can still look down and say, "Hey, there are half the trailers sitting down there. Remember when?" But you won't even be able to do that. And then it will all be relegated to your mind and how you remember it. And even that will become pleasant. Because I think there's a tendency among the students to look back now and say, "Oh, those golden years." I mean "those golden days." However, last year what it was, "Wait until we get up on the hill." "Just think what it's going to be like when we're up in the buildings." So it's kind of, I think, the grass is always greener on the other side. However, there are elements to last year that I don't think we will ever have again. Just

in the very freeness of it. I think one-quarter of the students flunking the World Civ examination at the end of the year, that was a very large jolt to the attitude of the students. You kind of had an attitude before that happened of, "We belong." "We of Cowell College, nothing is going to happen to us." And all of a sudden one-fourth of the student body flunked that. Now I think it is something like one-third of the retakes passed it, so in essence after the retakes were over I think only about one-fifth of the student body flunked the exam. However, that was just a real shock.

Calciano: Shattering?

Sward: Yes. But you can't even overemphasize that because there were other factors that came in that really ended that period of freedom that was last year.

Calciano: Freedom of mind, or actual physical freedom?

Sward: Well, it's hard to say because many students that I've talked to characterize last year as when we didn't study and this year as when we found out that we had to. However, I'm the type of student that once I'm set in the college environment I study always. So I can say that while I've studied all the way through, I can still point to differences. For example, for one thing

the weather is an important factor differentiating these two years. Last year the majority of the spring quarter was very sunny. Here are the trailers and the fields and all the girls dressed in their bathing suits out there, and it was coming time to review World Civ, and everybody would just go out on the lawn and lie there and read their books, and it looked almost like a little country club. And there were these carts that the administration had at Central Services, and they would sometimes come driving down, and that really added to the golf club type of atmosphere. And you'd see people playing tennis, and basketball, and baseball. I can only say, I get this feeling by osmosis, that it was freer last year; that this year I am much more aware of the fact that I am in the system of the University of California, and it isn't just some little settlement out on a plain that I belong to. It is much more institutionalized. We walk on concrete now, whereas we walked on gravel paths last year.

Calciano: You feel that's a symbol of the whole sort of regimentation that has occurred in many things?

Sward: Yes, and then the things happened like the government board of studies passing that.

Calciano: You are kind of bitter about that? Not bitter, but just very disappointed?

Sward: I don't think bitter is the right word. I think that the arguments that he puts forth when he says we have to look at the graduate schools, this was the teacher I was talking to, the government teacher, I think are valid. I'm not denying any of his arguments about why he did it. I'm just saying that I have other criteria that I think are more important. I think to assign grades to academic performance puts too much of an emphasis on the grade and the evaluation can do that just as well. And I furthermore state that if there are students like myself who are willing to come here for four years and have simply pass-fail on their record, if they're willing to be the guinea pig, I think it is for the student to decide. But he, this man who is a faculty member, says, "No. As your faculty advisor I can't allow you to see your chances jeopardized of getting into X graduate school." So I guess it's just which end of the scale you're on.

Calciano: This pass-fail business is one of the things that you mentioned as intriguing you about this campus originally, right?

Sward: Yes. I wasn't too sure that my attitude towards

studying would ever change coming here because I've always worked as hard as I possibly could and done the best I ever could. And my attitude didn't change. I haven't worked less with this system. I don't really know what it would be like if I went to another school because I can't imagine it. As I say, I've been to summer school in the city college for one year, one summer, but that was nothing significant in the way of comparing it. I have nothing that I can say, yes, but I've talked to people who transferred as juniors into this school, and they say that you cannot believe the pressure at an institution like UCLA. You just have no comprehension of it because you've never seen it. But the way it gets around finals time, because of the grading system, and the fact that you're under the grading system, it's just...

Calciano: You study hard regardless of this system. Do you feel that perhaps last year there were a number taking advantage of the pass-fail?

Sward: I think there will always be people, especially in a school like this where the admissions criterion in the first place is so rigorous, you are going to get the bright kid that can always beat the system no matter where he is. So you are always going to have some of

those that play bridge all night, you know, have their parties, and don't do that much until it comes time to write a paper and turn it in, don't go to many classes -- I mean I know those kids. On the other hand, I'd say it's getting increasingly harder to do that at Santa Cruz, and that more and more you have to cut the mustard if you're going to stay in. I just get the idea that a pass is not easy to come by, and very many of my friends whom I consider extremely intelligent have flunked at least one class.

Calciano: World Civ aside, it's not a rare thing?

Sward: No, no. Chemistry, psychology, Spanish, the languages. A lot.

Calciano: Do you like the small college idea?

Sward: Yes and no. I came to college to find out that everything isn't black and white. And the small colleges fall along that line. I like the small college in that the faculty knows you, in that I can, you know, take part in the activities, and by a minimal amount of energy get on a committee. I can perhaps be a chairman whereas at UCLA I know I'd just be a needle in a haystack. However, I think there are negative things that come from it. And I'm not sure

necessarily that it's just from the small college system, or the fact that it's the small college system at Santa Cruz, in the geographical area of Santa Cruz. I think several things have developed that I don't like and I'm anxious to see what's going to happen. There is kind of what I call an egghead atmosphere about Santa Cruz already, where admissions are getting rougher all over the entire country and particularly at Santa Cruz, and the kids are very bright, and when you sit down at a place like to eat lunch the conversation is nine times out of ten intellectual. Nine times out of ten. You know, "What do you think of capital punishment?" "Did you hear what Reagan did yesterday?" This is the type of conversation. Whereas I visit a place like Stanford and see the fraternity element and they have a whole different concept toward education it seems to me. Not the entire segment of Stanford certainly, but I see enough of the fraternity side to say that they have this concept that, "Here I will study in this half of my existence at college, and over here I'm going to have social life." And they completely divide the two, and they have an expression I think that characterizes this attitude of theirs. They say, "I'm going off to bookville." And do you

know, it's kind of apart in the fraternity element. I can't speak of all of Stanford because I've seen that there are many other facets to the school. But I just found that interesting because it serves as a bounceboard, and for me to say, "Hey, look at Santa Cruz and how they have kind of amalgamated the two forces."

Calciano: Did you say bounceboard or balance board?

Sward: Bounceboard in that I look at Stanford and I can see from Stanford, "Hey, look what Santa Cruz has." Santa Cruz has done it so that education and social life come together. And I think, I may be incorrect, that this is one of their ideals.

Calciano: Cowell College is fostering this, or the faculty?

Sward: Everything, everything. Everything works together.

Calciano: And you think this good, bad...

Sward: No, I like it. I like it. My sister was accepted to Stanford and she saw Stanford and she saw Santa Cruz and she said she wants to go "Santa Cruz," [sic] and I know what she means because there are aspects that Stanford has that Santa Cruz doesn't and vice versa. I think another of Santa Cruz's problems is that it's going to take the town at least ten years to catch up

with the school. And that's going to be a rough ten years for the kids that are here because, you know, you can say "Oh, we're the pioneers," and get all excited about it, but that isn't so good because you go down and you can do a lot of things -- walk around and look at the gingerbread houses, go out on the wharf, have some fish and chips, but when the weather gets bad and with the policy of discouraging cars, you're kind of in a bind. I mean you're up on the hill, and there's one movie theater playing in town, and there's just not that much to do. At all. I mean there's no San Francisco or Los Angeles at the base of the hill, and I suppose I never realized what a city person I was till I came here. I'd always criticized Los Angeles for [unintelligible] and I'd always criticized it. The smog, the traffic, isn't it terrible, you know. I want a rustic retreat type of place. But Santa Cruz has shown me that it's hard, and I think this is one of the main criticisms the kids have about this. Isolation.

Calciano: The isolation and then when you get to town there isn't that much to do anyway?

Sward: This one girl characterized it in a letter she wrote to the university paper. She said, "I suffer from

dry rot on the weekends." (Laughter) And it's not that you don't talk to boys or see boys almost all the time. It's that there's a dearth of activity in just a fun college type of way. Because you have to study hard, I mean as far as I'm concerned, to stay in. And there ought to just be fun things. So the people that you tell this to often say, "Well, there's so many cultural activities. There's music and there's art." And I say, "Yes, I want that, but I also want just the pure college fun that I don't have at Santa Cruz."

Calciano: When you were talking about the town having to catch up to the university, were you talking just about the facilities within the town, or the attitudes of the townspeople?

Sward: No, I don't think you can really separate the two. I think that Santa Cruz should be characterized primarily as a retirement town, and I think until more of the faculty move in and more of the students move off campus and it becomes more of a college town you run into, I think, prejudice on the part of many of the townspeople. Not to mention facilities. I was talking about facilities to you. Now I'm focusing on attitudes. I've had rides when I've hitchhiked up the hill from people who, you know, were very much in

favor of the university. Very glad I had come here. So you can't stereotype the place and say they're all against us. On the other hand I have a friend whose father owns the property at the base of the campus. And they, for a while, pitched a tent down there and they roasted a lamb and everything and there was a big furor in the community, you know, about whether the hippies have invaded, and to this extent. And I think that's typical of a large segment of the town. And I just want the town to be more, what would you say, more "for us."

Calciano: Tolerant, perhaps?

Sward: Yes. I think the town and the university are too separate. It would be much better, and a much more healthy situation, if there were more of a unity.

Calciano: Well, you've mentioned some of the things that are weaknesses at Santa Cruz. Are there others that you want to mention? Things that this campus is going to have to work hard to improve on, or are most things pretty good, or...

Sward: One of my friends put it very well. He said, "There's no place I'd rather be unhappy at." And I think that's a charming way of saying what I feel also. Santa Cruz has the largest amount of things that I want, and yet

it is not the thing I'm afraid it has been represented all too often in the catalogues as being. And I wish that we could have the type of thing that I know other universities have where in the area where the new students are coming from the older students like hold teas for them. And I think as the alumni builds up this will probably be able to happen. But just to give them the idea of the whole picture, because Santa Cruz is an experiment, and in many ways it is a dream, but you can't look at it too idealistically. I suppose that's what a lot of my comments are a reaction to -- how I got engrossed in the atmosphere of last year and really excited, and then all of a sudden I looked around and said, "Hey, it is becoming institutionalized." You know, it's probably that I was on too high a plane, so I fell too low.

Calciano: Sophomore slump, but in this case an emotional one.

Sward: Yes, it was not only the traditional sophomore slump, but the sophomores had to, you know, all of a sudden change gears all over again. This was almost like our freshman year, you know, because this wasn't like we had been to college one year before. The college had been down the hill and was just a dream.

Calciano: It was a difficult thing to come back to, is that it?

Sward: Yes.

May 11, 1967 9:30 a.m.

Sward: After thinking over what I said yesterday I want to qualify it, because it seems in retrospect that I was a little too negative and a little too bitter and disillusioned. I wanted to say that, for example, I mentioned walking by the gingerbread houses. Well I really like to walk by the gingerbread houses and see the roses on the wall. I like the informal atmosphere. Especially at Cowell where I go, and the way the kids would just gather around the fountain and chat. And I think the very best thing that I could possibly say about Santa Cruz, in my estimation of the place, is that it is a school that allows you to be different, and while being different you don't feel that you're being criticized by it. And perhaps even more important than that, you do not look at another person who is dressed, say, outside of what is considered the norm, and you don't think, "Why is he trying to be different?" "What's his story?" You just accept it. And I consider that the most positive thing I could say about this school.

Calciano: I was going to ask you well, a double-barreled question, that we've touched both sides of, but what are some of the things that you feel are the weaknesses in the school. Now we've already touched on this, but there may be other things that you want to consider. And then what are the strongest things about the school that you ... you mentioned the reasons that you were attracted to the school, but that isn't always necessarily what you find to be the strongest things. I'll just throw them both at you at once and let you take off.

Sward: Well, as I said about the most positive thing, I think it's the fact that you are allowed to be different. And another thing that I like is the pass-fail system. Although I still say that I work as hard as I possibly can under this system. I like the fact that you're allowed to have small seminars and to get close to your faculty, and I like, while there is pressure, there is also an informality here if you can understand that those can exist together. Because while you feel that you are in here and you have to work, there's just a whole way that kids will gather around after a meal and sit and talk for a while. And I really like it. Another thing I enjoy are the

culture breaks. And while some of the faculty is upset about the title "culture break" (laughter) I like them because, well one thing, I enjoy seeing the faculty perform plays. I like to go to concerts, and I like the-whole atmosphere that descends on the campus during the culture breaks, which is much more one of ease and not so much the attitude, "Well, I've got to run to the library," or "I've got to go back upstairs to read 40 pages of Immanuel Kant," or Kant, or something.

Calciano: That's just Cowell College, isn't it?

Sward: Yes. Well, I'm not sure. For example, last year I know that I felt that I really had to hurry because we had such a lengthy reading list. I mean the very example that I can't even pronounce the name of the philosopher that I just mentioned shows that. We were given in some of our texts something like, you know, two pages of Nietzsche, three pages of Marx, in books like The Age of Ideology, and we were supposed to understand them, and this is really rather difficult, especially up at the end when it's moving up towards comprehensives. And of course we had no idea that the number would flunk that did or we would have been much more frightened. Speaking on the differences between

Stevenson and Cowell, it's a very complex thing because for one thing, I've had several classes, a couple of classes, over at Stevenson. And just by being over there then I note a real difference in the atmosphere. I have friends that went to Cowell last year that were put into Stevenson this year that I hardly ever see. And in that sense I think the small college system is really working. I mean in that you for the most part move among Cowell buildings and Cowell friendships and Stevenson is just a place over there where if you have a class, or if you have something that takes you over there to see an administrator or something, or a faculty member, you go over there. Otherwise, I mean you just don't wander around the buildings for no reason. I may be the exception, but I don't think so. I think the exception is the person that has, for example, all his major friendships in another college. I think the small system is really working that way in that it is putting you within the unit in your own particular college.

Calciano: Was this an active choice on your part, to remain with Cowell? Did you have the option to go to Stevenson this year if you wanted?

Sward: Yes, we did. And you were supposed to choose Stevenson for the most part if you were more of a social science orientation. Though there were other reasons, I think, that some people went to Stevenson -- I think dissatisfaction with the last year at Cowell, and a certain number of the administrators sent a group of them over there. Whereas people that were happy under our provost, and happy with the way the year had been, tended to say "I want to stay in Cowell. I've experienced a year here. And while we will be in a totally different setting, I would like it to be a continuity."

Calciano: And you fit in that group?

Sward: Yes.

Calciano: So it was definitely an active choice on your part?

Sward: Yes. Definitely.

Calciano: Had you decided on your major before you came? Did anything here make you decide, or as a sophomore, maybe you really aren't decided?

Sward: I'm afraid the latter is the case. I have always loved writing ever since I was ten. I liked to write. But the trouble with that is that they don't really have anything that could be called a creative writing minor

in English as they do in some other institutions. And they have a requirement for your lit major that is rather extensive in the foreign language bracket. And while I'm going to Peru this summer, and my Spanish may improve, until that time I don't think I could face the extra lit courses. Therefore I decided English was out, and then that kind of set me at sea in regard to my major, and I didn't know where I was going until just recently I wrote Berkeley in the School of Social Welfare. And it seems that I'll have to take something that's probably more heavily social science than I had before realized, in the line of cultural anthropology, psychology, sociology, and I think it will probably be psychology because I can't stand extensive studies of tribal units and things. I would really probably next to English be in history if it weren't for the fact that I have to look toward graduate school and the fact that I probably want to be a social worker.

Calciano: But you are planning four years here?

Sward: Probably. Earlier in the year I was really confused because I suppose you could characterize the transfer from the trailers to the buildings as rather traumatic for me, and I started questioning everything, and I

was very depressed the first quarter, and I thought of possibly transferring. I think now that I'll probably be here four years, because as I said before when I quoted my friend, "There's no place that I'd rather be unhappy at." I mean because I don't think you're ever going to find a perfectly satisfying situation. You can run around looking for perfection and never settle down.

Calciano: You mentioned the relaxed atmosphere here. Now this next question may seem sort of redundant, but the atmosphere can be relaxed and you can still be very busy. Do you feel you have much leisure time, or is the work load such that you're studying pretty much all the time and don't feel that you can really take an hour out for a chat with your friends or go goof off for a weekend?

Sward: No, no. I goof off for a weekend and I take leisure hours after dinner to discuss and things, but I'd say very much of the daytime and the nighttime until not too late because my bedtime's rather early because I need a lot of sleep, I study. I mean I either read or I write papers or I review for coming tests. And it's pretty continual. However on the weekends I don't say "Oh, I can't leave. I've so much to do." I can't

do that. I'm not that radical. I just say that on an average I spend at least five or six hours a day studying.

Calciano: I notice on your activities list that you've spent a lot of time working with student government type of things. Now the UCLA thing, I imagine, took your summer more than the school year?

Sward: Yes, the UCLA Banquet was held at the close of the summer. And just to sort of show my idealistic way of looking at things, I think the UCLA Banquet was sort of interesting. I was asked to chairman the student branch that would, you know, decide what the decorations would be and choose the speakers outside of the administrators, like the Chancellor and Provosts Smith and Page were going to speak. I looked on it as a welcoming function for the incoming freshmen so they wouldn't be frightened, and I was really excited about it, and only later did I realize that it was a big push for funds in Southern California. (Laughter) But I didn't see it like that at all when I was arranging for decorations and choosing the speakers.

Calciano: You were glad to do it though?

Sward: Yes, I thought it was interesting. I think that what

the Chancellor and the Provosts had to say was more or less already digested in the different pamphlets or from earlier speeches about the ideals of Santa Cruz, where we want to go, and this was more orientating the parents of the incoming students, and then coming in with the big punch, "... and so we need your funds."

Calciano: Are there any other of your activities that you'd like to comment on like the Agenda Committee, or Rally Committee or...

Sward: I think one of ... well the Rally Committee is interesting in that it just was an ad hoc thing that was set up in the matter of a day after Kerr was disposed and... We set it up because we were upset in the manner that he had been dismissed, which we did not think was fitting, regardless of the man's history, to the effort he had put into his job, regardless of what you thought of his individual decisions. Therefore we set up this committee, not only as a protest to the manner of his dismissal, because we realized that he was gone and there'd be no bringing him back, but we set it up as anti-tuition. And we didn't want the budget cut either, and this was really the first campus-wide rally that ever existed, I mean between Stevenson and Cowell, or even a rally

from last year. There was no such thing. So we asked several speakers to address the audience. We got Mr. Hitchcock to be the chairman and introduce the speakers and Mr. Smith and Charles Page spoke. Mr. Thimann was there, although he didn't speak. We had, I think, a couple of faculty members, Paul Lee and Mary Holmes. And it was... While they didn't say anything radically new or different it was good in that it was the communal feeling and we were all worried, and we were all upset, and here we were all gathered together in the Cowell Courtyard, you know, more or less sharing our feelings. It wasn't that anything radical was decided. It was just more or less a statement about the week, and the press was here, and I think it was good because I think that Cowell doesn't and Stevenson too, I mean the whole university, we have a tendency to have a rather homogeneous student body I'd say. I'd characterize them, for the most part, as middle class, upper middle class, and many of them liberal. There're not at all the type of oh, what, FSM that you find at Berkeley, I don't think, because it would be much harder to get something in the way of a mass thing going. For example, right now, well, I'm on the committee which is opposed to the stand the

Chancellor has taken on the intervisitation rule. (Intervisitation is boys in the girls' rooms and girls in the boys' rooms). Now for two years we've been approaching the university on this issue saying, you know, "We want it changed. Please do something about it." However we have not used every channel that we could ever use. Most of the time has been spent, you know, discussing it. And it was really interesting what one faculty member had to say; he said, "Of all the things to spend so much energy on, it just seems ridiculous. But," he said, "you've been handed a ludicrous rule so you have to spend time discussing it, debating it, the different issues." However, we have not used all the channels that we can go to the Chancellor through. We haven't gotten the Academic Senate to vote on a resolution suggesting that there be a definite change in the intervisitation rule, which at this point allows for no entry on the part of boys into girls' rooms and vice versa, whereas we are given some lounge hours from morning to evening, and there are longer hours on the weekend for the lounges. However, we of this committee and the general student body, according to the polls we have recently taken, I think something like 90.7% of the student body wants a

substantial change and 9.3% are satisfied with the present condition. Now the idea behind our stand is that the administration is too image conscious and that they equate what we want in the way of intervisitation with sex. And they can't see that what you want is your own room and the use of your own room for whatever purpose you desire. We are the only UC campus that has no hours. There are some campuses that just have a very few hours, for example on a Sunday afternoon, and then there's Irvine at the other end of the extreme which has something like nine in the morning to twelve at night weekdays and nine in the morning to two in the morning on weekends. However, you have to look at the political spectrum. I was involved in a discussion last night about what is going to happen if the Academic Senate does not pass the resolution which will be directed toward the Chancellor that there should be some change. We're meeting with two faculty members today to decide what they think would be the result of some kind of action if the Academic Senate does not pass this resolution. Because if the Academic Senate does not pass this resolution we've gone through every quiet channel we possibly could to approach the Chancellor. All right,

so the question arises, and it did last night in the discussion, "What are you going to do faced with this?" and having gone through every channel that is "acceptable." Now there are several alternatives, and the one being discussed was a mass boycott of the rule -- on an assigned hour there is a mass violation. Now you have to look at something like this in the political spectrum of California today, and the fact that the press would absolutely love something like this. If it got a hold of it they would start screaming, and not only sex, but they would take up the call, the Right press at least, "Look, Reagan really was right. Look at these long-haired people. And what are they choosing for an issue to oppose the administration power on? Nothing even as viable as a political issue as the FSM chose. No, they're choosing intervisitation in the rooms." And they cannot see it from our aspect. And we realize they can't. I have little faith in the American, not only in the American taxpayer, but more particularly still in the California taxpayer. I characterize the, you know, the feminine version as living in a tract home, wearing curlers, and watching T.V. a lot of the time. Now she's not going to see our ... what we see as the

intellectual nuances of our stand. She's going to say, "They're at it again. The governor was right."

Therefore, anything that you do on this campus, you have to take into the context of the entire scope of the situation and not just that, "Hey, we want inter-visitation. We've tried every means we can to approach the Chancellor sensibly. Why hasn't he listened? O.K., let's go ahead on something like a mass violation."

You have to be more, um, sensible, and see it in a larger scope. You also have to look at the psychology behind the issue and how this will affect the administration at Central Services if they see a power threat on the part of the students approaching them. Will that have them say, "Why, these students really want it. Let's just go ahead and give them something." On the other hand, will it make them tighten up and say, "Well, if they're going to get like this, we'll expel 200 students, we'll expel 300 students if they try something." So there are very many sides to the issue. And I'm very interested to see the outcome. I think it will occur probably at the end of this year because it's moved. We've really started the ball rolling and the Academic Senate is meeting the 31st of May and I'm really curious to see what happens.

Calciano: Well you're giving very perceptive comments. As you say, you're thinking of the larger scope -- all the state implications, and administrative implications. Do you think most of your contemporaries are, or are they just saying "I want intervisitation. To heck with the consequences."

Sward: Well, I can't speak for the majority of the school. I noted that poll that we recently took.

Calciano: Granted you all want it, but do you think...

Sward: That we're all going about it in the same means? No, because I think that the group I was with last night I would characterize as a very large number of the intelligent kids of Cowell. It was only a group of about ten students. Of those ten I took the stand that I've just spoken to you about. There were three others more or less on my side saying, "Look at the political implications. We can't rush into this." There were maybe a couple that didn't say too much. And there were maybe four more that said, "Listen, we're not denying anything you say. We are saying, 'How long can we wait?' 'How long can we compromise?' 'How long can we say this issue isn't important enough and we've got to remember the image of the university.'" And it came down to the basic disagreement on which they felt was

more important: intervisitation as not only simply intervisitation, but the issue of student power in regard to the administration. The other side of the coin was the image of the university which we kept mentioning. And those two became opposed to each other in the discussion last night and the other four kids saying, "We believe the time is now; if the Academic Senate does not pass this rule," and the four that I was part of saying "No. While we may go along with you, if you say, 'To heck with you, we're going to do it anyway,' you still have to look at the implications. And the fact that the press would want this; the average taxpayer would want this kind of a thing. It would prove everything the governor had to say, and essentially UC is at a point of crisis. There was one boy in this group that I belonged to that said, "There's other issues that we can grab onto that are much more important." He said, "For example, I think something like tuition is much more crucial to the future of the university than anything like intervisitation." The others replied to us saying, "We just don't think it's simply intervisitation. We think it's the larger stand. We have tried through every means possible to quietly approach the Chancellor and

Central Services and said, 'Look, we are unhappy. We are dissatisfied. We don't think this is a fair rule. It doesn't exist as definitely at any other UC campus as it does here. And we think it should be changed.'" They say that if he doesn't listen to what the Academic Senate says, that the time to move is now. However, if the Academic Senate does pass the resolution on the 31st, and I believe that there's a high chance that they will, then any kind of mass action will be dropped by everyone. I mean of the people I move among, and I think they are, I can fairly say that most of them are the ones that would instigate anything like this because they are the movers on the campus. I mean that would be the catalyst.

Calciano: Well that's very interesting. Do you have any other comments that you want to be sure to include before I sign and seal this?

Sward: No, nothing.

Calciano: Well thank you, Sue, very much. I have enjoyed listening to you.

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Activities and offices held:
*California Club
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MARSHA ANNE EHRENBURG May 17, 1967 11:00 a.m.

Calciano: Why did you choose to come to UCSC?

Ehrenberg: Well, I spent my first two years at Reed College, which is a small liberal arts college in Oregon. And I was home visiting after I had known that I would be transferring after my sophomore year, and I talked to a high school teacher who mentioned that he was going to be sending his daughter to Santa Cruz. And shortly after that I read an article about it in the Saturday Evening Post. And when I read the kind of ideals they had, and the kind of things they were thinking of doing here, I decided to come. In terms of it being a small liberal arts college with high academic standards.

Calciano: Didn't Reed fit these criteria?

Ehrenberg: Reed did, but Reed had a very homogeneous population of students. They stated in their handbook that everyone who expected to come there should be coming there to work, and as a result they got people that were very intense about their studies. And I guess, I don't know if it was like that at the beginning, but by now they have a very high level of conformity in terms of political beliefs, and maybe in terms of styles of dress -- much more so than here, and as much

so as my high school where the standard was wearing a different dress every day. Reed had its own standard of conformity, but it was just as rigid. The pressure, academic pressure, was very intense. There was a lot of emphasis on analytical ability and very little on creativity. The professors had gotten to the point, I suspect because students had bothered them about things that they shouldn't have been bothered with, in terms of just thinking of a close student-faculty relationship as being something where students come and just sit and chat with a professor about anything for an hour, and as a result the professors didn't take a whole lot of interest in students as people with emotional problems at all, and there was a lot of indifference to the students. So as a result it was a very tight atmosphere with nothing to relieve it. And people didn't smile almost from the day classes began till the day they ended. So it wasn't a place where I was very happy, and I think that's the main reason I wanted to change.

Calciano: Well, you've already partly answered my question about what you expected to find here, but what were your first impressions when you got here?

Ehrenberg: Well, at the very beginning I remember just wondering

how I would find my way around. I think in the beginning I was very impressed -- I think everyone was -- with the spirit. We had all started out in a common endeavor, and everyone was very excited. The professors were trying a lot of new things in terms of how much freedom and how little direction students needed. I think my main criticism at the beginning, which has been borne out, is that there wasn't enough guidance of students, especially freshmen, at the beginning. They expected or hoped that they would be able to come up with their own supplementary reading list. My contention would be that first of all you show them how to do things, and then you let students off on their own, but that's something they have been learning by the fact that they've tightened up. I was very impressed, I think, with the fact that people were very enthusiastic about their schoolwork. They talked about it out of class a lot and were excited about a lot of things. I think, especially on the part of the administration, the willingness, well, say on every issue but intervisitation, to listen to students. And even on that, to listen. And when students proved they have the maturity to make their own decisions and initiate things we were allowed to.

And that is fairly unique.

Calciano: Have there been significant changes in the university in the two years you've been here?

Ehrenberg: Yes. I think that the students and the faculty and the administration have all become a little bit disillusioned with each other. Part of it is natural. But I think that the degree of disillusionment is in direct proportion to the degree of naivete that people came with. I heard a professor say to me once at the beginning of, oh, about the end of last year, that some professors had felt that they could be very chummy with students, invite them over to their houses a lot, or have a lot of free office hours, and then they were surprised when students took over-advantage of it. So I think when professors became disillusioned with the amount of student commitment to education, it was to the degree that they felt the students here would be basically different. And the administration, of course, that students would be willing to listen on anything, when naturally students to some degree feel, since they don't have the power, some sort of anxiety about this. I think on the part of the students, the fact that the administration and the faculty were not about to give them the degree of responsibility and

power that they would wish, which, of course, is also natural. I think that the significant changes have been that the faculty realized that students do need more supervision than they had hoped. Certainly in the beginning. That's to be expected, because they started out very very lenient. Permissively. I think too permissively.

Calciano: Academically speaking, or...

Ehrenberg: Academically speaking, no, just academically speaking.

Calciano: Do you like the small college idea as it's developing here? Stevenson, Cowell...

Ehrenberg: Very much so. I came from a small college which is now having financial problems so they're getting bigger, but it provides for a closeness among people which I think is very good. The biggest defect, of course, is the fishbowl effect, in which people have no privacy, really. But it does promote a closeness among students, and an informal atmosphere, in which a lot of things can be done that have to be done other places formally in terms of dating, although that's a problem here. There's a lot of informality in terms of small discussions and people getting together to do things because the channels of access are very close by having the provost and his administrative assistant

or even a preceptor to talk to. It gives students much more feeling that they're a part of something instead of having the faculty in one corner and the administration in another corner and the students isolated from both of them. I think to that effect certainly the colleges have succeeded in being a living area. I think the whole reason of going to a small liberal arts college instead of UCLA or another multi-university, in that sense, is that in a liberal arts college you come here, among other reasons, to learn how to live, and of course the university provides the analytical tools. You're supposed to learn processes of thought and learning how to be objective about yourself, in class. And hopefully students in their off time, which is a lot because there's not a whole lot of organized activity, have a lot of time in which they're forced to think, and think about themselves. This is one of the big processes in the freshman year. They start to examine their whole lives in terms of the different values they find from other people they find here and those they read about. And I think this is a little bit easier to do in an atmosphere like this, especially living in dormitories with other people that are going

through the same process. And I can't really judge since it began for me at Reed, but from what I've seen of the freshmen and sophomores, being a resident assistant in a dormitory, the same type of thing is going on here. And I think if a liberal arts college is judged from that criteria, then it is a success.

Calciano: Now you are in Cowell. I presume you had a chance to make a choice whether you wanted to move over to Stevenson or stay in Cowell? Why did you choose to stay in Cowell?

Ehrenberg: Partially because I started there, and I have a lot of affection for everyone there. I think it was much more of an emotional decision than any other. I liked it so I had no reason to want to leave.

Calciano: Is there anything about the university here, or the colleges, or the faculty, or the classes, or any of the peripheral things that you're not satisfied with?

Ehrenberg: Lots of things. As far as the social life goes, there's a problem, I think partially because you have small junior and senior classes, of dating, especially for girls. From what I've seen, a lot of the freshmen boys, especially, and some of the sophomore boys, take a sort of fraternity-type atmosphere to the whole thing. There isn't especially a lot of pressure here

to date, and I suspect the reason that a certain amount of freshman and sophomore boys aren't dating is because they don't have to. They'd much rather run around with each other. Whereas the freshman girls and sophomore girls do want to date. And there aren't that many junior and senior boys. So it's very hard on them, and it's even more difficult on junior and senior girls, because a lot of junior and senior boys aren't dating, or they're dating freshman and sophomore girls or whatever.

Calciano: And you don't have a graduate school to turn to.

Ehrenberg: Yes. I think that's the biggest social problem. There are not a lot of places to go. There's a great difficulty, because there is no intervisitation, of finding a place for students to talk together. Last year in the field house it was so big if you were in one corner and someone else was in the other you did have privacy, but the common areas next to the cafeteria and the lounges are not big enough, so that if one couple is in there, whether they're kissing or just talking, no one else can come in there and they still maintain their privacy. So something, whether it's to open the bedrooms, or some other solution, really will have to be done to give people some place

to have privacy together. While I think it's the biggest social problem, I guess I should add that that isn't the whole problem with the boys. Of course freshman and sophomore girls, a lot of them don't want to go out with freshman and sophomore boys. So it's not all the boys' fault. There just aren't enough junior and senior and graduate students to fit the demand. Academically I think there's a great problem with pass-fail. I don't think it's the problem that most people have been stating, in terms of draft or graduate schools, because from what I've seen, students have been accepted at graduate schools a lot of times where they might not have been if they had grades. It was based on the recommendations and their college board scores instead. Harvard, Stanford, University of Chicago, Washington, Columbia, Indiana University. People have been accepted all over to some of the best schools in the country. I think the problem is that the faculty don't realize that students need some form of approval. There's a tremendous student anxiety, and the anxiety is in proportion to the importance a student places on his work, such that the better students are more worried about how they're doing. This isn't in terms of A's or

B's, that they want to know their grade point average, but they want to know if they're doing well and if not, why not. And a lot of times grades seem to serve this purpose, or at least to relieve the anxiety, maybe without doing the amount of teaching that needs to be done in telling a student in terms of when he writes a paper why it isn't a good paper, where his reasoning has gone wrong, where he's being subjective and reading into the work what he wants to see. Students need to be told that they're doing well or if they're doing fine, and everyone needs a pat on the back. It isn't in terms that they want to run out and compete averages, but I know a lot of students that are terribly, terribly worried with no reason at all. This was a problem at Reed too. I had a friend there who was doing very well. She's going to the San Francisco Medical School campus now, and she felt she was barely passing until the secretary of the department took pity on her and told her, and I'm afraid that that sort of thing is happening here a little bit because faculty are bothered a lot of times by students about matters which shouldn't be taking their time; they don't have enough time, and some of them don't realize the need to spend time with

students, even if it's a casual remark before or after class that you're doing very well. And certainly if the student is not doing satisfactory work, they should be told immediately. They should have a conference with the teacher about what the problem is, and if the problem usually is the fact that they don't know how to approach the material, and they have a lot of anxiety, and just talking to the teacher and knowing that somebody is interested and cares about how they're doing is an awful lot of encouragement to a student who isn't doing well. And for those who are just not doing the work, well maybe some of them at least the professor will know there's nothing he can do about it. And if it's an emotional problem he has a whole cadre of people -the preceptors and the provosts and, well, the senior preceptors and Dr. Shipley and Dr. Frary to refer them to. I think that's another big problem.

Calciano: Do you think pass-fail is here to stay, or...

Ehrenberg: I hope so. I don't think it's been given enough time. But I think if improvements are made in doing the kinds of things that grades were designed to do anyway, which is to tell students how they are doing, that it could be a success.

Calciano: I've noticed ... well, of course, the big phrase in national politics now is "credibility gap." I've noticed in reading the student newspaper that there seems to be some disenchantment in the relations between the administration and the students. Is this just a small, noisy element, or is this pretty universal?

Ehrenberg: I think if you leave the issue of intervisitation out, that it's a small element. Administration, even more than faculty, are usually willing to talk to students and give students responsibilities. When we set up the tutorial project we had help and advice, but there was no attempt to meddle or interfere with us, except to see that we stayed within our budget. (Laughter) And when Hal Roberts and Liz Guarino wrote up a funding for Economic Opportunity Commission money, we got full university support. And I think that's about as good a proof as any that when the students are willing to take responsibility, that they'll be given it. However, I think the big problem is that I found with students here, very, very few are willing to do work. When the Berkeley students came down here agitating after the sit-in right after Governor Reagan was elected and the Oakland Police ejected them, (I guess

it was in terms of the draft matter, or the fact that the Marine booth got special preference) well, they said that they wanted student power, and I asked them, this was the answer to the question I asked them, "What exactly do you want?" and they didn't have any specific pragmatic goal. I think the problem was too confused. They expect to be listened to, but they don't expect to do any work. They don't expect to go up to the Chancellor or the Provost and say, "We have such and such things that are wrong," and expect the Provost to tell them the difficulties, the pragmatic difficulties of money or amount of teachers or whatever it is that impedes doing something about it and then trying to come up with a compromise. It's sort of, I guess, being idealists not to compromise with reality, but it's also sort of being pig-headed, and very few of them are willing to stick with anything, to do one-tenth of the work that most of the faculty members or the administration do on committees. As far as inter-visitation goes, the other half of the problem is that most of them are defining the whole relation with the administration in terms of this such that: "The administration has a hard fast rule on inter-visitation. Therefore, they're not going

to listen to us about anything else anyway. Why should we talk to them?" Instead of, "Let's prove we're responsible by going to them and trying to work with them on other issues where they are willing to listen, and they are willing to make compromises."

Calciano: You mentioned the tutorial group. Were you one of the people who was in on the ground floor?

Ehrenberg: Yes. I was one of the four people who organized it under the leadership of Victor Nee.

Calciano: Do you want to make any comments on it, or...

Ehrenberg: Well, I think for the four of us, certainly, and most of the people that worked with us during the summer, we learned a tremendous amount about the difficulties of working with children that age. I gained a lot of confidence in working with kids that age, and understanding of them. I think the tutors probably get more out of the project than the kids. It's been my impression from talking to people that the biggest problem with it has been all along that students are afraid of the children at the beginning. And while it's very good for the students, because by the end they're not afraid of dealing with the kids and with getting along, with being liked when they are themselves, because kids are the first ones to spot

any insincerity or nervousness or dishonesty, I don't know exactly how good it has been for the kids, and I don't really know any way of judging it yet.

Calciano: Had you decided on your major before you came here? If not, what things influenced your choice?

Ehrenberg: Well I had tentatively, but the lit department at Reed was sort of mediocre. And when I transferred here I was still thinking of majoring in lit, and when I took the first quarter here, their methods course in literature for all literature majors, Lit 1, I was very enchanted with their way of doing lit here, so to speak, which is to look at the material in terms of the way it's organized and see what conclusions you can draw from that. I became enchanted. I've stayed with it. If I had been discouraged, then I might have switched to sociology.

Calciano: Running through your comments, I tend to feel that you are very pleased with the faculty here? Is this right?

Ehrenberg: Yes. Well, I think there's general agreement that the lit department is one of the best, if not the best, in this school. That's one reason. In terms of the quality of teaching professors, and in terms, I guess, of the brilliance of their ideas; man for man I think just taken collectively, there's a high percentage. I

think I basically am, because it doesn't... If you have a man giving, usually a lecture course, he usually has to be a brilliant man before all those people to organize the material in such a degree that the students can learn a lot from it and still be interested. But for smaller courses it doesn't take a great man who will write a magnum ... well, a first rate scholarly work which will make academic headlines, so to speak. It takes a man who can show students how to get the material themselves. I have a friend, Nancy Wolfberg, who you talked to, who is here from Berkeley. And while she may have had just as brilliant lecturers there, people who gave lectures, here she had to do a lot more work on her own. She was forced to learn to think more and to organize the material and to learn to evaluate it, which is really the purpose of education anyway. And I think to whatever extent they are doing that successfully, and I think for the last two years they are much more than the first two, they...

Calciano: You mean with the upper-class years?

Ehrenberg: With the upper-class years...that I'm very very pleased. They're a bunch of basically brilliant, dedicated people.

Calciano: What are your plans now that you're about to graduate?

Ehrenberg: Well, I've been admitted to Indiana University in English Literature, and I'm planning to go there, tentatively for a Ph.D., but I'll go for one year and see what happens then.

Calciano: Are you thinking of college teaching, or what use are you...

Ehrenberg: Well, I'm thinking of getting my Ph.D. and coming back here to teach eventually. Most of the seniors who are going to graduate schools for their Ph.D.'s are planning to come back here. They plan to staff, I don't know, we figured it out one day, College Ten or something. (Laughter)

Calciano: Wonderful. (Laughter)

Ehrenberg: I think that tells you better than anything else what we think of it.

Calciano: You are happy here! Thank you.

Two-minute pause)

Calciano: We've come back to record a couple of afterthoughts that you wanted to include. Do you want to start...

Ehrenberg: I was just thinking about There's been a... I think the biggest, I shouldn't say mistake, what's the word ... omission on the part of the administration,

especially the faculty here, is to institutionalize any means of finding out student opinions. In terms of the faculty there's been no attempt so far to encourage faculty to send out questionnaires to students about how they felt about the class. Maybe freshmen aren't the best judge always of how a professor is doing, but certainly by reading questionnaires like that he'd be forced to think about it and to look back and say, "Well, is this true, or is it not?" I think also they have shied away very definitely from institutionalizing means of having even students they consider responsible and fairly valid judges, to whatever they consider students valid judges of their abilities, in terms of criticism, what they are doing that's good, and what they're doing that's bad. They have encouraged the seniors to tell them these things, but the big problem here, in terms of communications, is if they get an all-over evaluation from students they respect they will read it and they may make improvements based on it, but in terms of the things that happen throughout the year, I think it would be much better if they had students appointed to a committee that would meet with the academic senate or the fellows of the college from

time to time to talk about complaints. This isn't so much for the student's benefit directly as for the professor's. Because if students have complaints about a natural science course or a world civ course, especially these new courses which are starting, and the faculty have no idea about that, there's a lot of students that aren't going to mention [unintelligible] unless they are encouraged, and granted it means a lot of trouble, because they are going to have to listen to a lot of big-mouth anyway, but those are the people, the disgruntled type who will be disgruntled about anything, are the type that are more likely to come to them anyway, and they're missing a...

Calciano: It's the quiet student they're missing?

Ehrenberg: Yes, and the student who ... if they have three or four students who just don't get the stuff because they just haven't studied, fine, but if most of the students have gotten nothing out of a couple of lectures by, let's say one man, it's just been above their head, as I know a lot of the natural science stuff was last year, and I assume some of it this year, then they can know that they have to do something about it, and it's much better to know if you've got to do something about it after the first lecture

than after two months. And if faculty are meeting with students, students know what student gossip is and student opinion, and the freshmen and sophomores certainly about these core courses that their friends are taking than the juniors or seniors. And if this sort of news is related directly, by people who know that they're just not intruding because they have been encouraged to do it, I think it would make a big improvement. The faculty has been more reluctant to do this sort of thing than the administration, and I think in the administration too, there should be more effort to include interested students on committees. We had the problem of the public ceremonies committee that they just hadn't thought about including seniors to talk about graduation till we brought it to their attention. I think that it's not only a matter, especially in the academic level, of just getting students, but making sure they're getting students to serve on a ... this is an example of one thing they have done, on the committee of arts and lectures, who know something about the arts.

Calciano: The college is sort of experimenting on some of these core courses, as you say. Are there some that are really flopping as far as the students are concerned?

Ehrenberg: I don't think so. I think natural science has gotten a lot better this year. I think so have the world civilization seminars. I think the big problem with those, of course, is that most of the people think Mr. Hitchcock is superb. And then the problem, of course, is with the individual professor who's giving the seminar. And that's a matter of, "Is the man a good seminar leader?" It takes years to develop good seminar leaders. I don't know about the Stevenson core courses, but I think the biggest problem on the campus is the faculty willingness to listen to students and to educate students to be responsible in terms of working with them. But if students are disgruntled, the best way to do something about it is take them, if they have any willingness to work, if they're not just amateur anarchists, and to have enough time to be patient with them and teach them to be responsible. I think that they might be surprised at the amount they would be willing to do and the amount they would be willing to learn. And I couldn't say this is a responsibility, but I think that it's ... it might very well be a valuable part of the college experience, especially for people who have thought of anyone in a position of responsibility or power as

someone on the other side, because I've noticed that people who have been put in various positions for the first time this year with people who have been willing to listen and have been willing to be patient with this antagonism, that it's rapidly been disappearing.

Calciano: Anything else you'd like to add?

Ehrenberg: No, that's okay.

Name: NANCY ELLEN WOLFBERG

Date of Birth: 10/30/45

Place of Birth: OAKLAND, CALIFORNIA

Home Residence: 1409 THAYER AVE
LOS ANGELES, CALIF. 90024

High School: UNIVERSITY HIGH SCHOOL

Colleges Attended: UC-BERKELEY
UCSC

UCSC College: COWELL

Class of: 1967

Resident or Commuter:

Married: SINGLE

Major area of study: HISTORY

Other fields of academic interest: DRAMATIC LITERATURE

Activities and offices held: DANCE WORKSHOP
CHOREOGRAPHY — JUV
MARAT/SADE

NANCY ELLEN WOLFBERG

May 17, 1967 3:30 p.m.

Calciano: Why did you choose to come to UCSC?

Wolfberg: Because of the small classes. At Berkeley there was such a difference between faculty and students that I got to meet only one faculty member, and I did that because he invited one student from each quiz section out to lunch a week, just because he wanted to get to know the students, so I met one. That was all. And the rest of the time I think I was... They were away on a podium, it seemed miles away, and I never would think of talking to them.

Calciano: What did you expect to find here?

Wolfberg: Well, what I expected, I found, and that was the small classes, and the opportunity to meet with faculty outside the classroom, in their homes. We used to see professors in their homes, or to talk with them anywhere, you know, have lunch with them, that is something that was inconceivable at Berkeley. And for me it was much better being with adults rather than with people my own age.

Calciano: What were your first impressions when you came on this campus?

Wolfberg: Well, at first everybody was smiling, and it was very

strange coming from Berkeley. And they were smiling so much I didn't know what to do, and that was the feeling. And I think the people that came from big places like UCLA also felt the same thing, and one thing that did annoy me was that you couldn't be anonymous at all. Everybody knew what you were doing all the time, and that in a way tended to bother me just because I felt that I didn't want, you know, my personal life to be pried into so much, that's the only thing. None of us had anything to hide, but it's just that I'd never been in a small type atmosphere before to know. Living in a big city like Los Angeles I never encountered that, so I... But I didn't live on campus, so that wasn't bad; it was just meeting people knowing where I had been and where I had gone to school and just all these things about me before I knew anything.

Calciano: You've lived off campus all the time you've been here?

Wolfberg: Yes.

Calciano: Has the university seemed to change to you in the two years you've been here?

Wolfberg: Yes. The second year the classes were bigger, and yet still the faculty that I have been working with has

still been equally willing to do independent studies. I haven't had any trouble finding that, and they've been equally helpful, but just the classes were much larger. I thought they were much more like the ones I had had at Berkeley. I was sort of disappointed in a couple of my classes.

Calciano: Was this in the social science field?

Wolfberg: In history.

Calciano: In history. I guess you had a choice of Stevenson or Cowell this year?

Wolfberg: Yes, and I preferred to stay in Cowell because of the humanities; my interests are there, more than in the social sciences.

Calciano: You don't count history as a social science?

Wolfberg: No, I count it more as humanities because I'm more interested in cultural history rather than political history or economic history.

Calciano: What countries?

Wolfberg: Spain. I've done a lot of independent study in Spain although there are no courses here, and originally I was going to major in Spanish History, but they wouldn't let me because they didn't think there were enough works on Spanish History so I had to major in Far Eastern History. See all the seniors have orals in

two fields, one in their major and one in their minor, and they said I could minor in Spanish History.

Calciano: Well I've noticed most of the kids who came here came with ideas of what our university would be like, and were excited about it. Now are there any areas, you mentioned the large classes, are there any areas about the colleges or the faculty or administration or anything in general that you feel has been a problem, or could be corrected or...

Wolfberg: Some of the faculty, I think, are trying to run quarter courses like regular, like the semester courses. And that hasn't been good to give us so much reading that we weren't even able to involve ourselves enough to understand all of it thoroughly. It was just that we were just reading a lot and not understanding too much because we didn't have time in certain courses. I felt that they were poorly structured, and I don't think that the teachers were willing to change. They had come with a certain program, and they were going to teach that.

Calciano: On the whole?

Wolfberg: But on the whole I was very satisfied. This was just in two courses.

Calciano: If I say, "What are the best things here?" -- you've

already answered that question partly, but are there any other things that you...

Wolfberg: The opportunity I had to explore myself as an individual, to do things that I wouldn't have done in a bigger school, like now, I just did the choreography for the play, Marat/Sade. And I was in the dance workshop, and although I was interested in it at Berkeley (I was in the dance workshop there) it wasn't as good. I mean the teacher is excellent here, too, and that makes a big thing out of it, but the idea that people are all working together; it's new and they want to start things going, and maybe it's just because it's new that it's so good, but I don't know. It wasn't that I had never done anything there and then came here and started doing things, except as far as the play goes, I wouldn't have ever thought of doing the choreography for a big play like Marat, probably, in a school like Berkeley.

Calciano: You wouldn't have had the chance?

Wolfberg: Yes. I wouldn't have had the chance unless I had all sorts of credits behind me, I guess.

Calciano: You're enjoying working in Marat/Sade I can tell. Have most of your extracurricular activities been in the drama workshop?

Wolfberg: Yes, but not too much so. At Berkeley I took some undergraduate courses in dramatic literature, but I

wasn't in any of the performing courses. I was going to do that when I came here instead and then last year there wasn't very much drama; I wasn't involved in it. There was no dance and then this year they hired a dance teacher, but if not some friends and I were going to organize a dance workshop.

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

Wolfberg: Yes.

Calciano: So there was nothing here that was instrumental...

Wolfberg: No. Although I think that if I were to come here again I would major in literature.

Calciano: Why?

Wolfberg: Because I think the literature department is excellent, and I wasn't that satisfied in the history department at all. Well maybe my interests changed too, because at Berkeley, maybe it was just the area itself, I don't know. I was very interested in different aspects of history and government and civil war history, and the way classes are taught there, they're not taught here, they're taught in short periods of time, ten or twenty to thirty years, and things like that, where you can really understand a period well, and that's what I liked, and the only way

you can do that here is probably in -independent study, which would be fine, but they don't let you major in anything like civil war history or something.

Calciano: Do you think there will be a change here as the university gets larger, or is it structured so that it will always be...

Wolfberg: No, I think ... well, their basic idea was to have general courses so that people don't become very one-sided, and that's good, but you never get far enough in one of your courses, I don't think. I think that they should have some more specific courses in the upper division. But you can in independent study, and yet as the school gets bigger teachers probably won't be as willing to give independent studies as they are now.

Calciano: How much independent study have you done?

Wolfberg: I've done three courses. Well, right now I have one in Spain from Spain in the golden age, and one in Spain, modern Spain, from 1898 to the present. And now I just have an independent reading course on Spain and Far Eastern History to prepare for the orals. But in the classes themselves, like in the class I had in ... the European History class, we had a lot of independent study. We met maybe once a week or twice a week, but

we were on our own; we were given no assigned reading. We'd just read what we wanted and write papers on that, and we would have oral finals. I think that was very good because in a class you only remember what you like, usually, and all the other things you just forget. And this way you do remember a lot out of the course.

Calciano: Does your department have senior theses, or not?

Wolfberg: Yes, we had an option on writing a thesis, but instead I decided to do independent study because I wasn't going to go to graduate school in history; that's not my field. But I probably will go to library school and become an art librarian and work in a museum.

Calciano: Do you know where you're going?

Wolfberg: I got accepted at UCLA, so I think I'll go there.

Calciano: Oh, very good. And be an art librarian. Spanish art or...

Wolfberg: No, all arts. Modern art, I think. I'd like to work in a museum very much.

Calciano: That's wonderful. That just about covers my question form, and are there any other comments in general that you feel you'd like to...

Wolfberg: Well, I'd say about the best thing I ever did was to come to Santa Cruz, really. Just the friends I made

too. It's very important. And the idea that it was a new place -- I keep stressing that because an experience like this you can never have unless you really start at the beginning. I mean everything is so spontaneous the first year. And some of that has left, but not altogether. There were people sort of all fumbling around, and oh sort of... It was nice in a way; sometimes it was annoying because no one knew too much what was going on. There wasn't enough discipline in the administration and things like that -- credits and classes, and what they were going to do, but they let you explore so many of your own possibilities, and get your suggestions as to what you wanted to have in the curriculum. And this you could never have unless you went to a new school. I think they're always going to be open now for suggestions for the curriculum, whereas in Berkeley I doubt that you would ever get a chance to suggest things like that. It seems, anyway.

Calciano: To prepare for these interviews I've been doing a bit of reading in the student newspapers and whatnot, and of course there are certain things which keep coming up over and over again, and it's hard to tell whether they're bothering just a small bunch of articulate students, or whether they're universal. I've found

that intervisitation, a lot of kids are concerned about that, but there are a lot of other things all the way from marijuana to, oh, student health center, and transportation problems -- getting down to town... I don't want to lead you...

Wolfberg: Well, I don't have any of those. I have a car. I live off-campus. And I don't have any of those problems. I can come and go as I want, and then, so...

Calciano: That's what I was wondering ... you seem to be very content, and none of these strike a responsive chord in you...

Wolfberg: Well, yes.

Calciano: ...so I'm not going to drag comments out of you. Okay, well fine, thank you.

Name: *Russell E Smith*
 Date of Birth: *June 15, 1947*
 Place of Birth: *Vallajo, Calif.*
 Home Residence: *1008 Pleasant Valley Dr.
Pleasant Hill, Calif.*
 High School: *Pleasant Hill High School*
 Colleges Attended: *UCSC*

 UCSC College: *Stevenson*
 Class of: *1969*
 Resident or Commuter: *Resident 65-66, Commuter 66-67*
 Married: *No*

 Major area of study: *Life*
 Other fields of academic interest: *Sociology*

 Activities and offices held:
 - *Student Assistant to the Non-Resident
President, Stevenson College, Fall 66*
 - *Treasurer, Stevenson Student Council
Spring 67*

RUSSELL E. SMITH May 18, 1967 9:30 a.m.

Calciano: Why did you choose to come to UCSC?

Smith: Oh, at my high school there was a prejudice against Berkeley for some vague reason, like it was too big, it had graduate students teaching class, so that there was a strong tendency not to go to Berkeley.

Berkeley's only twenty miles from my home, and so I thought about Santa Barbara, but I saw the Santa Cruz literature, and it sounded sort of interesting -- no big commitment to Santa Cruz; I just thought it would be interesting -- my family used to live here, so I applied, and here I am.

Calciano: What did you expect to find here?

Smith: I really don't know; I don't think I thought about it.

Calciano: (Laughter) Well, what were your first impressions when you arrived here? Anything stand out?

Smith: Confusion. (Laughter) I couldn't find my way around the trailer area -- every trailer looked alike.

Calciano: Do you think a lot of the freshmen felt confused? A general reaction?

Smith: Um, at the time I felt like I was the only one that was confused. Everyone else seemed to be in perfect control, but thinking back over it later, probably everyone was the same way.

Calciano: Well, how have things changed here, as far as you're concerned, over the last two years?

Smith: That's quite a broad question. Well there's the geographical changes; we've moved out of the trailers. The trailers were the center before, and now they're a sort of a bedroom area and that's it, as close as I can determine. The social life has slowed down -- there's less quote unquote "action." Partly I think this is because there are fewer doors to the rooms. I mean formerly you had a hundred and twenty-eight doors in the residence area, and now you only have eight in each college, but in part it may have slowed down simply because it's a little older and in the sophomore year things slow down. I don't know about academically. Probably people are working harder now. I had the feeling they weren't working last year, and now they have to.

Calciano: Did the World Civ thing shake them up, or these other

factors, or what?

Smith: I'm not sure. I don't think it was the World Civ. I think it's -- and I'm not sure it's the same people -- I think the new people are certainly studying more since they never ... there's not the social life to take them away from... It's a standing joke that half the girls are studying Friday and Saturday night; it's probably pretty close to the truth. The sophomores I don't really respect; I think they probably haven't settled in as a group. My immediate sophomore friends have settled into studying, but I'm not sure the others have.

Calciano: Do you like the small college idea?

Smith: Yes, but I think that the reason I like it is different than others. I think if a person became very much involved in people, it would get old very quickly. But I don't get involved that much. It's nice to have people around that I'm familiar with, that I sort of go my way and they go theirs, so I'm not... I like it, but I'm not completely involved in it.

Calciano: You are Stevenson?

Smith: Yes.

Calciano: And you apparently made a choice to be Stevenson

rather than Cowell. Was there any particular reason?

Smith: I think I wanted to have more electives. I wouldn't have to take World Civ. It wasn't that I was against the World Civ; it was more that I was for the freedom.

Calciano: Are there... Do you think there are considerable differences between the colleges? Are they developing their own flavor, or are they both...

Smith: I like Cowell better. Part of it's the architecture -- the color is toned down, and geographically, the plaza areas are more central, like on the way to the dining hall, everyone passes the library, everyone passes the office, everyone passes the fountain, and the men and women pass each other on the way. At Stevenson the men go under the classrooms to the dining hall, and the women go across the plaza to the dining hall, and then they happen to meet at the line, but there's no central crossroads, and of course there's no library. And when it is built, it will be built way out on the fringes. But partly this is changing; the courtyard is becoming central, a central area, because they put in benches, and sometimes people sit on them. But it's certainly not like Cowell where everyone sits on the steps. I think another reason I like Cowell is I've got quite a few older friends, and these have tended

to stay over there. And it's a much older atmosphere than Stevenson. Stevenson is much closer to high school. This, I think, will change too as people begin to grow up.

Calciano: Stevenson has less seniors, if I remember right. I don't remember how it breaks down on the other classes, but you just feel that it's more, well you said it yourself -- younger?

Smith: And what seniors are there tend to eat over in Cowell.

Calciano: (Laughter) Is there anything about the university, or the colleges, or the faculty, or the classes, that you are disappointed in, or would like to see changes in, or expect there will be changes in?

Smith: I think intervisitation is going to have to change. There are several reasons: first, the fact that the residential college is basically an unsellable item unless you have this rule. They found this out winter quarter. They formerly had been able to let people out of their contracts very easily, but they'd lost so many people they had to tighten up, and now you're liable for the whole value of your housing contract.

Calciano: Oh, because people were leaving?

Smith: Yes. And other ... just the factor of studying -- if your facilities are so that you can have some sort of

social life with the opposite sex, you study better in the meantime. You stare at the wall a lot less.

(Laughter) Then there's the question of, there's a certain point where students have to start feeling able to make their own decisions. When you're up here it's very easy not to make your decisions because there's only one thing open to you that's crucial, and that's just your meals. It's a simple decision: Do you get up? Do you go to your meal? It's not like having to pay the gas bill, plan your diet, decide what you're going to eat, where you're going to eat, and when you're going to eat. It's just a matter of yes or no. I think that's probably a problem that will never be really changed until the students are given some, either freedom to make important decisions, or given a political structure so they can make their own rules - - being able to override higher authorities.

Calciano: Do you think that will come, or not?

Smith: It will, a ... the illusion of it may come, but in fact it won't, simply because the university is set up under the Regents, under the President, under the Chancellors, and they're not going to give up their power. If the students wanted that sort of thing, they

should go off by themselves and build their own university. And that won't come either; it's too nice here. (Laughter)

Calciano: When I talked to you on the phone the other day, there seemed to be something that you were agitated about...

Smith: Well, it's a ... it's kind of a big decision to come in and explain exactly how you feel about the institution when you're not completely happy, but when you're going to, you plan to remain, and you do have - - well in my case I have to depend on the administration for a job, and this year I've used their special service in that I've gone and asked for favors for transfers, consideration of my housing contract. And if I antagonize people, and I suppose what I say here will be public, it's a possible danger that what are now good terms would no longer be, and there's some basis for this in that some students apparently have less favorable treatment than others, though it's hard for them to say how true this is; it may just be just the student's impression. So there are some things that bother me. I find the administrators not as well-rounded as ... not as stable as people, not as sure of themselves. I'm not

sure if this is ... this is on the lower level; not the Vice-Chancellors; below this. And I think it's probably something that happens in bureaucracies; it's not peculiar to Santa Cruz -- I hope it's not. And I find that this is [unintelligible]. I think it's a fact that a ... men in the administration are very nice; they like talking to students, but they're completely out of touch -- even people who have been educators for twenty years. They're just not in touch with the students. I think maybe the solution would be if they were to, say, make a point of eating regularly in the dining hall for a meal where they wouldn't be safely with other administrators.

Calciano: This is a problem, I know. I've eaten over in the colleges sometimes, and occasionally I go over alone, and yet I don't feel I have the right to plunk myself down in the middle of a group of students who are very busily engaged in talking about something that a ... you know a stranger, a staff member, can be an awful damper on a student group, and yet on the other hand, students seem to want some contact with the administration. But I can see why there is not as much, perhaps, in the dining hall as was originally hoped. Well what do you think? Do you agree with this

or disagree or ...

Smith: It's a big problem in that it's something for everyone. Well, if a new student comes in, he would feel awkward sitting down with some strangers, and I think most students even now feel this way. So it's not that ... it's not a problem peculiar to faculty or staff. Some faculty, like Jaspar Rose, for example, is very open, and he feels very free to sit down with the students, and he's very charming, and he's very welcome. And Page Smith is the same way. But others feel uncomfortable. And of course students have common experiences, things they can talk about, and they can meet on equal terms. And faculty, of course, are tied in with the common enterprise, but the people who aren't in these two groups, the administrators are a ... don't have this common ground, except that sometimes students need things administrators have. That's very unfortunate. Even in the ... like Stevenson's problem, Mrs. Hough, she's very nice, very intelligent, charming, but it seems to me that the only time students come in and talk to her is when they want something. That's what she's there for; she jumps to do things for you, but it's unfortunate that students don't see the other side.

Calciano: Well, what do you feel are some of the best things about UCSC? Are you glad you're here, and if so, why?

Smith: One thing I like is the unstructured courses in that I can ... well, like this quarter I've got one meeting a week. I've got a 199, and I've got a 49. One's independent study, one's directed study. I have a seminar...

Calciano: And this is at the sophomore level you're already in...

Smith: This is the sophomore level. I'm probably the only one, and I can see the dangers of it. I think I'm probably holding up well, but it is an awful lot of freedom, and I do this to be rid of going to classes. I've sort of internalized pushing enough to the point where I can keep going ... like actually I don't have anything I have to have done for the week, no, till next Tuesday, but I'm pushing now. It's sort of built in; there's really no reason to, but I don't know if other people have this...

Calciano: Self-discipline, in a way.

Smith: I don't know. It's more habit.

Calciano: Oh, habit. (Laughter)

Smith: I've never been much for self-discipline, but a ...

that's good. I was here last summer; I've been bopping in and out of faculty offices ever since, so I'm pretty comfortable there. That's good. I've sort of rejected the faculty. They're not all that interesting, really. And they are operating in a really different world. But it's good that we're able to go and talk to them. They're generally open to talk to. I like the idea of having people around that I'm sort of familiar with and can talk to if I want to. I'm comfortable going in and talking to administrators, and I feel free to do it. The first quarter I did it quite often and I ... now I know my way around so that I know how to get a job; I know where jobs are. Right now I have gotten a job because my friend had one, and it sort of works out.

Calciano: What is your job?

Smith: I'm a runner for the steno pools. I mimeograph things off, and I carry messages back and forth.

Calciano: How many hours a week do you work?

Smith: Fifteen.

Calciano: That's ... isn't that a considerable workload for a student? I mean, I've always I seem to remember that a sum of ten hours a week is an average, you know, that you can stand pretty easily. Do you find fifteen

hours a lot, or has it changed since I... Are a lot of kids working fifteen hours, twenty hours, or not?

Smith: Twenty is an awful lot. I'm not sure. I've just done it this quarter. It can be a lot, but like I say, I only have three hours of class a week, so it works out okay. I've used morning time which is low productive so...

Calciano: Morning time for your steno job?

Smith: For my steno job. It... I combine them. When I run short of time it's because I've sat around and talked too much, not because I'm working.

Calciano: Do you feel you have much leisure time here or... It sounds as though you don't feel under tremendous pressure.

Smith: No I don't. I don't think I'm treating my courses all that well either. I think I've learned a lot, but I'm not sure if it's... It's not that I've gone and mastered a lot of material for a course. It's more that I've taken a ... I've developed a more accurate world view, more confidence. I can, when someone says something, I can plug it into something I already know; it fits in. And when a situation arises, say like on Stevenson's student council (I did some organizing for that) and a ... we were ... student

council's a sandlot, basically. There's really not much you can do with them, but you can organize them, and make it strong for whatever reasons you want to. We were going to try this. At the same time another group wanted to abolish it. Then for about two weeks it was very hectic debating; it went back and forth. There were three factions: the a ... (chuckle) I'll be cynical, I'll call it the... There was the bureaucratic student government faction, literally, apparently working with the administration so long that it had sort of become part of it, except the rationale. There's the in-council radical faction, which is what I belong to (I made myself as a part of it) who wanted to toughen up, to get things done, and if necessary confront the administration. Then there was the abolitionists; the abolitionists tended to be sort of a FSM, no, (chuckle) I shouldn't say that; they tended to be more drawn up in the excitement of breaking the council, and they were very anti the bureaucratic group. They were very much against it for personal reasons, and in a way it was ... there was no communication between the bureaucratic group and the abolitionist group. It's just like what probably goes on in government; there was no way; it was just

ridicule and no communication at all.

Calciano: What was the upshot of this?

Smith: What finally happened is the radical bureaucratic faction decided they liked the abolitionist idea. And we didn't have the support. We were hoping we could get support from ... it would be an exciting thing to get support from the students, break down apathy, but the abolitionists stole all our fire, and we were pretty much in favor... We didn't want the bureaucratic faction to take it, so if we could do anything, it's probably best to abolish the constitution and start over in another way. Well, what happened was the council passed the abolitionist's amendment so that it could be presented as an amendment to the student body at Stevenson, and it ... so then we voted on it, I guess it was last week. The apathy was so much we didn't get enough votes to destroy it. (Laughter) So now we have a council that could be potentially radical. It's talked abolitionist so long that it's not able, it's not interested. And the abolitionist's spontaneity couldn't organize enough to take it down. And we have a bureaucratic group that doesn't have the support of anybody except themselves, five people. (Laughter) And now the debate

is how do we break it legally without having...

Calciano: ...without having enough students who'll even vote.

Smith: Right.

Calciano: To change the topic slightly, I was wondering, did you decide on a major area of concentration when you came here or are you still in flux? Are things ... well, you seem to be in sociology. What has made you decide this?

Smith: I don't know exactly. In the beginning of my senior year in high school I declared anthro-soc -- that's when you fill out your application you have to put something, or you're supposed to put something down. And then I remember some of my applications talked about concern with the problems of man -- increasing the [unintelligible] of society. And I probably forgot about it after I read it, but that's still where I am -- I keep seeming to come back to it. I had a digression into philosophy for about three months, but it just, for some reason that's my interest, but I don't ... I haven't found that actually some kind of sociology is the answer. It's more a ... it has a peculiar kind of method, statistical and survey-oriented, and that probably I'm [unintelligible] in

anthro, and maybe I'll go on in history; maybe I belong in philosophy, or psychology. That's why I put sociology down as a minor interest. (Laughter) But I will major in sociology; I think their tools are good.

Calciano: What are your long-range goals? Well, first of all, are you going to stay here, do you think, for four years?

Smith: Well I'm seeing that it may be time to move around somewhat, so I've applied for the Peace Corps, and if they accept me, I'll go. If it's in September, I'll go; if it's in October, I'll go; if it's in January, I'll go. That will be good experience, and I'll get out of the country and see what's out on the other side, and I'll have something to orient my remaining education on. If that doesn't work, I'll probably continue here because I do have the ties and I can live very cheaply and get a job without much trouble. So I would stay here, I think.

Calciano: Do you have a particular country you want to go to in the Peace Corps?

Smith: That's not important.

Calciano: And you, I would imagine you've probably not really made any commitments to yourself on what career you

want to follow and so forth?

Smith: It's an irrelevant question for a person my age and my sex because there's ... you're faced with the military. You have to ... you have three alternatives: serving, going to Canada, or going to jail. And the tone is that people have ... would prefer not going in the army for moral reasons, and that they would either go to jail or go to Canada, according to which is the biggest step. I think probably a lot more people would do it than are now if there were ways of doing it without having to do it by yourself. It's a big step to walk across the border at Detroit and that's the end of it. But this is a question I'm going to have to consider. I feel very fortunate in having a 2-S right now because I won't have to decide, hopefully, for another year or more. But you look at the paper and it doesn't look too good. It's, you know, a war every twenty years. So the career itself isn't, doesn't, it isn't important. But actually I never really had a career planned. It just doesn't ... there's never been anything that's [unintelligible], I mean that I've been that enthusiastic about. I did have a time in being interested in being a professor, but from what I've seen here it's not that good a life. If a man

wants to teach, he can't teach, he goes to committee meetings. I've seen some good teachers spend all their time going to committee meetings. It's not a very interesting or exciting life.

Calciano: Even at Santa Cruz, though? Part of the theory of Santa Cruz is to give the professor a chance to teach, and yet you still feel that they're hamstrung by...

Smith: Well the theory is part of the myth, the ideology which goes in the catalogue, the [unintelligible] of the man who wrote the catalogue. (Laughter) But actually they're in a bind because they do have to publish, possibly as much as other campuses, though right now there's excuses not to. And there's a problem now if you have more committees to work in, like this [unintelligible] committee. And they say that it will loosen up later on, but I don't believe that. That isn't true. The college will always generate committees.

Calciano: One question I meant to ask earlier was why did you decide to be off campus? I notice you have been a resident, and now you're off campus.

Smith: I've been off for a year. I think originally I just wanted to ... I was tired of hearing about intervisitation. I wanted to go off, and I almost

moved on again this spring -- sort of a weird reason: I didn't think I would like it, but I wanted to see what it was like. (Laughter) We went through channels and got a, we got a consideration that shouldn't have had to have been made. I wanted to buy a friend's contract. To me it's the sort of a thing that a guy ought to be able to buy a contract with no trouble at all. Well finally, after how many committee meetings they didn't tell me, but anyway, they decided that I could do it. But in the process I talked to people, and I'd seen the hassle I had to go through to get it, and it seemed like it would be awfully dangerous to move up on campus in the clutches of these people that were trying to get my friend's \$170.00. It's sort of I think it's sort of hypocritical on their part because apparently they still lavishly spend money on other things. I understand that The Catalyst on campus, the good building, is ... it has had much more paid for it than it should have.

Calciano: Oh, really?

Smith: I don't know the details on it. I got it from people who were tied in with The Catalyst that I ... you know, it's on the tape now, but it should be ... if anyone's interested they should ask around; they

shouldn't count on what I say.

Calciano: Well, anything else you want to add?

Smith: Well, I think probably I'm going to have to say something about the Chancellor since the students seem to have sort of strong feelings about the Chancellor. In general he is resented, partly because, most directly because of the intervisitation. He is the ogre in that he is not letting us have it. Partly it's due to that we have to have an ogre on campus, and he happens to be it. But I think in fact he's set himself up for it. We have an ideology of openness between the various groups on campus, but in talking to students he seems to ... When confronted, like when they want something from him, they want something changed, he seems to see it as sort of potential FSM where "this student is out to overthrow me, and by God I'm not going to let him do it." And that's not what's going on, but, that wasn't what was going on, but now there's a tendency that we have to oust things from the Chancellor. It's unfortunate, but... Actually there's no danger of any crisis coming because the colleges don't work ... the college system doesn't encourage mass movements, but he has set himself in a position where he is resented.

Calciano: Because of this intervisitation thing, you mean? The students are beginning to feel that he'll not bend on anything? This type of feeling, or...?

Smith: No, it's a ... when students come back from talking to him, it's like he's been willing to talk to them, but he has a ... I don't want to say he's been rude to them, but it's almost that. What could have been just a conversation was a confrontation, and he met them and destroyed them in the confrontation; that's how he resolved it. This was the conflict that had to be. And there have been suggestions, "Well if you don't like it, you can go to Stanford."

Calciano: I imagine a man in his position has a great number of pressures on him, from Regents, and parents, and, you know, taxpayers, and so forth. Do the students, when they get agitated, do they tend to reflect at all on what factors might be entering into his position, or is it just a pure reaction to...

Smith: There's recognition that he is ... his job is concerned with getting gift money, and there are problems involved. We have to present a certain image to the outside. I think there is a consideration of this; I don't know how ... students are conscious of that definitely. I'm not sure how conscious they are

of the work load he must have. But I don't think this excuses the fact that he could talk to students in a different manner, and he doesn't have to assume that they're out to ... to overthrow him. Because in fact we're not.

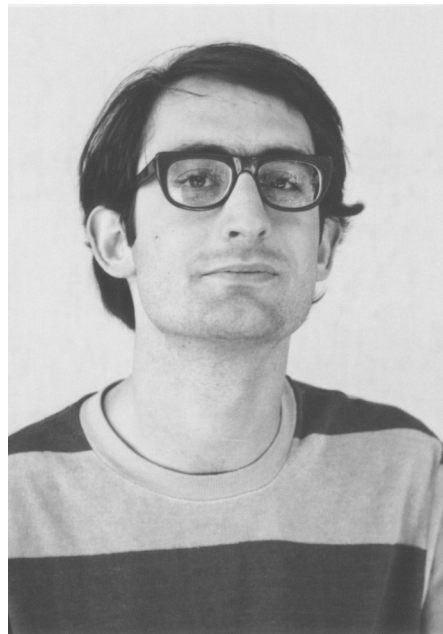
Calciano: Is there anything else you'd like to say?

Smith: No.

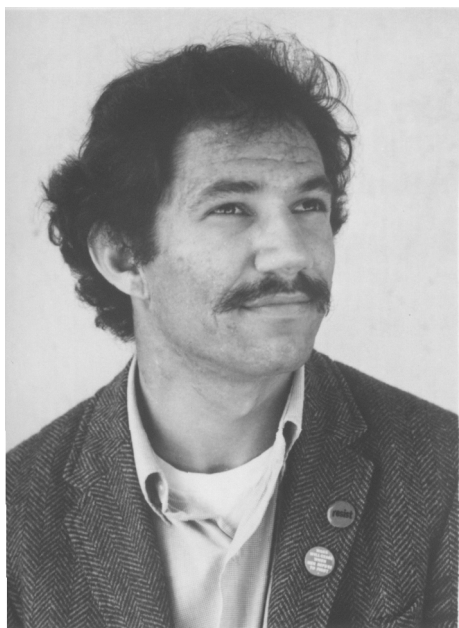
Calciano: Well thank you.



Michael N. Farney



Leonard Conradson



Allen Hunter



Ellen Marie Bulf

Name: Michael N. Farney

Date of Birth: Feb 24 '45

Place of Birth: San Francisco

Home Residence: San Juan Bautista

High School: Palma (Solinas) San Benito High School

Colleges Attended: ST Mary's (Moraga) Gavilan J. C., U.C.S.C.

UCSC College: Cowell

Class of: 67

Resident or Commuter: Commuter

Married: No

Major area of study: Physical Science

Other fields of academic interest: Psych

Activities and offices held: Newman Assn.

Vice President

MICHAEL N. FARNEY May 18, 1967 11:00 a.m.

Calciano: Why did you choose to come to UCSC?

Farney: Well, first of all we'd heard about UCSC from the San Jose Mercury ever since Santa Cruz had gotten the location for the university. And it so happened that Santa Cruz was only about thirty miles away from my home, so that if I went over to the University of California here that would mean I could go back home, back and forth to home, on weekends if necessary -- and, if really necessary, I could even commute from home to the school if costs became too great. That's one of the main reasons and, too, I hoped to go to a University of California campus. Berkeley was a little bit far and a little bit expensive; I hoped it would be better room-wise, and so on, here.

Calciano: What did you expect to find here?

Farney: Well, I got all of Provost Smith's letters (many of them I kept for the record), and he gave a fairly accurate account, at least, of what living conditions would be like. I expected that I would be living in a trailer with seven other students, and that it would be quite a long walk, probably, to our classrooms, and that we would have a very small student body. In my field of physics I expected only about five people at

most along with me; as it turned out there were only two.

Calciano: Oh.

Farney: And, of course it wasn't as I expected when I got here, quite. Instead of moving into a trailer, I moved into the River Street housing which contained twenty-six boys, as I recall, to begin with, initially. Since I had arrived there late, there were something like thirteen of us in one large bedroom. It was quite a lot of people, but...

Calciano: Well why were you there? Because you applied for housing later, or...

Farney: Well, because apparently they had not taken into account how many students they would have, compared to how many places they'd have to put them. I guess they counted on more people living off campus than they did. At any rate, they ended up with about, oh, twenty-five or thirty people more than they had trailer space for, and Provost Smith sent around a letter very close to the beginning of school, as I recall, saying that he was sorry, but the upperclassmen would have to live in River Street, those that had applied later. Or apparently, since I had applied fairly early, more likely just those who

were taken at random would go to River Street. And the River Street ... the River Street housing was pretty free and easy. John Harris, our preceptor, was ... had a pretty light hand on the boys. Eventually what it boiled down to was that two rules seemed to apply at the River Street housing. Rule one was that no rules applied to River Street whatsoever, and rule two was that one rule that did apply was that no girls would be admitted on the premises between twelve midnight and twelve noon the next day. And full advantage was taken of the laws. We had a very well-stocked refrigerator of alcoholic beverages, and girls went wandering through the house all the way up till and past twelve o'clock. It was quite a nice establishment. It was unfortunately closed down at the end of that quarter, apparently. Apparently, well, River Street had a reputation from the first day the first boy had arrived, from what I can gather, because by the time I arrived there three days after school had (rather the housing had officially opened, I don't believe the school had started) people were talking on campus about the River Street dilemma. What were they going to do with the quote, "River Street Rats" unquote. And it was ... at the end of that particular

quarter the housing was quickly closed down because some girl had been found in a sleeping bag on the premises, and that (this is what was heard anyway) that was the reason that River Street was closed down. By that time I had moved off, off out of River Street anyway.

Calciano: Why?

Farney: Well, one could not get too much studying done. River Street thinned out quickly. It started with twenty-six people, but in the first two weeks five people left, and gradually as students left the trailers, students whose names were on the list would be moved into their vacant places. That was nice, only my name was about twenty some odd on the list of twenty-six, and I wasn't about to wait for a trailer; and word began to filter back what the trailers were like. Upperclassmen were moved in with freshmen, because only freshmen were leaving. And one upperclassman in a trailer with five freshmen is a terrible strain. So hearing about this, and even as the population of River Street became less dense, it was just still too hard to study; I just had to leave. At least in the beginning there were five or six desks together, and studying was just impossible; there was just too much talk. And

even when it thinned down so that I was in a room with only one other person, you know, there was too much traffic back and forth through the room; too many people stopping in to make light talk. Finally a friend of mine moved out into an apartment, but before he could actually move in with all his belongings, he found that he would move into a trailer, so he left. He told me about the room, and I moved in instead of him, got permission from the landlady, and that was all I [unintelligible] of River Street.

Calciano: (Laughter) How many weeks had you been there?

Farney: I'd been there about six or seven weeks because it was the first week in December that I moved out. By that time there were only ... hmmm, there were only about eight, ten, twelve boys there. I don't remember now; I'd say about ten boys at River Street, but that's only an approximate guess. Those who did remain liked it.

Calciano: (Laughter) When you first came here, things were different than you expected because of River Street. Were they different in other aspects, too?

Farney: Yes, they were different. I had not expected the teaching to be quite as easy as it was, or the grading to be quite as lenient as it was.

Calciano: The grading?

Farney: The grading was a lot more lenient than I thought. Of course I was expecting, oh, courses comparable to Berkeley courses, and a grading system equal to it. But I also expected a few more instructors as well, which I found there weren't. See the first year there were only two physics instructors and a math instructor who came down from Stanford twice a week, and two students, which made a nice ratio of three to two. (Laughter) A teaching staff with only us for the first quarter. And this, of course, I had not quite expected. And then the instructors proved ... their grading proved to be fairly lenient. They did give us oral examinations rather than written for the first quarter, something I hadn't expected. And most of us, I found out after I'd been here a while, both physics majors, myself and a friend of mine, had fairly weak backgrounds, and I know we hadn't expected to pass our first physics courses because of that, but we did. And that surprised me too. I think the teaching staff really surprised me more than anything; I expected more teachers. I expected, oh, about five people in my major, and that we'd be graded pretty rigorously, and the people that would be with me would be people of

pretty high caliber because they would have been to a Cal campus before and their physics and math backgrounds would have been somewhat superior to mine so that I could have worked up to them. Instead I found out that my partner in physics had a background comparable if not [unintelligible] probably a bit worse than my own.

Calciano: Well, how has the physics department been, being so small and...

Farney: It's gotten ... it's been better; and this year we have, I believe it's five physics instructors at the present up on campus. We have gone through four of them; one of them has remained our counselor for two years, and the other ones have come in and out of our academic life as we've had various classes from them in their fields. It's really ... things have improved since the first couple of quarters at Santa Cruz. This year we have a class of four in one physics course, and this was...

Calciano: (Laughter) Almost over-crowded...

Farney: Almost over-crowded, it really was. I hadn't expected it at all, so it was a great shock to us to find two other people outside of the two of us in a class. And that first course didn't go so well, which I hadn't

expected. This instructor turned out to be hard, oddly enough. Then the physics department has increased, and the students have increased in it anyway. All the classes now have about four in them.

Calciano: Just as a bystander, it seems to me that so far UCSC has been oriented more towards liberal arts -- towards humanities and social sciences. The science college isn't here yet. Now, has this ... is this true? Has it had an effect, do you think?

Farney: Yes, I think it's definitely more oriented towards liberal arts than it is toward science. It would be my opinion that their science curriculum shouldn't have started, at least in the field of physics, and I don't know what other fields, until either this present year or the year after. So all we had were two physics instructors from the college here and bare walls -- no labs whatsoever, no equipment was here.

Calciano: Bare walls? Is that what you said?

Farney: Yes, just bare walls, nothing at all, except our two physics instructors who were supposed to teach us physics. And it is hard for anyone to teach a class of two -- it just is. Now what I hear from the freshmen (this is only by rumor) the freshman physics class, which numbers around nine or ten, which is large to my

way of thinking, anyway, it's being taught very well. One of the physics instructors, Mr. Ruby, does do a very good job of teaching the freshmen. And his physics courses, at least what I've seen of them, are rather good. The labs this year are very good. And they do have some good teachers. In fact I really will say that (I didn't think so at first, but I'm beginning to think so more and more) that they did hire, Page Smith or whoever it was who hired, did hire teachers who were quite good at teaching rather than just good at research. This is something I hadn't expected. I expected teachers to be researchers and they would teach only as a sideline which meant usually rather poor teaching.

Calciano: Do you feel fairly well prepared, then, in physics?

Farney: No, not really, not as well prepared as I think I should be. Of course it's a paradox, because I feel I should have been. weeded out...

Calciano: (Laughter)

Farney: ...there was no one to weed out. We came in, the two of us came in a rather nice dilemma, i.e., if the physics department failed us, the physics department would have nothing to do. (Laughter) They could sit

around twiddling their thumbs because no research outfits had arrived. They could not research; they could not possibly teach. They could organize their staff for next year, but I don't know what else they would do. And for this reason I think the physics department last year was a little bit lenient on us. They had to. Now this year they have tightened up the discipline, and I can see now that the year after this the physics majors that come into the upper division are going to have a real struggle ahead of them. They're going to be weeded out because by then there will be enough students.

Calciano: Well, are you planning to continue in physics or...
What are your plans for the future?

Farney: I hope to go to San Jose. State which I think if I take another round of summer school courses this summer, I will be able to go to San Jose State and do fairly well. I would not, however, I think be able to go on to a place like Cal Berkeley. This is as I say [unintelligible].

Calciano: Well are you ... what are your career goals, or do you have any at this point?

Farney: Probably to teach physics in a junior college, or go into research. I really don't know. Either one of the

alternatives, and San Jose State will decide that for me. It hasn't been decided here. The physics department has been terribly general, and I don't think anyone is allowed to specialize in physics as they are allowed to specialize to some degree in the liberal arts, as a literature major can go into German Literature, English Literature, or French Literature, but a physics major can take only physics courses that are fairly general. That way the physics majors, that's the only science that I have good contact with ... oh, I have a roommate who's in chemistry and had the same problem. There aren't many courses to take in physics and in chemistry, and I would imagine the other sciences, while at a larger college like Cal Berkeley, one has a virtually infinite number of physics courses to choose from. One also has more instructors to choose from. This isn't perhaps the thing that I sort of expected here, but I wish that I had a good variety in the courses I could take in my field. There weren't any. It's sort of surprising now as I look back on it, but with the few instructors we had it really couldn't be helped.

Calciano: Well on a more general level, do you like the small college idea?

Farney: Yes I do like the small college idea as opposed to big college, and I do like the idea of individual instruction, though not quite as individual as we have been getting. Personally I think that the small college, the way it will be run in the future, the way I can see it heading now, is going to be a very good idea. The freshmen are getting very good training; their physics classes are small for science, and they can see their instructor any time they please. The instructor is usually around to be seen, and if their instructor isn't, well, there's often one of the five who is available to be seen, so they don't have to go through teaching assistants and all that. And this is very good. I think it will, by the time this upper division has reached the senior level, which will be in two years, I think they will have very good training, and they'll have an excellent opportunity to go on.

Calciano: You apparently chose to stay with Cowell, rather than go over to Stevenson. Why?

Farney: Well, first I don't see any difference between the two. If I had been going to Stevenson, I would be taking the same courses identically that I have been taking in Cowell, because physics is physics in either

college at the moment (I don't know what will happen later on) and plus the fact I was living off campus, and I'm living off campus now, so as far as the choice of college, it didn't make any difference. I wouldn't be living in the dorms; I wouldn't be eating the food here. As a matter of fact, I very seldom set foot at Cowell or Stevenson to do very much. It's almost always in the Natural Sciences Building, so it makes no difference. And Cowell was simply easier to do the paper work, to stay at Cowell, than it was to go to Stevenson. I couldn't really see any point in transferring just because of that. It seemed to me [unintelligible] between the two.

Calciano: You explained why you lived off campus last year. Why did you not want to come on campus this year?

Farney: Well, for the same reasons. I ... my roommate this year lived on campus last year, and he was probably the biggest influence that caused me to live off with him this year. He was stuck in a trailer with five freshmen, and any living in the trailers was pretty bad. And I also spent a year in college before, living in a dorm.

Calciano: Where was that?

Farney: This was at St. Mary's College. And this caused me to make up [unintelligible] years because of the year in the dorm. Dorm life that I have found. is, one just cannot study in it; it's impossible. Too many people are running in and out of your room; too much is going on; and there are too many distractions; and most studying that is done in the rooms ends up in all night bull sessions with half a dozen people who just happen to walk in and ask you something and stay to talk. And also the food service -- Saga I've had, again at the same college I had attended the dorm in, and that was not at all good. I didn't like Saga that much, and also I had Saga for the first few weeks of River Street, and I didn't like it there either, [unintelligible] to move off, and plus the fact that I could live much cheaper, I figured, off than on. Oh, not much, but it came to about a forty dollar difference per quarter, [unintelligible] then too, we had the chance of getting an excellent room living in a large Victorian mansion as opposed to a small cubicle.

Calciano: How far away are you?

Farney: We're five miles away.

Calciano: How do you get up to campus?

Farney: I have a car. My roommate has a motorcycle that is now defunct, but he had a motorcycle anyway. The nastiest part of living off is that being five miles away means a ten-mile round trip each time you go to the campus, use the library, go to a class, come back from a class, eat lunch, go back to another class. So my gas bills ran about, I don't know, twenty-two, three, or four dollars each month, almost all of it in commuting that five mile distance back and forth constantly.

Calciano: Are you down by the beach?

Farney: Down by the beach, yes, only about two blocks from the beach. It's a very nice place we live in, but it's too far, and I really wish we lived much closer. It would be much easier to get back and forth to the campus.

Calciano: You pretty well answered this question as far as the physics department's concerned, but in a more general nature, is there anything about the university or the colleges, the faculty, the classes, that you were disappointed in, or would like to see changes in?

Farney: Ah, yes there are a couple of things I still think could be changed, and most of these concern instruction in general which is, of course, in the hands of

the instructor. I would have preferred being, to have been tested more. This college has ... I guess most Cal campuses test a person I think only usually at the middle of the quarter for a midterm, at the end of the quarter for a final. Almost all my classes have had only two or three tests per quarter which is bad, especially since most of the weight is put on the final test. It's sort of ... it's really ... if you weren't as [unintelligible] on the final then you just won't pass the course. I'd rather see the grading evened out more over the entire quarter.

Calciano: I think this is something you find in many universities, judging from my own experience. I don't know if that will ever be changed or not.

Farney: I don't know. It's ... it was very true at Cal Berkeley and almost all the other Cal campuses and most of the state colleges in the state. I have attended a few courses here in which quizzes were given. One physics course of mine for two quarters had quizzes given each, surprise quizzes given each couple of days, and this kept everyone on their toes. People seemed to do much better in that course than they did in their other courses in which one does only a final at the end, and everyone crams for the final. I will

say, though, the comprehensives are a good idea. I had my doubts about them until I took one, but one learns so much before a comprehensive, and it was just about the time when I was applying to grad school, about the time a person may be taking, oh, scholastic record exam, or whatever ... the graduate record exam, that's it, things of this nature, and I can see where it really helps.

Calciano: Any other comments about ... or to reverse the coin, what do you think are the best things here?

Farney: The best things here are the individualized instruction and small classes. Small classes, I think, are the best things the college has going for it. That you can see your instructor before and after a class and in between. And you also have ready access to most of the research facilities here, too. Undergraduates can get their hands on a lot of free equipment to do work. Everything's fairly informal; there's a minimum of paper work. If any of us in the physics department want any kind of equipment, all we have to do is virtually ask for it -- maybe sign one document -- and then it's ours for a number of weeks and we can return it when we're through; we don't have to sign our life away.

Calciano: That is nice. You had decided on your major before you came here?

Farney: Yes, I decided before I came here and then I stuck with it. Of course with the field of physics it's all or nothing-- you can't switch. It's too different from chemistry or biology or even from mathematics to change. So one either stays with physics or you drop out of school. There's not much else ... you start all over again from say your freshman or sophomore year and work through another major. I couldn't have changed.

Calciano: You mentioned what you are considering doing as far as further education. Do you have any plans as far as the service is concerned?

Farney: I don't have to worry about the service thing. I'm much too much underweight to be taken by the services, so I've already gone through the Oakland induction center and come out with a reject stamp, so I'm very very happy at this point about the service. Most of my friends, roommates, and close friends are contemplating going into the services; they're all scrambling for the Air Force as being the best bet because they feel that next year they won't stand a chance of escaping, or it's too risky to go on to grad

school if you have a 1-S status.

Calciano: So they're opting for the service before graduate school?

Farney: Opting for the service before graduate school. What most of them are going to do, they're going to, they hope to go through the Oakland induction center some time this summer because they get their 1-A status as soon as they leave here. They'll all go to the induction center. Then if they're classified 1-A by the induction center, they'll immediately go to their draft board and see if their draft board is man-hungry, or if it has a good supply of men and they can wait, or just to see in general what their odds are. Since they are most of them twenty-two and twenty-three, they are a bit over the age limit the draft board wants them to be, so they may escape. So they have to weigh all of these factors, and by the end of the summer they'll have to decide for sure whether or not they want to try the Air Force or whether they want to try grad school. It's sort of 50-50 at this point for most people.

Calciano: Are there any things you want to say that I haven't happened to ask? Any general comments? Specific

comments?

Farney: Not really, no, except there's a tremendous cynicism, which I indulge in, about the university in general; that there is still a lot of administration-put-out, shall I say "propaganda," which is probably for the record, that everyone laughs at as a...

Calciano: I think I've been hearing students call it "the myth."

Farney: The myth, yes, the Santa Cruz myth. Of course students laugh about everything. The school paper is one of the most derided things next to the administration, which is always the most derided.

Calciano: Oh, they don't like the paper? Why not?

Farney: Ummm some of them do; some of them don't. Now this depends on the group of people one probably runs around with. People, all the people who I know, think very little of the campus newspaper, and the main gripe about it is that it is a terribly stereotyped liberal student newspaper in that the opinions printed in it can really be predicted -- that is they are against the campus police, for all the various student activities, against any administration-sponsored activity in which the administration has had a hand, and so on and so forth. The myth itself is probably the thing... Personally I think the reason the myth

got started probably goes back to the letters Page Smith sent out two years ago to everyone before they arrived here in which he stated what a great place Santa Cruz campus could be. He stated many times how we would have an infinite number of activities. I can recall a specific instance in which he said, "Students will find weekends so enlightening here that no one will want to leave the campus, or so we hope." Well this just wasn't borne out. A lot of times it's been quoted, and it sort of started the ball rolling. Then Page Smith's letter that hit the newspapers last year caused a lot of students to smile at the administration.

Calciano: About the bare feet?

Farney: Yes, the letter that went around about the student world on campus. A lot of students thought it was pretty funny and typical of the administration.

Calciano: What was the reaction to the marijuana letter that just came out?

Farney: Everyone expected a marijuana raid fairly shortly. From what I heard, people expected that a thing like this would come out usually before some kind of a raid was expected on the school, or that, say, some

officials would come in and try to find out whether it was marijuana or what it's ... I don't know, I think in many people's opinion, including my own, it's more of a put-on affair, probably like the speakeasy raids were in the twenties. The administration certainly knows most of the students who are on these drugs. In fact last year the school nurse called in, oh, I don't know how many students into her office and asked, "Well, how was it?" This included a few students who weren't even on drugs or...

Calciano: (Laughter)

Farney: But who had advocated using them pretty freely on campus. So...

Calciano: There are ... there seem to be quite a few students who are not users of marijuana who nevertheless feel that one ought to be allowed the choice. Am I right, or...

Farney: That's right, they do. Last year the big thrill was morning glory seeds; they were all over the campus last year, and it was really very amusing; the students would discuss the maximum dose in terms of seeds which was really... "Go to three hundred seeds for a maximum way-out trip." You can go over three hundred seeds, and you just pray that the seeds

haven't been crop-dusted.

Calciano: Oh! (Laughter)

Farney: This is what they always called people in for last year. Morning glory seeds were all over the campus. I remember at least three or four times in which five students or so would go on small trips by just taking a few packages of morning glory seeds on a Friday night. Some of them would tape their experience. I remember getting into a group discussion on morning glory seeds once. We had a representative sampling of the student body -- I'd say, oh, about twenty students. And out of the twenty, at least fifteen were definitely for using morning glory seeds or anything else that would give you an experience; about five were dead-set against. Only about five of the group had probably actually used the seeds, but a few of them just supported the measure on general principles.

Calciano: Are there any other areas of general concern for the students that you want to make comments on?

Farney: Let's see ... outside of drugs, I think drugs are, the use of drugs may be declining on campus; it's sort of hard to say. Let's see ... what else... Nothing much. Student drinking and so on seems to be about the general run-of-the-mill which I've seen in which the

rules are very strict and enforcement comes very few and far between in most cases. It always amuses me, and outside of that I really don't know what else...

Calciano: Are people generally happy with this pass-fail business?

Farney: Ummm ... it's a real live-wire topic among students. Probably the biggest academic issue running around the student body is whether to have pass-fail or not. I'd say the majority of the students at the moment still favor the pass-fail. Most of these are in the liberal arts and not in the 'sciences. And I know government has switched over to letter grades for next year, and students have risen in protest against this. They have signed a petition saying, "We want pass-fail again." Most of the liberal arts students want their colleges to be pass-fail, but science students, like myself, most math students, most chemistry students, and so on, most of them are on letter grades already. Math is; biology is on letter grades, and I don't know about chemistry -- they do give letter grades as a back-up, though, for chemistry.

Calciano: What about physics?

Farney: Physics they do not; only pass-fail at the moment, which I would like to see changed. All science students... I

suppose science being more a quantitative discipline, people like things that can be measured. Plus the fact that it is terribly ... it may be hard to get into grad school. I don't know that yet; I'm still in the process of getting into grad school. But everybody in science is uneasy about getting into grad school because a recommendation doesn't look half as great as a string of B's after your name there. In liberal arts I don't know; it may be a little bit different since students in liberal arts are supposed to get in a little better with a good recommendation from an instructor saying that if they thought a student could interpret well, things like this, but it's pretty well divided along ... science students want, would rather have the letter grades. In fact most classes I've been in, science or math classes, in which students have been asked which would you prefer, about ninety percent of them said letter grades and not pass-fail. So it's probably divided along science and liberal arts students. I would imagine, in fact I would hope that eventually all science students get letter grades, but pass-fail would remain for liberal arts students, and also science students taking liberal arts courses, too.

Calciano: This is one of the reasons it was advocated, wasn't it? So you wouldn't be scared to go out of your discipline?

Farney: This is one of the reasons it was advocated. It wasn't

really enforced last year. I was surprised to learn this. This year I was looking back over my recommendations, and I find that last year many, many instructors didn't include any recommendations with their pass-fail. That surprised me. I asked my instructor how I had done last year and if I could see my recommendations, and he responded that most instructors, or at least a good percentage of them, didn't give any recommendations with their pass-fail. Recommendations, or evaluations as I guess they're called, are a very sore point among the students because they are. They can be kept from the students if they are marked confidential; I think they are marked open or closed. If they're marked closed a student can't see the recommendation unless he goes through ... unless he has a friend on the faculty or some one who will let him see the recommendations, he can't see them. And this is a very sore point among the students, because if he wants to the instructor can give a student a pass so the student can't protest his grade, but he can give the student such a terrible evaluation saying he passed, but he really should not have passed, only on my good graces, and a student can't really do much. He can't protest his grade

because he did pass, and he can't see his evaluation, although he probably had a fairly good idea of what it is. So he can't find out what was said about him. And this is probably the most potent argument I've heard against the pass-fail system in general for anybody. Most instructors, some of them anyway, do submit their recommendations right to the students in class, and the students see the evaluations and hand them back to the teachers. This I like. This is the way it should be done, but I really think a lot of students I know think that all evaluations should be open, and if an instructor has something to say about you, he should not be afraid to give it out to the student himself.

Calciano: Have you taken very many liberal arts courses here?

Farney: Let's see, I've taken ... psychology really comes under science, so I've probably taken ... I must have taken one liberal arts course. The one that comes to mind is the psychology of religion.

Calciano: You call psychology a science?

Farney: I can't remember where it falls under. I'm pretty sure it's ... it's not a physical science; it's a social science especially.

Calciano: Yes, well that's what I would tend to think, but a...

Farney: I would think it would be a social science. I'm not certain. But the psychology of religion course I took was certainly a liberal arts course, not really a psych course. Perhaps the course ... the instructor we had, I didn't care much for his ... for the teaching that he gave us, but I like the feeling that I can go outside my discipline and take other courses. And one other thing I do like about Santa Cruz is I can go outside of my major and take liberal arts courses and do, and even if I am competing against the liberal arts majors, I can still pass. It will be on my record that I passed and got credit for the course even if say compared to a liberal arts major, I wouldn't get a very high grade compared to them, I would at least pass, and the instructors are usually fair and write down on their evaluations, "the reason he did not do as well as the rest of the class is that we can see he is a science student, but for a science student he did as well, essentially." This is one good point of the pass-fail system, which is something to take into account. It is good in that I have been able to take courses outside my field and been passed in them by my instructors, and this I do like a lot.

Calciano: Well, thank you very much.

Name: Leonard Conradson

Date of Birth: 4-17-45

Place of Birth: North Dakota

Home Residence: 2012 La Cueva La Puente, Calif.

High School: Taylor, N. Dak.

Colleges Attended: Dickinson State Dickinson N. Dak.
Mt. San Antonio Pomona Calif

UCSC College: Stew.
UCSC

Class of: 67

Resident or Commuter: Resident

Married: 20

Major area of study: history

Other fields of academic interest: medicine

Activities and offices held: R.A. in Stew. dormitory
intramural sports

LEONARD CONRADSON May 18, 1967 2:00 p.m.

Calciano: Why did you choose to come to UCSC?

Conradson: Well, really because it was small. That's really the answer. Because I thought that it was small enough to be able to get to know a lot of people and function in a more refined social unit with professors and the students.

Calciano: You have been to Dickinson State in North Dakota. You lived in North Dakota up until the time you came here?

Conradson: Yes, right. Well, I went to one year in Junior college in Pomona.

Calciano: Were these big schools that you were at, or...

Conradson: No they weren't, no. Dickinson was about twelve hundred, and the junior college was six or seven thousand, which was big.

Calciano: So you knew you would like a small school...

Conradson: Well, I didn't really know that I wouldn't like a big one, but I thought [unintelligible] in a small one.

Calciano: What did you expect to find here?

Conradson: Well I expected to find... First, well I came up here; I had been here, so I looked at what it was like -- it was very peaceful and pastoral sort of and ... as far as the school goes, I expected to find very much what

I found I think a small, sort of oh, a good school, with interesting, a lot of interesting people.

Calciano: Were your first... Did you have any marked first impressions, and how have they borne up?

Conradson: Well my first impressions of course were that... I'm kind of a unique case because I come from, practically right from the Midwest to here, and of course my first impressions were that there were a lot of very intellectual people here, and that I would get along all right. It was a, sort of a very intellectual climate. However, by this time, after this year, I think it's true that it's quite intellectual opposed to a more a mechanical [unintelligible] or something. It's all endowed with the exercise of intellectual function...

Calciano: As opposed to technical, you mean?

Conradson: Yes, yes, okay, thank you. And, but there's a lot I've ... this year I've seen a lot more of the other kind of a ... the technical thing, the social thing, sort of people interested more in [unintelligible] playing pool and those sorts of thing, and I think that the big reason is that last year I lived off campus and associated more with people that [unintelligible]. Oh

when the students got together to do something for some reason like SDS [unintelligible]. This year I am living on campus and seeing more of the water fights and things like that that did go on last year.

Calciano: Why did you choose to live off campus last year, and why did you choose to live on this year? It was the reverse of so many students.

Conradson: Well mainly because last year I just got here too late to get in the trailers I guess, and which I was very happy about after I got settled off campus. But this year, the only reason I'm on campus is because I got an R.A.-ship, and so I get my room free.

Calciano: Oh you do! That's quite a thing to get, quite a factor.

Conradson: Yes it is.

Calciano: You are, I guess, in quite the minority as far as being from out of state essentially; most of the kids here are California products and...

Conradson: Yes, they all talk like, "Well, where did you go to school? Oh, I went to high school over here, you know, two blocks away."

Calciano: One question I did want to ask, you chose to be in Stevenson this year instead of Cowell. What factors entered into this decision?

Conradson: Well, at the time we had to decide, we had to make a choice, I was interested in psychology, and I wasn't very interested in any of the psychology teachers in Cowell, and I had just heard, you know, that there were some good people coming into Stevenson, and so I transferred to Stevenson. However, since then I have not, I'm not in psychology anymore, so it doesn't make any difference.

Calciano: Do you think that there's quite a difference between the two colleges? Or is it really just in name only?

Conradson: Yes, there is quite a difference. Stevenson students are more socially concerned. I mean they're ... in Stevenson, well like Cowell has culture breaks and Stevenson has "Spring Things." In other words Stevenson is sort of social, and more involved in ... probably dressing well, or dressing better than Cowell students. I think the Cowell students aren't quite as concerned with the social image, and I think that generally the Cowell students -this isn't really (chuckle) it's my own view, but I think generally they're probably a little bit brighter students. I don't know why except that, but they, I think because of what they're involved in. At least they're involved in a ... well, in humanities and ... more of ideas

rather than the social science [unintelligible] at Stevenson which is more involved in what is very rational and what is, what has been found out in science and is more ... well, I don't know that it's ... I have no idea if this is true, but it's like Stevenson is a more textbook-oriented college, and Cowell is more original source material. But however, there are other effects that I don't think are so good, or I don't know if they're good, but they ... well, personally I think that there is a lot of that kind of potential in Cowell to, you know, to being a more intellectual college than Stevenson, and a ... I don't know ... like someone in Stevenson said when he was talking about Cowell, he said, "The thing I don't like about Cowell is that they take these pieces of junk and weld them together and pretentiously call them art." And there is that element, I think, in the Cowell students; I really think the Cowell students have sort of a superiority feeling to the Stevenson students, or they feel that the Stevenson students are more involved in trivia than in great intellectual involvements.

Calciano: I wonder how this diversion of paths occurred. Is it just because of the different subject matter the

colleges are constructed around, or are there other factors?

Conradson: I think it's mainly the subject matter and the type of student that aspires to the different disciplines. Because I think that the, well it's true that the more intellectual people, and by this I just mean, you know, that they like to deal with concepts and even intellectual games and things, but just like they deal more with the mind, those kinds of people probably aspire more to the humanities than the social sciences. The social scientists are more people who are, you know, interested in doing things in groups and, like I think the Stevenson teams, intramural teams, are better than Cowell's, sort of for that same reason -- the more athletic students are the more social students, and they're more inclined to the social sciences.

Calciano: Now which majors do you count as being in the social sciences? History, obviously...

Conradson: Well, actually I guess history is classified as humanities.

Calciano: Oh it is?

Conradson: Yes, because it's a ... well, really I guess the

humanists classify history as a humanities subject, and social scientists classify it as a social science, because history can be used either way, and the social scientists do follow methods of historicism and historicity in that they say that you can make a real science out of it, and be able to predict somewhat the next move and things like history repeats itself, whereas the humanists would say that well, with each new idea that comes into man's world, of course it changes his environment so much that you cannot do any kind of prediction, or you can't really say anything about what's happening. You can say "This happened and so now it's different," but you can't say that -- you can't even say that -- well you ... they tend to say that there's not as much cause and effect as the social science would. Other than that there's psychology and sociology...

Calciano: Anthro? Which does it come under?

Conradson: Anthro is generally humanities. Anthro, history I guess, and literature are the humanities. And psych, and soc, and what else...

Calciano: Well, philosophy would be in the humanities. What does a student here who wants to major in music or the fine

arts do? Because I don't see anybody with a declared major in the fine arts.

Conradson: No, I guess there is none. There is no music major right now, and this is the first year that they are giving credit for music courses, and I don't know what they're going to do next year, but right now those people who are in music are just sort of a small group that hang around Miss Zaustinsky and a few other musicians.

Calciano: How did you ... well you said a minute ago that you've changed your major since you came here, from psych to history. What factors entered into this?

Conradson: Well I don't know really. I guess I ... well I took some history last year, American History, and I was really excited, and I liked history at the time; I think it was really the particular professor who excited me about it.

Calciano: Who was that?

Conradson: Dizikes, John Dizikes. And my psych classes were ... I didn't enjoy them at all last year. They didn't excite me and a ... then too I thought... I was planning to go on to medical school, so if I did then I thought it would be a good idea to have a very broad base in the humanities like history, and from that you can learn a

lot and everything else because history is the whole ... you know, history is human experience, and I think everybody should start out, whatever they study, should start out by studying history first to see what has happened. And that's why I think Cowell's world civ class is so much better for freshmen, or for anyone who wants to go into higher education, than is Stevenson's course where you have linguistics and then American History, which is okay, and then Russian, just sort of Russian-American relations. I mean it's good, I suppose, but it's too scattered for the beginner. They should start out with a world civ course.

Calciano: What are your plans now?

Conradson: Well next year I'm going to medical school, back in North Dakota.

Calciano: Do you have any idea what branch of medicine you want to concentrate on?

Conradson: Not right now. I think, well right now I'd be interested in neurology just to see how the brain and the body affect each other, and how also if we're all made up of energy, how anything else could ... like other kinds of energy could affect the energy of the body and change it and change people, like ... just,

you know, simple things, when it's going to rain [unintelligible]. I wonder if, like it's really true that, well I don't know, could it really be true that when some planet over here explodes there's an energy change and there's a difference in the balance of the universe, so if that could affect the nervous system and affect the whole trend of, you know, form a new age and...

Calciano: Are you ... do you have to come to grips with the service?

Conradson: No, I won't now because as long as I'm in medical school, I'm safe.

Calciano: Have you found that you've been able to get your pre-med courses here without any trouble, or...

Conradson: Yes I have ... well, really I had them all before I came, except one biology course which I took and which I got a grade for, which I was thankful for.

Calciano: What do you think of pass-fail?

Conradson: Well I think it's... I really like it because I took a lot of things, especially last year when I was taking what I was interested in, that I probably wouldn't have taken had I had to receive a grade and get a C in it or something, and so it really allowed me a lot of freedom to develop different ways. However, of course,

there is a real problem going to medical school, because what they say is, "Well we just can't evaluate this. We're glad you have grades in your pre-medical courses, and that's all we can go by."

Calciano: Also it was your ... they went on your first two years of work in a way. So you feel that the kids going through four years of pass-fail may have more trouble, or what?

Conradson: Yes, I think they will.

Calciano: Well now, just talking about the university in general, or the colleges, the faculty, the classes, are there any things that you are not pleased with or would like to see changed?

Conradson: Well, I think ... hmm I don't know. I think that basically I'm very satisfied with the college because it does allow a lot of freedom -- you can take 199's in anything.

Calciano: That's individual study?

Conradson: Yes, in anything you want to do. There is a ... I don't know ... I really don't have anything big to complain about. A lot of students complain about, you know, there's nothing to do, socially. There's nothing happening, but, I don't know, for me personally I've

found a lot and [unintelligible].

Calciano: What do you think are some of the best things?

Conradson: Well, I think that just the fact that any time you want to see a professor, you can go and see him for five minutes, just about, and he can ... like if something goes wrong with your registration, you just talk to Judy in the college office, and she'll say well she'll fix it for you, whereas at a big school where you have to have it that way, the way it is there's some girl behind the window and she says, "Well sorry, if you haven't got this you'll have to come back later," and there is no concern, and there can't really be, for individual students, and whereas here people take care of things, like administrative things and things that, you know, aren't really important, but can really cause you a lot of trouble if you haven't got them all set up right. And there's a ... mainly that, I guess, is that you know people take, people have time [unintelligible] be concerned about things that otherwise really aren't important at all, but could cause you a lot of trouble.

Calciano: Are there any comments you want to make in general, that I haven't happened to touch on in my questions?

Conradson: Mmmm ... I don't think so.

Name: Allen Hunter
 Date of Birth: April 14, 1944
 Place of Birth: Carlisle, Penn.
 Home Residence: 2130 Highland Court Santa Rosa, Calif.
 High School: Santa Rosa High School
 Colleges Attended: U.S.C. Riverside - University of the Americas, Mexico
 Santa Rosa J.C.
 UCSC College: Corvallis
 Class of: 67
 Resident or Commuter: commuter
 Married: no
 Major area of study: history
 Other fields of academic interest: sociology & politics
 Activities and offices held:

Calciano: Okay, thank you.

ALLEN HUNTER May 18, 1967 3:00 p.m.

Calciano: Why did you choose to come to UCSC?

Hunter: I'd been at Riverside for two years and then my whole family went to Mexico; my father took a sabbatical. And when I came back I decided to come here since I had heard about it when I was at Riverside.

Calciano: Is your father a professor at Riverside?

Hunter: No, he teaches junior college at Santa Rosa.

Calciano: What had you heard about Santa Cruz? What made you want to come here instead of Riverside? Or Berkeley, or...

Hunter: Although now I'm not sure I wouldn't have liked Berkeley, I then did like Riverside, but I thought I'd like to try this as a new place in that there's a whole ethos about Riverside as a campus not unlike this one when it had been new. And when I was there as a freshman there were seniors and juniors who were talking about the old Riverside, and it was a nice sense to talk about, and I was sort of getting in on the end of the transitional period. So I came here to

see if that sort of thing would happen here.

Calciano: What did you expect to find here?

Hunter: Well, in terms of things academic, the small classes and the close work with the teachers. And other than that I haven't been too sure, since the exposure I had to upper division work at Riverside had been good, but it had been strenuous, and it wasn't that I was expecting a better education so much, just a different type.

Calciano: What were your first impressions when you arrived here?

Hunter: I came up in the summer, and I didn't understand how in the world they were going to build another college here. And then when I came back in the fall and saw how it was all being put together [unintelligible]. I lived off campus so it was a few weeks before I got to know many people. And then I had the feeling... I didn't meet quite as many juniors right off, and I guess I felt the disparity on campus. And I still feel that there are a very highly disproportionate number of lower class people, and last year there were just a few, and there are still very few, graduate students. So it's really skewed toward the freshmen and sophomores. And also there was a sense, not by me so

much, but town extent, but among other juniors last year, and I guess to some extent this year, that partly because there were so many more of them, but also just the nature of the institution as it was working, there was a disproportionate amount of attention given to the freshmen in that they were thought of as the first class rather than the people who came last year and are graduating now as the first class. Although I don't really know, and I can only guess that my other friends felt the same way.

Calciano: How have things changed? Or have they?

Hunter: They've changed immensely. Part of it is being in two colleges and being in settled colleges, and the fact that people live in dormitories rather than trailers I think is important. And last year there was a field house where if you wanted to see somebody you figured you could pass through and you were likely to find him there, and this year there are many other places to be. It's changed the way people interact, I think, very much, although to some extent the courtyard in Cowell and the library in Cowell and the cafeteria serve the same function, but I don't know much about Stevenson.

Calciano: Do you like the small college idea? The cluster

colleges?

Hunter: Yes, I like that. The thing that I don't like is that they haven't yet worked it out successfully enough in the right-sized classes so that they still have too many middle-sized classes rather than having a few very large ones and then a number of small ones. But it is nice in that you get to know a number of people very well. In fact in a small college you get to know many more people than you would in a large college, not just proportionate, but a larger number of individuals.

Calciano: You are in Cowell; you probably made a choice to remain in Cowell instead of going over to Stevenson. Did you have reasons, or...

Hunter: The only reasons I had was that there weren't any reasons to change. I'm in history and the history department in Cowell had, at least for those people who were in my class, graduating this year, made up the requirements for graduation, and I would be able to take courses in either college anyway, so it was just easier not to file anything or to do anything.

Calciano: Have you lived off campus both years?

Hunter: Yes. All the time.

Calciano: Why did you decide to live off?

Hunter: Well, as a freshman I had lived on campus at Riverside, and I found it sort of fun and a lot of people staying up all night and talking and writing papers at the last minute and it was nice, but that was enough for a year. The next year I lived in apartments with friends around and I enjoyed that, and then when I heard about eight people in a trailer I just thought that I wouldn't want that at all.

Calciano: Do you live fairly close to campus or quite a ways off?

Hunter: Last year I lived very near first quarter because I didn't have a car, so I hitchhiked. I found that easily done; I never missed any classes I had to be at. The second two quarters I had a car and I lived downtown, my roommate and I. First quarter I lived alone. This year my sister and I and a friend who we grew up with when we were very young have a large place down by the beach. So it's probably four miles or four and a half to the center of campus.

Calciano: Well I guess if you have a car you don't find yourself hampered by transportation the way some of the on-campus students seem to. Is this a...

Hunter: I think it is a problem. And it's not that kids can't

get down if they want to, it's just that it's a little more of an effort, especially at night--they don't have buses, and I suppose not everybody has a friend who has a car, and some people feel bad about asking to borrow a car. [Unintelligible] And in a sense it's sort of bad because I remember my first year when I was living in the dormitories, and my second year I was in an apartment which was built just for students, how enjoyable it was to go home or to be in a house, a real home, you know, or sometimes even just to be around adults, grownups. (Chuckle)

Calciano: Is there anything about the university, or the college, faculty, or classes, anything that you are disappointed in or would like to see changed, or you expect will be changed?

Hunter: One of the things is that there is quite a disparity, as a number of people have realized, I think, between the image that had been given, and was in a sense created, of what was to happen here, and what is happening here. And also the idea that it is a huge great innovation. There are some weak things about it and some very nice things, but generally it isn't all that different. I think that it takes the nicer aspects of a number of things that are being done, and

it's trying to bring them together, which is a good thing. [Unintelligible] But it isn't all that truly a creative venture, in that there are still all the strictures imposed by the university-wide system that have to be met, and, in the age of the mass education, all the problems of teacher-student ratios, and I don't mean that. the law sets them up, it's just that there are so many people that have to be taught. But generally I think that the thing I like best about the place is the quality of the faculty. They have a very good faculty. One of the largest problems, I think, is the sort of campy nature -- like the first two weeks last year, people already had Camp Cowell written across their sweatshirts, and that was a feeling that lasted for a good long while, and still does to an extent. And I came here with the feeling that we'd study when we wanted to and wouldn't when we didn't, so I think that a lot of faculty people have been disappointed, and some of them even in the better students. As one fellow put it, "We do an awful lot of thinking, but we're not doing an awful lot of reading," and so we're making certain kinds of personal and social developments, and even arriving at certain decisions that are important, but we're not

developing a body of knowledge that they, as academic people, [unintelligible] but we're not doing this. But for people who do have the drive to sit down and study long hours while their friends are off having fun, to read, and to then reflect upon it, and to write the papers, et cetera, then I think this is a very good school. For someone who knows not what he wants or where he's going exactly, but knows that education, that learning certain things and exploring certain things is what he wants, this is a very good place.

Calciano: Did you know that you wanted to be a history major when you came here, or was it a decision you made after you got here?

Hunter: I'd made it at Riverside because I'd declared myself an undeclared humanities, and then they sort of did away with that category, and I had to go somewhere, and I was enjoying history, so I became a history major. And I did enjoy it, and I still do, but I'm feeling the need now to learn more sociological methods and approaches. I'm getting more interested in political and social theory.

Calciano: Would you rate the history faculty as one of the stronger faculties or...

Hunter: No. I think it is one of the weaker.

Calciano: One of the weaker?

Hunter: I don't know about the Provost, in that I haven't studied with him, and I know that Mr. Hitchcock's course has been very good in that the World Civ has turned on an awful lot of people, and I think it's important in certain ways in that it tries to give people a body of knowledge and a feeling for history, and also people who are in high school, so often if they haven't been to very good high schools, just haven't developed ways of conceptualizing and conceiving of notions, and this was done in the World Civ program.

Calciano: Did you say nations or notions?

Hunter: Notions.

Calciano: I'm sorry to interrupt you; go on.

Hunter: And I have had courses from a couple of other, or several other, people, and I find good things about them all, and also shortcomings that are just maybe that I'm beginning to develop my own sense of how history should be approached, and I don't find theirs the same as mine, or maybe it's also that I just expect different things to go on in a classroom.
[Unintelligible]

Calciano: Do you think any department is particularly good?

Hunter: Yes, well, the work I did in sociology (chuckle) (I flunked the course) I found very, very meaningful, and very, very useful. A good way of approaching problems.

Calciano: Since you mentioned flunking, I'll ask what do you think of pass-fail?

Hunter: Um, I prefer it. I think that some of us come here unprepared for it, at least I felt unprepared for it, but if we are unprepared in that we have expected certain kinds of rewards, and to a degree we have studied for those rewards, and when they are not there we don't know how to cope, and we don't know what goal to move toward, and so we're just moving rather than figuring, "If I study a little harder I'll get an A out of it." But generally I like it in that it frees us to overcome some of those things that I think should be overcome, and also it allows the professor to try and develop ways of evaluating students that are more perceptive and better. Often teachers have admitted that they find themselves trying to write sentences that describe a letter grade, which is the same as giving a letter grade really, but other times they have gone beyond that. [Unintelligible]

Calciano: What are your plans for the future?

Hunter: I suppose that eventually I'll go back to graduate school and end up teaching, in college. I'll like that. I think I'll be a good teacher, and I think I'll enjoy that, but...

Calciano: Do you have the service pending?

Hunter: Well, I'm 1-Y which means I have a physical deferment and that I most likely won't get called up, and only if I force them to deal with me will they call me, but I'm very opposed to the war in Viet Nam, and I've toyed with the idea, and thought about it fairly seriously, of doing some kind of non-cooperating, but I'm just not sure. Personal reasons, and the political significance about it... So I don't have to worry about the draft unless I choose to.

Calciano: You say you think you eventually will go back to graduate school. Are you going to be doing something in the interim?

Hunter: A number of us have been talking recently about doing something as a group. I don't know whether that will happen. There's been a lot of frustrating discussions of thinking about how we'd come together, and support, what would be the basis of the community, whether there would be land available, and where it would be,

and then also the reasons for wanting to do this. I think that there are reasons for doing it.

Calciano: For doing what?

Hunter: For living, for having a living-group situation for a while, rather than going to work for other people or going to school. Living with a group of other people and maybe farm together, or what I would prefer is to be near a community like Santa Cruz, or a large city, and have several part-time jobs so that we could support the group and some of us involve ourselves politically, other people read, or play musical instruments -- just more or less try to put some distance on where we've come from. Also there's a sense that a lot of people [unintelligible] can't get oriented in their minds [unintelligible]. The type of society we have now [unintelligible] is not terribly satisfying. Perhaps we haven't thought about it clearly enough. Maybe some things in it were once appropriate but are no longer appropriate and unnecessary, and that different ways should be thought up or experimented.

Calciano: Is this type of thing you're thinking of similar to what the hippies are doing, or is it different?

Hunter: Well, I've used the term hippies, but if I was trying

to be precise, I'd be very hesitant to use that word because I think that there are good things happening and bad things happening, and among the bad things are that people too easily pick up a rhetoric which becomes very static, and such that they are not very expressive when they talk about things, and other people sense that they know what's being said but they don't really. I think that the people are going to the hippies in a sense of running away from something rather than to something more positive, and I think that indicates maybe more about the United States today than it does about the hippies themselves. But I think our group wouldn't be like the hippies, or what some hippies are doing, in that many people see it as a temporary thing and then stepping back into our society. At least I hope it has significance.

Calciano: Your group is considering trying this then with the definite plan of coming back? After you've gotten as much experience as you can from it?

Hunter: Yes, although I ... and then we would come back in some ways different people. I'm hopeful that we'd be better people. I feel the need to involve myself politically and socially.

Calciano: Politically like running for office, or...

Hunter: No, I guess I have a different sense of what politics is in that I guess I'm radical enough in some ways to think that the kind of people who could get elected to office, and the things you have to do in order to be acceptable, maybe emasculate the things for which you should stand for, and that what we have to do first is develop kinds of organizations that offer people certain alternatives, and then I'm not sure that, say the working class, is really quite ready for a change. That doesn't mean that people shouldn't work with them -- the poor people, the Negroes, the Mexican-Americans, and migrant labor people -- but it may mean that I would be less effective there in that I don't really have anything to offer them, or very little to offer them, and that you should start thinking about ways of working with high school students and college students, many of whom today aren't hippies, but sort of look to the hippies who really don't feel bad about smoking marijuana, that the worst thing about it is that they'll get caught, that um ... they don't necessarily want to go right on from high school onto college, or even stay in high school, but if they don't go right on they have an awful lot of worry about the draft, which is a big problem, and also

there's the whole problem of generations, and the ways to seek alternatives...

Calciano: What do you mean the problem of generations?

Hunter: Their parents want them to go to college and they don't. And the demands, the emotional demands that they make are, of course, quite strong.

Calciano: You're talking about working with them. In what way?

Hunter: That's what I'm not sure. Just as in the '30's and through today, and before that too, there were labor organizers, and maybe it is possible to work with young people in that a labor organizer wasn't telling people what they should be doing, he was in certain ways helping them see what they wanted to do. Helping them with specific skills that he may have had when they had an idea that they wanted to implement. And these are the kinds of things I'd like to do. And recently when I talk to high school students here and there (and in an organized sense I haven't done this in quite a while) they're really much more sharp and quick than I was a few years ago, and sort of sensitive towards what's going on, although in some ways they're so very naive. And they realize that they're not getting a very good education, and they

have often not very good alternatives, but sometimes alternatives that would be somewhat better, unless they get bugged by the little things like dress codes and hair length and smoking or not smoking and these kind of things. But whether... It almost has to be alternative institutions that have to be developed, but I don't have the imagination to conceive of those things that I'd want.

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

Hunter: Oh, I don't know. I suppose we could talk about intervisitation and drugs on campus and all that, but I would just have the same things to say that other students do, so...

Calciano: Nothing?

Hunter: Nothing of monumental importance.

Calciano: Okay. Well, thank you very much.

Name: Ellen Marie Rulf

Date of Birth: 2-26-48

Place of Birth: Palo Alto, Calif.

Home Residence: Palo Alto, Calif.

High School: Palo Alto Senior High

Colleges Attended: UC Santa Cruz

UCSC College: Stevenson

Class of: 1969

Resident or Commuter: resident

Married: no

Major area of study: sociology

Other fields of academic interest: Biology, Spanish,
Psychology

Activities and offices held: ^{UCSC} Women's Recreational Assn,
co-founder, treasurer
UCSC Tutorial Project, lead tutor
UCSC chorus, 1965-66

ELLEN MARIE BULF May 18, 1967 4:00 p.m.

Calciano: Why did you choose to come here to UCSC?

Bulf: The first time I really noticed it was when I was just sitting at home watching television, and I saw pictures of it, and it wasn't very exciting or anything. I had an application sitting around for the University of California, so I just sort of filled it out on impulse. Later on when I was accepted and I got a scholarship, I decided it would be a good place to come. It was only after that that I really started learning about it, and getting interested in [unintelligible].

Calciano: What other colleges did you consider?

Bulf: I applied to Stanford and to Reed and to San Francisco State. I was accepted at Reed [unintelligible].

Calciano: What did you expect to find here?

Bulf: Gee, it's hard to say. I didn't really come with much in mind as to, you know, what I was going to be up against. You know I was pretty excited about the natural beauty of the place because I'd been to Santa Cruz many times before, and I loved the ocean, and I liked the idea of small classes, and getting to know

teachers and administrators, except that it's very general [unintelligible].

Calciano: What were your first impressions when you did come?

Bulf: I was very enthusiastic, just like everyone. I started meeting teachers, getting along with other kids, and the whole thing was pretty new and different, and a lot of fun.

Calciano: Have things changed? The college, or you, or...

Bulf: I think the college has changed a lot between last year and this year. I still enjoy it, but it's a different way.

Calciano: Could you expand on that?

Bulf: Well, things this year are a lot more organized, and a lot more compartmentalized -- the buildings are all there, and the dorms -- everybody has a room; we're not all bunched together like last year. Last year was kind of a camp atmosphere; everyone was in the same place all the time sleeping, eating, reading, student government, and I think we got to know people a lot more and a lot better last year by being in such close contact with them all the time. [Unintelligible] And this year it's a lot more like most other schools; you have a little more private life, a little more choice

as to who you [unintelligible]. There's a lot more cultural activities to go to, to choose from.

Calciano: Do you like the idea of small colleges?

Bulf: Yes.

Calciano: You apparently chose to go into Stevenson. Is this right?

Bulf: Yes.

Calciano: Why did you prefer it to Cowell? What were your reasons?

Bulf: I guess because I'm a social science major, and I liked the core course given at Stevenson, and some of the suggested courses. They seemed to be very ... very interesting -- each faculty member kind of choosing his own topic [unintelligible].

Calciano: Are you liking the course? Are you taking a core course now?

Bulf: I'm taking one now [unintelligible] and there's only seven people in it. And I found that the promise of small classes here didn't always come off. The first quarter a small class was fifty people, but I've been trying to go through the program and look for, especially for, classes that are going to be small.

Calciano: Do you think there's much difference, or a lot of difference between Stevenson and Cowell?

Bulf: There seems to be on the surface. And I've talked to Cowell kids who think so. It's kind of hard to tell, really. Cowell seems to Stevenson students to be more conservative, and sort of there's more in-group feeling in Cowell students I guess [unintelligible], and that's partly because of their culture breaks, and their activities inside the college.

Calciano: Are you at all sorry that Stevenson doesn't have culture breaks?

Bulf: I think it would be nice if we had some kind of college activity. The "Spring Thing" was pretty good, but something analogous to the culture breaks would be good. Of course it's partly the budget. Stevenson [unintelligible] than Cowell.

Calciano: Are there other things about the university, or the colleges, or the faculty, or the classes, that you were disappointed in, or would like to see changed, or would hope to be changed?

Bulf: Well I already mentioned the large classes, and I feel that that's something that tends to iron out in the ... when they get a more even distribution of students in the four years, when they're able to predict better who's going to take the classes. I don't know. I can't think of too much I'd like changed, except there's a

few very small rules.

Calciano: What are the things you do like best here? I gather you like the small classes. Any other things that stand out?

Bulf: The informal atmosphere I like very much, the informality of dress, and the fact that you ... the teachers have their offices right in the college area. I think this is very important to me. They come to the dining hall and eat with us, and they're kind of around all the time. I like to study there in the evening, and [unintelligible]. And I think the faculty get to meet each other more, and they get to meet the students more, not just the ones who are in their classes. It's just a nice kind of feeling about the place.

Calciano: Is there quite a bit of difference between the strength of the different departments? Are some much better than others, or not?

Bulf: I have the impression that they are. I know I'm not an expert on [unintelligible]. Some faculties are very strong, like sociology, and history at Cowell. And some are weaker, some colleges are weaker in [unintelligible].

Calciano: Have you decided ... well, you told me the other day

that you were supposed to decide your major right now.

(Laughter) What are you deciding? Sociology?

Bulf: Yes.

Calciano: Why?

Bulf: Well the thing I like best is biology. But I took chemistry and biology and I felt that I didn't have the aptitude that I thought I ought to have to take it, and I'm weak in math. Sociology is sort of, it's the subject I've done best in so far, and I'm very interested in it. I like it because it covers a lot of things -- government, history, philosophy, and literature, and language, as well as economics and political science. You can fit almost everything into sociology. I just find it interesting.

Calciano: You said that it's the subject you seem to have done best in. Well how can you tell by the pass-fail system? Have you seen your evaluations, or you just know from the professors who have talked with you, or what?

Bulf: I've seen most of my evaluations, and they were pretty good in sociology, but mostly it's just how you feel about something [unintelligible].

Calciano: Do you find that you're under quite a bit of pressure

to study a great deal, or do you have some leisure time to indulge in activities if you want to? How is pass-fail for the pressure? Is it pretty good?

Bulf: I think it's pretty fair. Of course it depends on what courses you're taking, but I feel like some quarters I've studied a lot, but I haven't felt any special ... I haven't felt that it's been unreasonable. I've always had a lot of free time just because of the way the classes are scheduled -- pretty flexible. And most classes you're not required to spend a lot of time in class. There are hours free for studying and going to the library.

Calciano: I see you've been involved in the tutorial program. Do you have any comments you'd like to make on it, or...?

Bulf: That's one of the greatest things, really, that I've ever done I think, is to join the tutorial project. I joined it my second quarter here last year, and I'm still in it. I'm getting more involved in the administrative end of it. I think it's really worthwhile, and I think we have about ten percent of the students here involved in it, which is very high -- it's quite good. There are a lot of kids around here who need this sort of thing. Santa Cruz is a very poor area. I've had the same little girl and I feel like

I'm really making progress as far as [unintelligible].

Calciano: How old is she?

Bulf: She's ten now. She's a good girl.

Calciano: What... do you actually tutor her in subjects, or is it more just the talking in general?

Bulf: I like to do both. Usually we spend the first part of the day just doing a little spelling and arithmetic and anything she's having problems with. And we're writing a book. She dictates it to me, and I write it down. I type it up during the week, and then she reads it when she comes back. So she gets practice in reading and writing [unintelligible]. And sometimes she doesn't feel like doing anything academic, you know. Maybe it's just a beautiful day or something, or she's tired. So then I let her use my art materials, and she draws pictures, or we go swimming, or just go for a walk.

Calciano: Does she come up to the campus?

Bulf: Yes.

Calciano: How does she get up here?

Bulf: The tutorial project has a bus to bring the kids up.

Calciano: And this is every...

Bulf: Every Saturday morning.

Calciano: And let's see... You're Women's Recreational Association co-founder, is that right?

Bulf: Yes.

Calciano: What is this?

Bulf: It's just girls' organized sports. It's a ... it really came out because the boys were using the field house and the field all the time, and some girls were getting impatient to get in so the whole thing started kind of secretly. Five girls who were interested got together with Miss Markham and we wrote out a little constitution and sort of went around the dorms finding out what girls were interested, so we tried to keep it very informal.

Calciano: What sports do you concentrate on, or is it anything?

Bulf: We sent out questionnaires just trying to find out what people were interested in. Mostly up till now it's been tennis and volleyball, some swimming and modern dance.

Calciano: And you were also in the chorus.

Bulf: I was last year.

Calciano: Oh, last year, I'm sorry. Is there much opportunity for musically-oriented students to... Is there an

orchestra, or...

Bulf: I think there's a very small one, but there really isn't much. There was even less last year. There's .., the only music courses you can take for credit are independent study, and usually you have to have some kind of special skill to take them. The chorus is optional, and you don't get credit for it. I enjoyed it a lot last year with Dr. Popper from UCLA. But this year was kind of less exciting and I got less interested in it, and I dropped it in favor of WRA.

Calciano: What are your plans for the future? Do you plan to stay here for your full four years?

Bulf: I don't know. I've been thinking of transferring to Berkeley; I've also applied for my junior year abroad [unintelligible].

Calciano: What countries?

Bulf: Israel, and [unintelligible].

Calciano: And why are you thinking of Berkeley?

Bulf: I was just thinking of Berkeley mostly because it's different, almost the antithesis of Santa Cruz -its size, its social problems [unintelligible]. I feel like my experience at Santa Cruz really'd help me to understand Berkeley a lot better, to get more out of

it. I'm not really dissatisfied with Santa Cruz; I'm sort of interested in changing and working at something new for a while. I thought if I went to Berkeley, next year I would want to come back and graduate here.

Calciano: Oh. Have you thought of what you're going to do when you do graduate?

Bulf: I don't know, but I'm getting more interested in education with the tutorial project and a job I had at the Chancellor's office. I'd sort of like, I'm sort of more and more exposed to the kinds of things that go on in administration, than actually teaching. I don't know exactly what I'd like to teach.

Calciano: What was your job?

Bulf: I was a file clerk in the records room. Most of the Chancellor's memos and all of the inter-office mail goes through there.

Calciano: Have you worked there all the time since you've been here? Have you always had a part-time job or not?

Bulf: No, I had a work-study job last year, and you get those for a certain amount of money and you work until you've earned it at the standard wage \$1.93. So I worked ... I had \$200.00 worth and I worked that off. It took me about half a year. I have applied for

another job.

Calciano: Are there any comments you'd like to make on some area I haven't happened to touch on?

Bulf: Gee there are a lot of interesting things going on. What kinds of things do you want in this record?

Calciano: Oh anything pertaining to the students, or to the university, or to the town, or...

Bulf: Student rebellions, the way they come out here. It's sort of interesting to me since I am a social science major.

Calciano: In regard to what?

Bulf: In regard to the administration, the idea of ... well saying rebellion against authority would put it on too crude a level, but have you kept track of the things that go on at Stevenson in the student government?

Calciano: I know you've had a to-do over it, but probably readers twenty years from now won't know it, so I'll ask you. Could you speak up just a little bit? I'm afraid that it's going to be hard to transcribe.

Bulf: Sure. Well, at Stevenson, at Cowell last year we started out with no student government, and there was a general feeling, most of us just having come from high school, that student government was a bad thing.

It was a sort of Mickey Mouse thing, especially at a [unintelligible], and that it really wasn't worth much. It was sort of an easy way for the administration to manipulate students. This is the feeling that the kids had. And we went on for a couple of months, and gradually it seemed like the need for some kind of student government was just getting more and more pressing. The administration was forced to make decisions, you know, on the basis of very little information because the administration had no place to go to. And so finally they formed a kind of town hall where anybody could come and vote. That was nice for a while, but it turned out to be pretty inefficient, so this year Charles Page decided to start out with a sort of traditional kind of representative government, one representative from each dorm and proportionately from off campus, and these people got together and started writing a constitution, and just came out with one, and there was a big furor started by a freshman named Dan Cooper, and it was the same kind of furor that there was at the beginning of last year at Cowell. It's just my impression. It was, you know, again by kids who weren't very far out of high school, that student government was worthless; it didn't do

anything, and they actually set up a movement to abolish the student government, and I don't know whether they were successful or not. They actually did have a vote in order to abolish it.

Calciano: One of the students said that not enough students voted to allow it to be valid. (Laughter)

Bulf: I know it passed in one house. I know, as I said, one boys' house that voted for no student government.

Calciano: Which house, two or...

Bulf: I think it was one, but I would imagine that two also voted because they're the ones that started it.

Calciano: Well, what do you feel is going to happen?

Bulf: I think it's sort of interesting, if they did abolish it, I think eventually the same thing would happen that's happened to Cowell. Pretty soon for a lack of any student organization to go to, the administration would start to make decisions and do things in a sort of an arbitrary way, and eventually the students would realize that there were things that they weren't controlling that they actually could have some authority over. Eventually I think student government will sort of come back into style, maybe in a more

sophisticated way than it has been, but I think there are a lot of things student government can do that it can't do in high school. I'm not sure whether I'm hoping that it passes or not. It would be sort of fun to see what happens. I don't agree that, you know, that the place would fall apart.

Calciano: What about some of the other problems that are of concern to students. Are there any that you're particularly interested in or concerned about?

Bulf: Not really. The whole hippie movement isn't much ... isn't much of a thing here the way it is at Berkeley. It's one reason I'm interested in going to Berkeley, so I could view it more closely, although it does exist here.

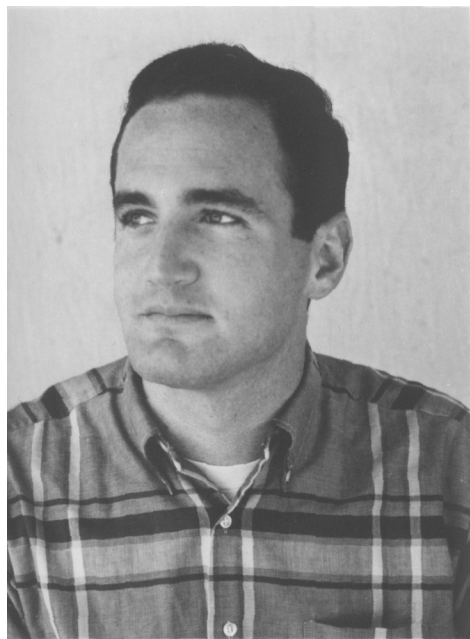
Calciano: But to go as a viewer, not as a participant, is that...

Bulf: Yes, as a viewer.

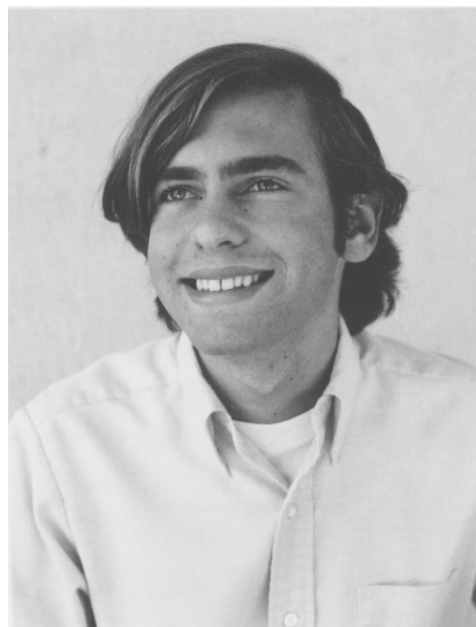
Calciano: Well, anything else?

Bulf: I guess that's it.

Calciano: Okay, well thank you, Ellen.



Allan Jamie Goodman



Mike Fresco



Susan Mae Petrik



Christina Forbes

Name: Allan Jamie Goodman

Date of Birth: 12 Oct. 1945

Place of Birth: Los Angeles

Home Residence: Los Angeles

High School: Inglewood H.S.

Colleges Attended: U.C. Riverside
U.C. L.A.

UCSC College: Stevenson

Class of: 1967

Resident or Commuter: Resident

Married: No

Major area of study: Government

Other fields of academic interest:
Economics

Activities and offices held:

Chairman, California Club

ALLAN JAMIE GOODMAN

May 22, 1967 2:00 p.m.

Calciano: Why did you choose to come to UCSC?

Goodman: I went to the University of California at Riverside looking for a small college with a close student-faculty relationship, and it no longer exists at Riverside. And I got fed up with the large lecture classes required of all freshmen, the western civilization, the teaching assistants who were very poor and did most of the lecturing, and so I went back to UCLA and waited. I had heard about Santa Cruz. My father was a student of Chancellor McHenry's at UCLA, and he told me that McHenry would attract some very good people, and so I waited for a year and a half.

Calciano: At UCLA?

Goodman: At UCLA.

Calciano: Doing work, though.

Goodman: Yes, right.

Calciano: Well you really did have it firmly in mind to come here. What did you expect to find here, besides the Chancellor?

Goodman: I expected something that didn't exist at UCLA at all in the year and a half I was there, and that's some sort of dialogue between the students and the faculty. UCLA was a very structured place; the faculty rarely

kept their office hours, almost no contact except during class, and the faculty members seemed to prefer it that way. And I thought at Santa Cruz things would be much reversed, that there would be a lot of out of class contact, opportunities to get to know faculty members. In a large part it has come to pass. The other thing was an emphasis on something other than final examinations -- there'd be an opportunity for students to think as well as regurgitate.

Calciano: Has this proved true too?

Goodman: It depends largely on the teacher, and one might say at UCLA there were a few teachers who lived up to the "Santa Cruz ideal" in quotations. William Hitchcock was there, and at UCLA he was an extremely popular teacher, one of the reasons being that every afternoon he would sit in his office all afternoon and listen to students and talk to students. But there were only two or three teachers at UCLA who were like that. And again in the structuring of the class it would depend on the professor. Most of the classes were too large to allow the writing of papers; teachers just didn't have time to read them.

Calciano: What were your first impressions when you came up two years ago?

Goodman: The first time I was here was about three weeks before school started, early September of '65, and my brother and I had just come back from a 4,000 mile trip through the western states, and it reminded me of one of the national parks we'd been to. We got here just about sunset; it was very beautiful, and that was my first impression -- the impressive nature of the site.

Calciano: And then what about the first few days you were here? Any things stand out?

Goodman: It was very much like a summer camp, and it still is, very informal.

Calciano: Some students seem to feel that this informality is gone. You don't?

Goodman: Well, compared to last year, maybe, the first year here. It is nothing like the trailers eight people living together causes people to change tremendously. It requires that they become part of the group. But there's a different sort of atmosphere now. It's more like a college than like one community as it was last year. And in a large sense the residence hall arrangement requires this. People walk down the hall to their rooms and they can lock the door behind them, whereas last year it was impossible. And this causes a basic change in attitude, but there is still ... it's

still much more open, much freer than it was at UCLA where you walk around and people look away from each other.

Calciano: What other changes have you noticed between last year and this year?

Goodman: The classes are larger. Some teachers are getting very set in their ways. It is becoming structured, and in a bad way, because there are definitely good things that can come from it, from experience, and from structuring of courses, but there seems to be built up a rigidity among certain members of the faculty. Whereas last year faculty members would post no office hours, now certain faculty members are restricting students to four or six hours a week. It's true they have many other responsibilities, but still it seems like they're beginning to live up to the UCLA image of a faculty, [unintelligible] office hours.

Calciano: You're afraid that it's going to be the trend as UCSC gets bigger?

Goodman: I'm afraid if it isn't ... if the faculty aren't constantly reminded of it, it will become a trend.

Calciano: Do you like the small college idea?

Goodman: That's one of the reasons I came. It's perhaps worked

out so far much better for the faculty than for the students in that they meet people from outside their specific discipline. On other campuses the departments are in their self-contained units. An economics teacher won't get to know a sociologist or a mathematician, whereas here they're forced to interact. It's a lot easier for students to evade students from other disciplines. Residence hall friendships aren't made on the basis of major, but it seems that people that go to class together form associations.

Calciano: You mmm let's see, you are in ...

Goodman: Government.

Calciano: Now which college?

Goodman: Stevenson.

Calciano: Stevenson. You apparently chose to go to Stevenson, right? Why?

Goodman: I was very active in student government in 1965, and at one point Provost Smith began to tell each person in a group which came to see him about forming, these groups would come to see him with various proposals for student government, and he would give each of them his blessings, saying that he supported each proposal,

without telling the other groups. The result was a conversation I had with him. He said he could tolerate anarchy for about four or five years, and my response was that he is a very patient man.

Calciano: (Laughter)

Goodman: I ... we had been speaking with Provost Page off and on during the first year. He was extremely candid about his ideas for Stevenson, and he was consistent, which was something we were looking for at that time. The juniors last year felt very much put upon. Provost Smith expressed the opinion that he would have preferred it had there been no juniors at all.

Calciano: Oh really.

Goodman: So there was a little bit of animosity there among the junior class.

Calciano: Why did he, what were his reasons for making that comment? Do you know?

Goodman: Well, we were a problem in that they had to schedule upper division courses; that required the faculty to teach full loads, which is something strange around here in that a number of professors have been hired and are not teaching full loads. As a result there's an imbalance in the course offerings.

Calciano: He wasn't, he didn't feel ... did he feel that you

were making more problems than...

Goodman: We were making more problems than we were worth.

Calciano: (Laughter) Was this strictly in the mechanics of it, or...

Goodman: It seemed to be his attitude was to ... that college was for freshmen. They had started out by putting all the freshmen on campus, I suppose because they should have preference over juniors, but then they put twenty-four of us down in a house on River Street.

Calciano: Oh, you were there.

Goodman: And the facilities were so inadequate that a number of us moved out. My first night when I had, after I had moved into an apartment, it was very strange. I found it hard to go to sleep because there wasn't anyone else breathing in the room. There were sixteen of us in the same room, and it was so noisy when we were all asleep.

Calciano: (Laughter) So you lived off campus last year, and...

Goodman: Just for a quarter.

Calciano: Oh, just for a quarter.

Goodman: Just until January when I moved onto campus proper into a trailer, and...

Calciano: With freshmen?

Goodman: ...there were seven other juniors.

Calciano: Oh.

Goodman: It was the demonstration model which, the result of which, it was insulated. It was built to the specifications; the other trailers weren't. So we were very fortunate. We had a compatible group of people from the beginning. We were ... almost all of us had been in the government class together. And it was somewhat away it was next to the infirmary, which made it separate from the other clusters. It was quieter, a better designed trailer, and we had no real problems at all.

Calciano: Well, how's it been in Stevenson this year?

Goodman: I don't know. The change in living arrangements has pointed up the fact that the trailers are somewhat better, as I said before, for developing relationships. I'm an R.A. which adds a few burdens and responsibilities. Being on the third floor causes ... or there being three floors in the house causes various divisions which are very noticeable. Third floor in house four where I am is very much a self-contained unit.

Calciano: How many people?

Goodman: There are seventeen up there, and they're all freshmen, which as they all came to school together ... a met each other, I'm sorry, met each other for the first time at school here, by the fifth week of school they were very much a unit unto themselves. [unintelligible] and they all go to meals together very tight.

Calciano: Several people I've interviewed have been R.A.'s, but I neglected to ask any of them what exactly is involved in being an R.A. I know you get free room is that it?

Goodman: We get half room and board.

Calciano: Half room and board, as compensation for your...

Goodman: For our ... which ... for something we have never had defined for us. Stevenson...

Calciano: Never had defined?

Goodman: Defined. We were never told what it was really we were going to do. We never have been told, and I don't think the people next year have been told, or at least know what they're supposed to do. This is one of the basic problems, probably failures, in the college a definition of the R.A.s' and preceptors'

responsibilities, even the preceptor more than the R.A. A resident assistant interacts with a student because he is another student, but the faculty member living in a house seems to cause more friction; there's almost no interaction between the faculty member and the students.

Calciano: Well are you supposed to bridge this gap?

Goodman: Well, the preceptor is.

Calciano: Oh, the preceptor is.

Goodman: The preceptor was put in the house, as I understand it, to bring a certain amount of maturity, and also make sure that the students got to know at least one faculty member. But it hasn't been this way in any of the houses in Stevenson.

Calciano: Have the R.A.'s, have their positions been more specifically outlined at Cowell, or is it a problem in both colleges?

Goodman: Cowell has met more often. They have combined preceptor and R.A. meetings, oh, at least once a month. We have had one this year.

Calciano: What do you do then?

Goodman: Well, the only thing substantive that we've even been told is that we have to be in the house fifteen hours

a week, which means we perform some sort of counseling function as well as petty administration take care of lost keys, reporting damage to the building, in that people don't destroy it, but this is very much different because for the last few summers I've been in a supervisory capacity in a summer camp where I made decisions on a day to day basis about what cabin groups would be doing, how various parts of the program would interact. And here it seems like there is no supervision whatsoever. I'm not sure what the R.A. should be doing, because students don't come here to be programmed like a summer camp, but nevertheless, it would help to perhaps teach the R.A.'s certain things to look for, so then they solve problems before they get to be too large. It could be a definite, definitely advantageous training experience for the R.A.'s, as well as provide a little bit of monetary incentive.

Calciano: Have you been involved at all with the student government at Stevenson?

Goodman: The R.A.'s were prohibited from participating.

Calciano: Oh!

Goodman: So the answer is no, and I'm very thankful because...

Calciano: It has been kind of an uproar, hasn't it? (Laughter)

Goodman: It's been quite an uproar. The a ... there are a number of people who prefer nothing at all to any form of government. They have managed to disrupt the meetings of the student council, and now that two of these people are on the group, once their particular aims are met at the council meetings, they get up and walk out. They refuse to participate.

Calciano: So what's going to happen?

Goodman: Well, the council hobbles along, but there are many things it could do that a ... with the present membership are impossible. It may be just a problem of the small college. It's hard to find ten or twelve people who are willing and able to spend their time dealing in what in a large number of instances are trivialities to a lot of people, compared with the student government in a large school. Government at a college at Santa Cruz has to do an awful lot more, and yet emphasize things that are done by a bureaucracy, student government bureaucracy, at other schools-- social activities, cultural activities, things like this.

Calciano: You mentioned participating in student government at

Cowell. What was the upshot of this? A number of different groups wanted different plans or what...

Even though I may know, somebody fifty years from now might be interested in all this.

Goodman: There was a great deal of pre-college opening emphasis upon the newness of the experiment, and the pioneering atmosphere of the college. And when everyone arrived, this newness, and this ... a very new concept -- student-faculty, student-faculty working together was emphasized. As a result there were a number of people who wanted to see a community government, which would have a student and faculty administration of the college in one body to regulate the academic and the cultural life of the college. The idea is very good, but trying to write some sort of document which institutionalizes this is a very great problem. And we went all the way from a somewhat standard form, typical on many campuses, to a lot system of election, and a town meeting form of legislative government. But the major problem was that five-sixths of the college was freshmen, and had such an adverse reaction to high school government, where it was usually run by one of the other Vice-principals, that they became so afraid that they would have just a repetition of this that

they were against any usual form of government, student council, and so any attempt at establishing such a group was reacted against violently. And as a result we got nothing done the entire last year, but we discussed an awful lot of concepts. And this year they did manage to write a constitution and get it ratified.

Calciano: At the town meeting?

Goodman: Yes, this town ... this especially, yes the town meeting. It was sort of a cross between the New England Town Meeting and the Greek Polis -- very complex. It's comprehended only by one person in Cowell College.

Calciano: The Provost?

Goodman: No, Gerry Stokes who essentially wrote it up.

Calciano: And you don't think Stevenson's going to take the same trend?

Goodman: No. Stevenson is characterized by a different type of people. They're somewhat more practical, and they're ... in spite of the faction which is now running the government from, as a result of apathy from the other students, by the other students, I think next people will realize that they're going to have to elect people who are willing to work and to talk back to

these people. Most of the people on the council are rather meek, and when they're confronted by this barrage of demagoguery, which they have been for the past month, they just say nothing at all. A representative from our house refused to get into fights with these people, and as a result the insurgents have taken over the place.

Calciano: What are some other differences? You do feel that Stevenson and Cowell are quite different in their nature already, or not? Or am I putting words in your mouth?

Goodman: Well, student government is one difference. I'm not sure whether there are too many differences, or whether there can be. There seems to be a great deal of xenophobia in Cowell College. They object to Stevenson students attending college night [unintelligible] card checks, and it's proper that Cowell students should be seated first at Cowell's college night, but the manner in which it's discussed seems to indicate that Stevenson students shouldn't participate at all; yet they come and ask the Stevenson student council for \$150.00 for a Cowell college night speaker.

Calciano: (Laughter)

Goodman: It is somewhat of a double standard. But the character of the college is not really that different yet. I suppose over the years they'll grow apart. One of the problems has been the fact that half the students were from Cowell last year.

Calciano: Is there anything about the University or the colleges, or the faculty, or the classes, or anything I haven't touched on already, that you were disappointed in or hoped that there might be changes in, or...

Goodman: There's a lack of planning, of course. Winter quarter five or six courses were scheduled Tuesday, Thursday at nine-thirty, and when the problem was brought to the administration, they formed a committee to oversee the scheduling of courses so that students would be able to have some meaningful choice. But when spring quarter came around, the same problem arose. There seems to be a basic problem in learning how to administer colleges, and it must be quite a problem. It's something new in the United States, and no one's ever done it before, but people in the administration seem to be avoiding the issues. The Chancellor has delegated the responsibility for running of the colleges to the two Provosts, and as a result we have

two yearbooks which is to a large degree a waste of money and effort and talent. We have a university newspaper which is denied Cowell College funds because it's not a Cowell College organization. And here's another example of how Cowell has inappropriately refused to appropriate money for anything that is not a Cowell College function totally.

Calciano: Is this the students ... or is it the administrators, or the faculty, or what?

Goodman: Well, the students, well, it's a combination. The students on the a, I believe college affairs committee, of Cowell College run the college service committee and decide who gets money, and they have refused to give money to the radio station which began in Stevenson College, and which finally got \$800.00 from Stevenson, but no money whatsoever from Cowell it was supposed to be university-wide.

Calciano: Well are they going to be university-wide things or not then?

Goodman: Well the provosts of the colleges are so worried about developing individual character, they give nothing to university character. I think that Page Smith wants very much to develop Cowell College as much apart from the university as he can. I don't really know what the

... if there's any quite comparable feeling in Stevenson. It seems that Stevenson is more willing to recognize the university, and the college as a part of the university, rather than the college unto itself.

Calciano: Do you think there's going to be much change in feeling or of character of Stevenson, having ... going from Provost Page to Provost Willson? Or is that too speculative a question?

Goodman: It's very hard to answer. Provost Page brought all the faculty, so I suppose that... Well I really can't see any change right now, except that Mr. Willson will be ... terribly impartial. I'm sure more so than Provost Page. This isn't to say that Provost Page is ... has taken sides. Unfortunately he didn't take sides at all in student government problems which resulted in ... in this coup by the, what amounts to the new left, but then if he had they could have used it against him. So either way...

Calciano: He was going to lose.

Goodman: He was going to lose, so it was perhaps better that way.

Calciano: Well, any other comments about changes you might want to see in the university, or do you think it is heading the right way...

Goodman: There has to be some reemphasis of ... of faculty emphasis on undergraduate teaching. It seems that the people that have been hired are not very good lecturers. There are fewer good lecturers here than there were at UCLA.

Calciano: Oh really?

Goodman: Which makes some of the courses which are already too large, very dull, although there are, as I understand it, the academic plan calls for either large lecture or small seminar courses, and usually the lower division student would have mostly large lecture courses. If this is the case, then there have to be good lecturers. The idea of pass-fail is something that's going to have to be modified.

Calciano: Now you're a government major...

Goodman: Government major. Now the government board of studies has just done that. They elected to grade the first seven upper division courses for government majors.

Calciano: Are you generally in favor of this then, or...

Goodman: I think it's a good idea. I don't think the pass-fail is the basis of the Santa Cruz experiment. There are many other things that are going on at the same time as pass-fail, although a lot of students came here to

escape grades, and in part that's good. Rote Memorization of some abstruse textbook is not the way to get an education, and regurgitation of what the professor said in lecture doesn't really help people to learn how to think. But this is more a problem of how the professor teaches the course than how the course is graded, and the junior government majors who are up in arms at the present time by the, by the change have their signals somewhat crossed and seem to be saying, "I came here because I wouldn't have to work this hard," and some of them have admitted that, instead of saying "I came here because there are excellent teachers here." It's just something that the people who hire the faculty have to reemphasize, make sure there's people who have the capability to teach a large lecture course and assign well-structured papers.

Calciano: Why do you feel that ... you say that you feel that there's going to have to be a change in the pass-fail. Is it because of the problem of getting into graduate schools, or...

Goodman: That's one problem. There's a problem of transferring as an undergraduate out of Santa Cruz. I just heard a case today where a student tried to get into Stanford

next year. They just told him in spite of the fact that half of his teachers consented to give him grades to send to Stanford, they wouldn't take him because they were too uncertain. This is something that may change with time, but the problem of undergraduate transfer, of graduate admissions, especially to professional schools -- I was told that in order for the government department to get me admitted to Hastings in San Francisco, they had to send them a grade-point average.

Calciano: They just concocted one?

Goodman: So they just concocted a grade-point average. If I had known about it, I would have told them not to do it, but that's another problem. Then there's the problem of a student who fails a course as an undergraduate, and the next quarter has to do substantially better in order to remain in school; it becomes a very subjective thing.

Calciano: What is the criteria?

Goodman: I think if you are a junior and you failed two courses, you are dismissed from school. If you are a freshman or a sophomore, they give you another quarter, at which time your professors have to go

before whatever they ... it's called an academic review board, and tell this board that you have been doing substantially better work, and this becomes a very subjective evaluation.

Calciano: And if Professor B decides that you're doing substantially better in his class than...

Goodman: And if Professor B doesn't like you, then you really have problems. In a way the faculty-student closeness causes problems. Students will take courses or not take courses on personality meshes with the teachers, or take courses or not take courses because the teacher will or won't write them a good evaluation. These evaluations in a large part are very poorly written, and if this is supposed to substitute for a grade it's not doing so now. [END OF TAPE]

Calciano: Had you decided your major before you came here, or did you...

Goodman: Yes, I decided at Riverside. I was originally a zoology major, but I changed the first semester.

Calciano: So nothing about the faculty at Santa Cruz had much to do with your...

Goodman: Well, I didn't know anything about them. I went to see Mr. Hitchcock the spring before Santa Cruz opened, when I was at UCLA, and he didn't know then who was

hired or what the course offerings would be or whether or not junior transfers would be at a disadvantage. So I came here with a very, feeling very uncertain about the a ... the possibilities here, but then I looked around at UCLA, and professors didn't keep their office hours, and it was just so huge that I decided that it was worth the chance, although now with the problems of getting into graduate school, especially the absence of grades for the last two years, make me ask myself again whether or not I would have come. The answer's still yes, but I would prefer to come in ten years when these problems have been ironed out.

Calciano: How has the government department been?

Goodman: There are some very good teachers in the government department. There are also some very poor ones, and Santa Cruz emphasizes the contrast by there being small classes, and a close student-faculty relationship. I have now had four courses in political theory. This is something I would never have done at UCLA. The reason is that Mr. Nichols is an excellent teacher. This makes up for the boredom one sometimes suffers in class while we split hairs, but there are also government professors whom I wouldn't take under any circumstances.

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

Goodman: Exempting the sciences, which I know very little about, except that biology is supposed to be exceptionally good, the government department I think is perhaps best on the basis of last year's professors. I don't know very much about the people who were recruited for Stevenson, except that I'm not very favorably impressed. The government department lacks depth; it lacks seniority. It has two or three very good people, and if you take these people you get an excellent education.

Calciano: Of course I imagine one does this even at UCLA, and certainly in many schools one gravitates toward the professors with the good reputations.

Goodman: There are also more course requirements, though, at UCLA so you have to take a broader range of courses, so you're forced to take the course or the work from a specific teacher. It makes less difference at UCLA because the courses are so much larger; it's almost always lecture.

Calciano: Have you done much independent study?

Goodman: I have. There have ... I think I've had three or four 199's. Depending again on the teacher, they've been

good or bad experiences.

Calciano: What are your plans for next year and for the future?

Goodman: Well I don't know. I go to my mailbox every day and get nothing but junk mail when I should be getting letters of acceptance or rejection from UCLA and Berkeley law school.

Calciano: Law school?

Goodman: Right. But I've been admitted to Hastings as a result of this "grade point average," and I've been admitted to UCLA graduate school as a result of having been to UCLA and having had two upper division economics courses, and having a 3.5 in the five upper division courses I had at UCLA.

Calciano: What division of graduate school?

Goodman: It's in economics.

Calciano: What do you think you want to do?

Goodman: Well I think I'll go to law school depending upon...

Calciano: Do you want Boalt Hall or...

Goodman: Well Boalt would be, is the best in the state, so that ... of course. But...

Calciano: Do you have to worry about the draft at all?

Goodman: I think I ... I'm not quite sure. I have various physical incapacities such as flat feet which may exempt me from the draft.

Calciano: So this isn't an immediate concern for you then?

Goodman: No.

Calciano: If you do go to law school, do you have any idea what direction you'll take from there, or is this just too far ahead?

Goodman: No, it's really too far ahead. I have to worry about getting through law school.

Calciano: Very cautious (laughter) approach. Well do you have any comments you'd like to make on anything, whether we've touched on it or not -- about the school or general problems of students or anything?

Goodman: The students are extremely young. I think we have ... probably sixty percent of the students are eighteen years of age or under.

Calciano: Hmmm.

Goodman: And this immaturity is reflected in the problem of student government and a great uncertainty about life in general, something that would be mitigated by having upperclassmen and graduate students to sort of lead the way. There's a ... I just thought of it, but

I forgot.

Calciano: We were talking about problems on campus. Is that what...

Goodman: No, I'm not ... Let's see ... I can't remember what it was.

Calciano: Ummm.

Goodman: Well transportation is definitely a problem. The placement of the resident student lot is ... although it's not really much different from the problem at UCLA, it needn't exist here.

Calciano: What...

Goodman: Well the resident student lot here is placed I guess a good ten to fifteen minute walk down hill from the colleges to discourage cars on campus, and in a way it's absurd because the cars have multiplied. Every Christmas, at least for the last two years (laughter), students come back...

Calciano: With cars?

Goodman: With more cars, and they had to expand the lot this year. The Chancellor is obviously trying to discourage cars; it's a well-publicized fact, but it doesn't seem like he's going to succeed. It seems like he's taken some very bad positions on certain issues. I

personally don't see the tremendous need for open house, intervisitation in the bedrooms. It seems to me more inconvenient than anything; we're already experiencing problems in my house with lounge intervisitation between ten and midnight, ten a.m. and midnight. People forget, and embarrassing things happen. Girls are trying to walk down the halls, and the guys are getting kind of, kind of angry. So I think people value their privacy very much, and this is, it's more of a reaction against authority than a genuine desire to have intervisitation for any positive goal.

Calciano: Are the seniors less concerned about this than the sophomores? Because it seems ... when you read the polls it seems that most of the students are concerned about it.

Goodman: Intervisitation and the quality of the food are the only two things that unite the students around here.

Calciano: (Laughter)

Goodman: It's indicative ... I just remembered now ... of something that's very strange to me. I remember when I was a freshman at Riverside, in the afternoons we would have bull sessions for hours, and we'd discuss

the world's problems and we'd come to solutions of course. We had decided Barry Goldwater could never get the Republican nomination in 1964 and various important things such as this, and we were, of course, certain of our conclusions, but around here there's very little discussion, very little discussion of academic topics or of world problems except Viet Nam, and Viet Nam may be one of the reasons why there is little discussion. Perhaps it's stifled debate or discussion of anything else. Certainly the daily life of the student today is centered around whether or not he'll be drafted. The Viet Nam draft comes up at least three or four times a day. And in a way the attitude of most of the students is rather totalitarian in that if you do not agree with their position on Viet Nam, it's very difficult to get along with them. Viet Nam seems to be the a ... the single criterion for admission to the club.

Calciano: Hmm.

Goodman: Perhaps it's a reflection of what's happening in a number of interest groups such as the California Democratic Council, the United Republicans of California, and if you don't believe as I believe then

get out -- it's a totalitarian liberalism.

Calciano: Are the students who feel that the position we have taken in Viet Nam is correct, are they just silent, or are there...

Goodman: They're ... either, most of them are forced to be silent because they, because their position is so unpopular, especially on the campus, on most campuses I suppose. But as a result there is no discussion of economic problems, or welfare problems, or academic subjects. It's something that very much interests me because I can remember all these discussions at Riverside, and an absolute lack of these discussions here.

Calciano: You're living with freshmen, so...

Goodman: Right. With the freshmen on the third floor; they discuss intervisitation and the food, and we discussed the food at Riverside, but we discussed the faculty; we would be discussing this year the fact that 17 million people are going to starve in India, and not so much the fact that Saga Food just lost its contract which itself puts the students in a very bad position because the understanding is that the next food company is even worse. (Laughter)

Calciano: (Laughter)

Goodman: And people begin to wonder why they criticize at all. But the freshman class this year is very much different from my freshman class, and the war is probably one of the, problems. Maybe it's also a result of the fact that the students on this campus come from much higher income homes than those when I was a freshman. Of course the general standard of living has gone up, but the average student around here has parents who make about fourteen thousand dollars a year or more. I think it's about 13.4. We had a lot more farmers' children at Riverside. There were a lot more local community, maybe it was a somewhat more rural orientation, but still you would think that urban children would discuss these problems because they are more urban affairs. But they don't. It's very curious.

Calciano: With most of the interviews I've been reluctant to lead on. I say, "Are there any comments you have on general problems," but I would like to ask you, since I'm nearing the end of my interviews, does the marijuana problem occupy much discussion among the students or ... because you read about it in the student newspapers and so forth, but it's hard for a person out of contact to get it in perspective.

Goodman: It does. It and Viet Nam and intervisitation and the food are the four things people discuss, and it's a much greater problem this year than it was last year on this campus. There is marijuana smoking in the residence halls, and perhaps the R.A.'s should be given a course in what it is and how to detect it; because I personally have never knowingly smelled it, so I don't, I wouldn't know what it was unless someone told me. It seems that the attitude taken by the preceptors, not by the administration, because in a way this system lessens the pressures, things first go to the R.A., and then to the preceptor, and then to the senior preceptor of the College, so that they are usually settled on a lower level and the central college administration never gets wind of them. But the preceptors of the houses of where I'm told it is going on have neglected the problem entirely. And as a result it's, students believe these people are all in favor of their smoking marijuana on campus. The result is a general disregard for this rule and also the same attitude applies to drinking on campus. There was absolutely no liquor in the residence halls at Riverside, but here again the attitude of the preceptors has been "As long as the student doesn't

bother anyone else, it's perfectly all right." But the result has been for a number of students to become pot-heads.

Calciano: On what? Marijuana?

Goodman: Right, marijuana. In a way this extremely liberal notion that what the individual does, as long as it harms no one else, and this is a classical liberal notion, [unintelligible name] fully subscribes to it, if the action has no effects on another person, it's perfectly permissible. As long as what the person does harms no one else, then there's nothing wrong with it. However, there are very few actions, unless it's breathing and eating, that a ... and even these can harm other people. So that the attitude of the preceptors, I think, has been incorrect, but I'm in the minority.

Calciano: I was thinking you were maybe in the minority. You feel you are definitely?

Goodman: I know that the provost of Stevenson, Provost Page, while he indicates that while he was a college student (this is before the law against marijuana was made) he did smoke marijuana, now he very strongly says that there is a law against it, and you cannot smoke it on campus, because that's his area of jurisdiction. He

clearly states that you cannot violate any state law. But from that point on down, something has broken, broken down.

Calciano: What was the reaction to Provost Page and Provost Smith's marijuana letter?

Goodman: Most of the students thought it was a, somewhat of a farce. It's indicative of an intolerance for any sort of authority that seems to be characteristic of a large part of the campus community.

Calciano: And this intolerance for authority, is it as true of the seniors as it is of the sophomores, and upper classmen, as lower classmen, or...

Goodman: I don't think so. I think this senior class is very peculiar -- as peculiar, in a different sense, as the freshmen class is peculiar, that is freshman and sophomore are peculiar, in that all of us have been to some other schools, and we have a standard of reference. Most of us were born so close to the end of World War II that we have a somewhat different sense of perspective than the freshmen and sophomores do. I can remember when my father was making absolutely no money whatsoever. Most of the freshmen around here have never seen hard times; their parents have never had financial problems. And I think everything I've

said is indicative of the fact that a large number of the freshman and sophomore parents have not given their children any standard of values whatsoever. The inverse of this is that hardship is good and that people learn only by experience, which is a hard thing to say, but perhaps it's quite true.

Calciano: Well that ends my questions. Is there anything else you'd like to say?

Goodman: No.

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High School:
U.S. GRANT
Colleges Attended: UCSC

UCSC College:
COWELL

Class of: '69
Resident or Commuter:

RESIDENT

Married:
NO

Major area of study: BIOLOGY

Other fields of academic interest:

PSYCHOLOGY

Activities and offices held:

TENNIS

FENCING

CHAIRMAN - COWELL ADVISORY COMMITTEE

CHAIRMAN - FINANCIAL COMMITTEE

MIKE FRESCO May 24, 1967 1:15 p.m.

Calciano: How did you choose to come to UCSC?

Fresco: That's a good question ... let me see. Well when I first heard about it, just the whole idea appealed to me, the idea of ... of course the way it was presented was different than the reality, but the idea of the very small classes and a close, an intimate relationship with your professor is the main reason, and the idea that it was a new school and a very small student body; a small student to faculty ratio is what I really wanted.

Calciano: What were your first impressions when you came?

Fresco: My first impressions were all physical - like in terms of the trailer, or in terms of the campus. I came up here twice over the summer before I came as a student, and a... Impressions of what? Just the campus in general?

Calciano: The campus, the University. Anything. What struck you?

Fresco: I really can't say, I, I just, when I look back and try to remember my first impressions, I just think of the trailers and the dust and the mud, but those are all physical aspects. I remember, again looking back

and thinking of ... the professors and the kids are just a completely new experience; everything like impressed me, you know? Thinking of the professors, their idea of, well it was my understanding that the professors also came here wanting a relationship with the students, you know, and I can remember once with Mr. Willson when Rhodesia was erupting, there was a big ... nobody knew what was going on, you know, because the American press certainly wasn't telling us, and we just all got together and he's taught there, and it was just really a neat thing, and that was what Santa Cruz was, that kind of idea, just a very small thing. And when you had a question, you'd go in and talk to the professor who would know the answer -- that type of thing. Also, of course, Mr. Hitchcock stands out because I thought his class, his course, his year course, was just superb, just...

Calciano: He's one of the, as far as the students are concerned he's one of the stand-outs on the faculty?

Fresco: Oh yes, oh yes. I would say especially in the first year. Any success at all you could, of Cowell College, you would say it happened, that fifty percent was due directly to Mr. Hitchcock's course. It was just a fabulous course. He is just amazing. And of course you

were ready. You anticipated it because of the reputation he brought with him from UCLA. But everybody, everybody still talks about it, all sophomores talk about it, about the way he got up and lectured just, it was like a superman.

Calciano: Well I imagine that you've noticed a lot of changes over the two years.

Fresco: Yes.

Calciano: Any you would care to comment on?

Fresco: Well again the biggest one, and I imagine other changes that I notice are a result of this, but the biggest one is the change from the trailers up to the college. You know, like the first year we only had the Nat Sci building for classes, and the library was in downstairs Central Services, so now we're in dorms, which in some ways are better and some ways are not. It's a lot easier to live with one person than with four. You know there were four in one end and then eight in the whole trailer. But there are other problems in the dorms that we didn't have in the trailers.

Calciano: Like...

Fresco: Like a, like noise. I don't, there was a problem with

noise last year also, but this year the way the dorms are arranged, the actual construction around a quad, just all the noise inside echoes all over the place, so it's pretty lousy for studying, but ... and then of course, then all the sophomores, we almost had a possessive attitude, you know, being the pioneers; this was drilled into us the first. year, and it was our school and here we were, and then all of a sudden now this year there are a bunch of freshmen coming to our school, type of thing.

Calciano: (Laughter)

Fresco: And now I don't think that the people I know gave this impression to the freshmen, but I know a lot of freshmen got this impression, that the sophomores resented the new freshmen. I don't think that's it, but it was just, it was just completely new, you know. We went from a school where we knew everybody, you know from 600 people, now all of a sudden there were 1300, that's twice as many, and just a whole new class. I think just the entrance of the freshmen made a big difference in the way everybody related to everybody else, not only to the freshmen, but in the way the sophomores related to each other, more than at any other university where there's always a freshman

class coming in. But here where you were all freshmen the first year, and you knew almost everybody, if not by name, at least by sight, and now all of a sudden it's different. Now it's gradually getting to that point again where you can look and you know if they go here or not. But, and that's due also to the way the colleges are, just having Cowell and Stevenson separate.

Calciano: When you say, "We were all freshmen," or "We all knew each other," are you just leaving out the juniors that came, or are you...

Fresco: No I'm not. I'm, but the juniors, and there were like two sophomores, I think, because they had had some kind of crazy credits, and there were some juniors, and I don't know if there were any seniors or not, but I'm not leaving them out, but I'm just including them in the "we" and the "all" because they were essentially in the same situation. That's one, and two is I don't think there were enough juniors to make any substantial impact, to really have any effect.

Calciano: You started to mention the small colleges. Do you like the idea?

Fresco: Yes, yes. That's another thing that I could have mentioned in the beginning, but I wasn't that aware of

what was going on when I first applied, but now getting into the idea of supposedly combining all the advantages of a large university, like having a big library see, or having a good science research department, which you couldn't get with just a small private college, but at the same time having the advantages of a small college like Cowell. So almost all the students in Cowell do know each other. It's like going to school with 600 people. Um, well I'm thinking of something else; I'm thinking like our class is unique, our sophomore class, but I can get to that in a minute. But then, but also having the relationship, having a small student body and faculty so they get to know each other; but our class I think will be different than any other classes because our sophomores now when they were freshmen they also knew all the sophomores that are over at Stevenson now. So now there's sort of a bond between Cowell and Stevenson in our class, but I think that won't be so strong; it's getting weaker now, we can see, because I know that I had some close friends that went to Stevenson, and now I don't see them so much anymore simply because of the dining halls and the dorm set-up. You know, you just don't see them in passing, and

you gradually drift apart. But there still is a bond between the sophomores of Cowell and the sophomores of Stevenson that there isn't between the freshmen of Cowell and the freshmen of Stevenson because of what we were last year.

Calciano: Do you think that Cowell and Stevenson are different? Are there quite a few differences between the two colleges, or not?

Fresco: Yes, but you see the differences, I don't ... theoretically I don't think they're supposed to exist, but they're differences that you feel, that you can't really put your finger on. You like to point out the difference between the ... gee, that's really hard to explain. The student bodies you see, I would say yes, except then the next question is "How?" and... Well, essentially I don't know that there's any difference in the faculty, because I'm not close with their faculty; I don't know Charles Page. But, now what I'm about to say is an opinion almost without any basis, but I have a tendency to think that the people at Stevenson are more social, less studious, it's more of a fun-thing -- this I don't know. The popular image at Stevenson is the Jolly Room which is, which is the Jolly Room. (Laughter)

Calciano: But for the benefit of people 50 years from now, what is the Jolly Room?

Fresco: The Jolly Room is, it's just, it's a lounge, that's all, but the Jolly Room is something that you have to experience, that you can't explain. It's, it's, I really don't know how ...

Calciano: You're tantalizing me now. Come on! (Laughter) Is it a meeting place for the students, or...

Fresco: Yes, yes. People just go there and congregate and meet, but it's a very social thing as opposed, as opposed to our counterpart which would be the student lounge which is cold as compared to the Jolly Room. And it's not used as much; the Cowell lounge is not used as much as the Jolly Room; the Jolly Room is messy, and there's always people there and talking very, very social, you know. But if you go to the Cowell lounge, it's mostly people reading. It's just a quieter, it's more, I don't know how to describe it ...

Calciano: Is the Jolly Room the one with all the purple and red striped cushions and...

Fresco: Yes, wild furniture. It seems like the architecture of the University is getting better as the, as it goes on, because I think Stevenson has nicer architecture

and design than Cowell. And I think that Crown is even nicer than Stevenson -- Crown's really beautiful, paneled rooms and red carpeting and wooden chandeliers in the dining hall -- it's really cool. One thing, Cowell has a nicer dining hall. Stevenson's lighting is really institutional. Stevenson has very poor lighting, both in the dining hall and in the rooms. We have ... we have adequate lighting, but I hate the fluorescent lights. They're very functional, they're very practical, but they're very institutional.

Calciano: When Crown comes into being next year, will some of the present members of Stevenson and Cowell go over to it?

Fresco: Yes, very few. They're trying to discourage that; they don't want people transferring from college to college. It'll be very hard to get from Cowell into Stevenson next year, or from Stevenson, you know, to transfer from college to college. And it's my understanding, although I don't know for sure, that they want people to stay in Cowell and Stevenson. They want to just make a new class in Crown.

Calciano: You've never lived off campus at all. You've been a resident both years. Are you going to continue to be?

Fresco: No. I hope not anyway. Next year I want to live off.

Calciano: Why?

Fresco: For freedom, for... First of all I would just like to live off to see what it's like. And I don't like some of the regulations on campus -- one of them is noise. There's really, like there's a regulation against noise, except it's not enforced, and the dorms are really noisy. Also intervisitation, which is almost a cliché now, is a big issue. And that, while the argument has manifested itself in the form of an intervisitation fight, it's really a bigger thing in terms of the students being able to say, it's a question of student power or student freedom, and they're trying to restrict it, and it blossoms into a huge thing of... If we're supposed to be a community of scholars, and we're expected to act like adults in the academic spheres, but yet in the social life they want to regulate it very carefully. They're very worried about boys and girls mixing in their rooms, or men and women as it says on the bathroom doors, mixing in the rooms. And I don't know. It seems to me if it says men and women on the bathroom doors, that we're men and women and not boys and girls. We should be able to ... make our own choices.

Calciano: What other ... is that the main rule, that and the

noise, or are there other considerations?

Fresco: No, those are the two big gripes, and probably ... probably intervisitation, but not strictly just, you know, as I say, like intervisitation is like something I can focus on and say, "Yes, because they won't let me have girls in the room," but actually it's a question of limiting my personal freedoms which I don't think they have any business doing. You know, it's in loco parentis which is like The Administration, in capital letters or something. I don't know, but they feel that they are our parents away from home, and that attitude really stinks, I think.

Calciano: I wonder what the parents of all you students think of in loco parentis?

Fresco: I don't know what the parents think. I really don't. Mine would not agree with it, except the argument that is very popularly used, I don't know if it's legitimate or not -- "Well, you're a boy and that's different, but the girls' parents want to make sure that their girls are being safe," or being watched, or, well you know, they're eighteen and they're away at college, and they shouldn't be sent away to college...

Calciano: If they aren't going to govern themselves? Or am I putting words in your mouth?

Fresco: No, it's not that they're going to govern themselves, but I think if a parent feels that their child is old enough to go away to college, then they're old enough to go away to college, and it's not a half-way point. You either go away or you don't. You either insist that you still, have parental guidance and your parents give it to you and you stay at home, or you say, "Okay, we think we brought you up okay, and you can make your own decisions."

Calciano: Although I imagine a lot of parents would consider this four year period as a period of greater maturing and gaining your freedom...

Fresco: Yes, but then the question is when do we get our... When, is the question, you know, like college would seem like a reasonable place. If ... the rule applies to anybody that lives in the dorms, and we have seniors living in the dorms. Now a lot of the seniors are twenty-one. Now it really doesn't make too much sense to me that the seniors should be told who they can have in their room and who they can't, and exactly what they can do and what they can't.

Calciano: Well, we've led in nicely to my next question. You may

want to amplify though. Are there any other things about the University or the colleges or the faculty, or the classes that you are disappointed in or that you would like to see changes in ...

Fresco: Yes. (Laughter)

Calciano: Go ahead.

Fresco: Well, going back to what we were talking about before is the attitude of *in loco parentis*, but in a larger sense it's ... well "hypocritical" might be too strong, because I have friends on the faculty, but expecting us to act like adults in certain areas, and not assuming that we can act like adults in other areas. I think that's hypocritical. It's ... then another thing, which is an extension of this line of reasoning, if you want to call it reasoning, is a ... oh, I forgot what I was going to say ... I don't remember what I was going to say.

Calciano: Any other a... You know I've been reading in the college newspapers and whatnot and have gotten an idea of some of the problems that at least students editorialize about and write about; are any of them [referring to a list] particularly close to you? Any that you feel particularly strongly about?

Fresco: Yes, but on one hand, you know, I can't think of any, and then all of a sudden I think of a whole bunch, and really I go on and on and on. Well intervisitation, I can go down that list, except that I'd rather not be restricted to anything like that. I think of, okay intervisitation. I think of, well the World Civ sequence is a big gripe because, like as I said before, Hitchcock did such a tremendous job, I assume anything after that would be anticlimactic, you know, just anything would be downhill, but I thought the second year of Civ, the sophomore year of Civ, was really just a tragedy -- Mr. Smith's course was very good, but, and he had a very good reading list which is really an asset to his class, but the second two quarters were just really very poor; it's too bad that it had to happen. So it's like World Civ, a two-year course, is part of Cowell College -- they're almost synonymous. You can't say one without the other, and it's too bad that the second year was just so poor. And there are several specific things ... then there are some general things like the professors just not coming through in the classes; they're just not coming across, and there are so many students who feel this way you know, the vast majority. Now there was a time

when I was trying to do something with a bunch of other students, and we were going to write a letter or try to make constructive criticism. I've gone to talk to Page Smith about this; nothing ever came of it, although so many people feel that way only they say, "Well, I'm almost through." But it's this year's freshmen now who are going to have to go through that, and the answer is, "Well, it's the first time they taught a course like this -- you have to give them time to learn how to lecture, and we don't want to discourage them," and things like that, but it's just really poor; it's really too bad. Also another thing is the reading lists were very, Mr. Smith's reading list was excellent, but the other reading lists were really poor, just...

Calciano: Dull, or not to the point?

Fresco: Yes, they were very dull, and they were ... well some of the books were interesting, but by and large it was not interesting, and it was in most cases it was Western authors talking about the areas that we were studying; we really didn't read that much by the, by Chinese, or Indians, or people from the Middle East themselves. And there are some great, some great stories if you ... but this you have to do for

yourself. And okay if you want to you can, you know, but there are some great stories written by people of the area about what they see, and they're even in the form of fiction, but you know, so what, that's okay. We're reading very, very factual stuff with a lot of names and dates which is ... going back to Mr. Smith's example, there was fiction on that list, but it was really, you really got a zeitgeist; you knew what was going on at the particular time that that book was written. If the book was written about the 1800's, you got a feeling, even though it was fiction, you know. You didn't, but you knew what was going on; you had a feeling of history. You had a feeling. It was right there and you were surrounded by it and wrapped in and out and all through it. And this is very similar to the way Hitchcock lectured.

Calciano: Yes, fiction can be useful.

Fresco: It was very good for actually understanding the period, but for the second two quarters it hasn't been that. It's been, it's been very factual, very you know ... these are the important things type of reading; very objective writing about the areas we've been studying about, by Western authors which is, well if that's what you want, if you want to do a report, okay

that's fine, but in terms of feeling the history, of making it alive, of making it something that's right there, it's really going, and it's not working out. What else was on that [pointing to list] that might help me?

Calciano: Well a ... student government, a ... Checkpoint Charley, the draft and Viet Nam, marijuana, transportation down to town, the pass-fail system...

Fresco: I could comment on all of those; some of them favorably and some not. All right. Checkpoint Charley in spite of the incident I think is a good thing. They handled it poorly, they handled it very poorly, that particular incident that I assume other people have referred to.

Calciano: Not too many people have been talking to me about marijuana, and in the earlier interviews I did very little leading; I didn't even show my list of things I'd read about and so forth, but if you want to comment on it, go ahead. A couple people have mentioned...

Fresco: All right, well ... well one, in relation to Checkpoint Charley is the security office on campus who I really think are doing a tremendous job; I

really admire them, the way they're handling it, their attitude, and I think it's really their sincere attitude is that "We're here to help you," and "If you have trouble, we'll help you," and I know like last year, if somebody was staggering around drunk in the trailer area, they would take him to their trailer. That attitude is so unique, because, well I don't know whether I'm quote "going through a stage" or something where I don't like authority, but the cops in L.A. I really don't like. Just their attitudes, you know. And first of all I think it takes a certain mentality to be a cop, but I don't think I'll go into that right now, but I don't think highly of them, but these guys are so unique. And I've talked with them this year and last year about ... they really don't want to make trouble; they really want to ... this is last year mostly. Now in view of what I'm saying, I don't know how you would reconcile something like what took place at Checkpoint Charley where evidently the cop was a real bastard; he was really very rude and disrespectful which... I think people should respect each other in that, you know, because he's a cop and we're only students doesn't mean that he should act the way he did. But as I say, I feel that that was an

isolated incident. By and large I just think they're, I have the highest regard for the security officers. There's one guy here that everybody jokes about, and the joke is that he's a young cop with dark hair (I don't know his name, and that's probably better) (laughter), but the standard joke is the reason that he's so funny is because he thinks he's a cop! You know? And if he drives by and he sees you and you have long hair, he almost feels that he has to glare at you; that's the impression I got. He glares; all the others wave, you know, so it's a, very good relationship, but this one guy thinks he's a cop so you tolerate him and you let him have his fun. This is just the way you treat him. So that's okay. As for drugs, that's a very interesting situation. Recently, I don't know if you know that the letter came out...

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Calciano: Yes I saw that.

Fresco: I thought it was a very good letter for what he was trying to do, being very careful not to take a

* Ed. Note: On April 28, 1967, Provosts Page Smith and Charles Page sent a letter to Cowell and Stevenson students stating the laws governing the use of marijuana and the fact that the campus could not be "a protected sanctuary for activity that is against State and Federal law."

position on whether it's good or bad, and okay, that's fine, and, but this is the law, and we are bound by it -- which I agree, but one problem is that a lot of people felt by writing such a letter that he was in effect taking a stand and saying you better watch it. The only thing in the letter that I objected to, not objected to, but questioned, was where he was saying that smoking marijuana leads to an underground; it leads to a ... a break between the faculty and administration on one hand, and the students on the other. There's something secret going on; there's something, it's again the attitude of in loco parentis. It's, the attitude is you're doing something that we don't know about, and that you don't want us to know, and it's creating an underground. Well, that's true except they're doing things that we don't know about, you know, and "Yes, you're right," (laughter) is all I can say. But he said it's undermining the mutual confidence and respect that the faculty and the administration has on one hand and the students have on the other hand for each other, except my answer would be, "Well so is the intervisitation thing, "because when you reduce the whole inter... See there are so many valid arguments for intervisitation,

but again and again and again, every time you try and talk to them, the argument is reduced to one of sex in the rooms. And I think by reducing the argument to sex, that is destroying mutual trust and confidence, because I resent them reducing the argument to sex because it's so much broader than that, and there are so many valid reasons, but that's what they're worried about. They're not concerned with the others, and if there's going to be sex in the rooms then they don't want it. But again that's something else. What else was on there?

Calciano: Well you don't need to feel obligated to comment on everything. As I say, with most of the students I just said, "Do you have any comments about things that bother you?" or, but I was just a ... student government, graduation doesn't affect you much, transportation down to town, pass-fail...

Fresco: Pass-fail, I don't know that I can really comment on it much. It's just that I think it's really great. And that going along with quote "the Santa Cruz ideal," whatever that is, it's like okay, so we have a pass or a fail, but because the classes are supposedly small you get to know your professor, and along with the

pass or fail goes a comment, a written evaluation which is actually much more accurate than a grade, and in that sense I think pass ... and if pass-fail is run that way, as that's my impression it's the way it should be, or the way it supposedly is run, that's so much superior to the grading system, I think. And that's really all I can say about that.

Calciano: You aren't at all worried about the business of admission to grad... Well now wait, you're in biology. Don't you get grades?

Fresco: A, no. Well I don't get any now, in my lower division. My upper division, my upper division courses I'll get graded only in the classes of my major, so that's just one small segment. First of all I don't know if I'm staying in biology, but that's incidental. Transportation into town is also an interesting thing. That's a big gripe in that ... and this is another thing that I don't understand in terms of discouraging cars and saying, "No, we don't want them; we want a residential college," but, and I don't know if I should say any names or anything like that, but whoever is discouraging cars is either not realizing or is just ignoring that right now for the first five years there really isn't anything, and you really do

need a car to get into town. If you want to shop it becomes a major expedition to go into town to try to get something to eat, you know, or whatever you want to do, if you want to buy something. Now I don't have any trouble because I hitchhike and I enjoy it; I never take the bus. They're having a big fight with the buses, trying to get more buses or less buses or cheaper buses or free buses or whatever. But I always hitchhike; it's much faster than waiting for the bus and trying to figure out a schedule around the bus; that way I can go when I want to go, and it's not too much of a problem. One interesting thing in terms of transportation into town which, well, then taking into account discouraging cars is the dating situation. Now it doesn't bother me that much, I, the interesting thing though that it does... Oh, I really don't think I should go into it because it's so involved; it's...

Calciano: Well, you're free to...

Fresco: No, it's just in terms like ... if I went on a date if I was at UCLA or Berkeley or something like that, if I went on a date I would -- let's say arbitrarily a six-hour date -- well I'd go and get the girl and then spend an hour going wherever I was going, and we'd

spend four hours there, let's say, like at a movie or whatever, and then an hour going back -- get something to eat and go back. And it would be non-think thing; it would be almost a passive relaxation type thing. But at Santa Cruz if I go on a date, well first of all, there's no place I can go except Santa Cruz, because San Fran... it's too much of a hassle trying to arrange a double date; or maybe it's just not worth it to me, I don't know. But... Well in Santa Cruz there isn't that much to do; there really isn't, but that will change when the university gets bigger, but what I've done a couple of times is hitch down there, hitch on a date, which is sort of interesting.

Calciano: Hitch on a date!

Fresco: Yes. It's...

Calciano: It works?

Fresco: Yes. It's sort of fun, and we play pool or something like that, which is really completely new to me too. But usually what you would do is you would take a walk like for six hours or whatever or for four hours, or you would sit and talk, but it would be an intellectual exercise along with, although it's a date, you know, and you're with her, with a girl, and

... so the difference being between Santa Cruz and UCLA is it's a think-thing, it's really ... you're always going, you're always thinking, you're always intellectualizing, you know. Sometimes you let off, but that's really way off the beam.

Calciano: That's an interesting point; I had not thought of it before.

Fresco: There are two other things on that list that are sort of interesting. One is the draft and Viet Nam, which... I was active for a while in a committee that ... we were trying to draft a letter from the Santa Cruz community to whoever was supposed to be revising the draft laws.

Calciano: Santa Cruz college community, you mean?

Fresco: Yes. And a ... there were all factions on ... on this. People wanted, say ... "Okay, it's okay; the draft laws are okay," and some... Then there were all sorts of variations. One said, "We should have student deferments even though we're only pass-fail" (because there's been several hassles with pass-fail because the draft boards want a grade average). I wanted to say that the whole system is lousy, and we don't recognize your right to even classify us, and, but I

wanted to have a letter like that from the Santa Cruz community, but not enough, you can't send a letter (Santa Cruz college community), but you can't send a letter like that claiming it's representative, you know. There aren't enough people to do that. All you can do is send it as an individual. But it's a very big deal. In other words I don't think that the stand that the school, now I know the school has fought in favor of the students when there has, when something has come up to the draft board, but I would like to see a very, very strong anti-draft, anti-war statement come out of the school, but there aren't enough people.

Calciano: When you say there aren't enough people... I get the feeling though, that this is a very important subject of conversation among the fellows in...

Fresco: Right, right.

Calciano: ... although they may not be allowed to do anything. Am I right that there are...

Fresco: Yes. It's a big, big topic of conversation. Everybody is always talking, and talking about it, and by and large the huge majority is against the war in Viet Nam since when you say "draft" that's immediately what you think of. But in a larger sense than the war in Viet

Nam you can talk about just the draft, and most people feel it's wrong. Now there's some difference of opinion whether they feel obligations to the, to your country, you know. Now some people say when there was the proposal suggested that we would serve in the Peace Corps but not in the army, but then the argument comes up that, "Well I don't even recognize that I owe ... I resent the idea that I owe this country two years of my life." You know, there's that argument, and there's the argument that just says, "Well, I don't want to destroy; I want to build" like Peace Corps or Vista.

Calciano: Well this "I don't owe my country anything" -- this is what per, can you put a percentage of students...

Fresco: No I can't put a percentage. I don't know that that's...

Calciano: Small, large, or can't you be quantitative about it?

Fresco: No, I really can't be quantitative about it. I can't.

Calciano: This is one of the ... one of the reasons I wanted, that I was hoping some of these topics would come up in these interviews, because one can, as a historian I know that one can get a distorted view of an age or of a group by reading just what has been printed in, well in this case the school newspapers, or what hit the

headlines in the local press, because a lot of times there are an awful lot of people that are thinking, but they aren't actually writing letters or doing, and it's been interesting to me to get a cross section of opinions from what I hope is a fairly representative cross section of the students.

Fresco: Yes, there's a good number, except that I really couldn't be quantitative at all about how many. It's not that I don't owe my country anything, it's not, that's the way you put it, and that's not the way it is. It's that I want to serve my country, but if serving my country contradicts humanity, then forget it, you know, because then that's wrong:

Calciano: Well, but you say that when the Peace Corps thing came up there were some people who denied even that...

Fresco: Yes, but it's the idea of being told "You will either go into the army or you will go into the Peace Corps. Whether you want to or not you're going to do one of those two things." Well screw, I don't want you to tell me what I'm going to do. I want to be constructive in the broadest sense of the word in terms of helping humanity; I want to be constructive in my own way, and if I choose to go into the Peace Corps, that's one thing, but if you tell me I have to

or else I'll have to carry a gun ... I don't recognize anybody's right to tell me that -- is the attitude.

Calciano: Well...

Fresco: Student government is also an interesting thing because I've been very involved in it, and it's like my attitude has gone from one extreme, well not from one extreme, but from one point to the opposite point, and now it's gradually falling back into the other point, and it originally started, because all through high school I felt this, that student government was a complete farce -- really sort of worthless, and then I got very involved here. Now my attitude changing may have been because I was involved, but I got involved because I thought there was a potential, because Santa Cruz would be so different than high school, but, or maybe, or maybe the change might ... so then my attitude became, "Hey, it's a good thing, and we're getting things done." But now I'm sort of slipping back into the other way, and the, I don't know how to account for my change other than the fact that I can just say that this has been probably my first experience of really trying to get anything done working through a bureaucracy, and it's ridiculous. (Laughter) You don't get anything done, and things go

back and forth from committee to committee, and they get lost on desks, and it's damn hard to get anything done, to get the littlest thing done, and then, then there are personality problems with individuals who like to hear themselves talk or will contradict you if you say black, he'll say white -- that type of thing, and it's just really a mess. So I really...

Calciano: You're disenchanted then?

Fresco: Yes. I am disenchanted, and I just, you know, want to say, "Well chuck the whole thing." It's just ... it makes a little bit of difference. I say I'm working so hard and I'm getting so little done, in terms of what I consider constructive, it's all how you look at it you know. I say this is a good thing; I think we should do this, that is student government should do this, and then there's so many hassles and so many problems -- things that I consider unnecessary, simply because of the way I look at the situation, but somebody else evidently considers necessary, so I just want to say, "Oh chuck it; it's just not worth all this hassle." And the only thing is that I think that maybe if I wasn't there this other person would be in charge, and that would really be terrible. In other

words you just have to be, it's almost like you have to be in student government to keep the status quo, which is ... as opposed to slipping back.

Calciano: Is this what you mean when you say Chairman of the Cowell Advisory Committee?

Fresco: Yes, yes.

Calciano: What does Chairman of the Financial Committee mean?

Fresco: A, nothing yet. (Laughter)

Calciano: (Laughter) Now that's a classic question and answer.

Fresco: Yes. Nothing yet, and probably less in the future.

(Laughter)

Calciano: Well what is it supposed to mean?

Fresco: Financial Committee is, this is the whole thing of student government is like we didn't have a student government this year because, and an official constitution, because the constitution wasn't ratified, so we have this Advisory Committee that was sort of doing everything the student government ... you know, it took over all the duties, and next year the constitution goes into, well the constitution is in effect now, or I don't think anybody knows actually. I certainly don't. (Laughter) And nobody understands the constitution except Gerry Stokes, but

that's incidental also. That's because he wrote it, but... Oh, so the Advisory Committee was doing everything essentially, but now these different committees have been picked -- a Rules, Interpretation, and Procedure Committee which is interpreting the constitution (laughter) which you really need somebody for if you're going to try to figure it out, and then the Financial Committee is supposed to just handle financial aspects of the Cowell Assembly. When we pay our, there's a student union fee it's called, eight dollars a quarter, so it amounts to something like \$14,000 a year for Cowell, and, but this is not big university money, this is just our money, and we decide what to do with it. So this year the Advisory Committee decided what to do with it; next year the Financial Committee will not decide, in all the things, but there'll be, people will say, "We want a dance." There's a College Affairs Committee who'll say, "We want a dance," so we say, "Okay, here's your money for this," or culture breaks that money comes out of our student union fees. So that's how we handle that. But... What were you going to say?

Calciano: Oh I was going to ... well finish out if you have

something...

Fresco: I was going to say, I was going to give an example about trying to work with a bureaucracy, trying to get something done, which is just so aggravating. And this happens, you know, in going through channels, and the whole bit. We decided, you know the terrace outside the dining hall? We decided it would be really nice if we had furniture, outdoor furniture when the weather is nice because that would be such an advantage to having a terrace it's just so nice. So we went about it, and I talked to people down at the Carriage House, architects down there, and Lou Lang who was so cooperative and so helpful you know, and we sort of decided what we wanted, how many. It was a very involved thing because we were spending a lot of money, so we wanted to get the right kind of chair and the right-sized table, and the right number. You know all of this you have to go through, all these little things. Whereas it seemed so simple to decide we need furniture -- it's obviously a good thing to have it outside, but oh to get it; it's such a hassle.

Calciano: Have you been successful?

Fresco: Well so anyway, we worked through this whole thing, and we finally get a chair, and I think Lou Lang

designed it, and it's really neat, and meanwhile time is going on; weeks are passing, and I'm calling down there, and they're calling back. Finally they come and they don't like any of our proposals. The architects don't like any of our proposals, and they don't like the chair that Lou Lang designed, which is really the best of all. What they did is they got a bunch of samples, and among them was the chair that we worked on together, myself and Lou Lang, and... So we all went down there, the committee, the Advisory Committee, and it was so obvious that that was the best chair, and they were so begrudging when they said, "All right, we'll get that chair because that's what you want." The architects just said, "It's against our better judgment," -- that type of attitude. And it took so long to get anything done, so finally, I just called about two days ago, and we're getting the chairs at the end of the year, so it's wasted, all the weather, and...

Calciano: All the lovely weather.

Fresco: Yes. But we began on that like second quarter, you know, so it's been six months. Six months, something everybody wanted, and there's just... Well, this

particular hang-up was with the architects, who I gather don't like me now (laughter) because I had to go fight with them, and I'm afraid we insulted them, but that's too bad because we're sitting in it, and it's our chairs.

Calciano: (Laughter)

Fresco: They feel, well hey, you know, they feel that they're designing the college, and if it's a poor chair it reflects poorly on them, but too bad. (Laughter) Too bad baby, that's the way it goes you know.

Calciano: As almost a counter-balance to my question about anything you'd like to see changes in, I'd like to ask what do you think are the best things here? The things that are really good? Now you've answered some of them already. Are there any others that...

Fresco: Well I would again say, I would again say, talking about the academics field first of all, let's say the small classes, of which there aren't enough, but I think there are more than you have at other universities. I think those are really ideal. Right now we only have one out of three. I have a small seminar which is under the direction of Page Smith, but it's just students talking about their subject,

and that is really like you say Santa Cruz at its best, at its ideal. That is just, that is what Santa Cruz should be in my opinion; it's just such a groovy thing. That's probably the class I'm learning the most too, because how do I know what I mean unless I hear myself say it, you know? And you're talking, and you're listening, and we have a, it's a good group of kids, so it's real; that's where it really worked out well. So I'd like to see more of those.. And then you think of the campus, and you know in fifteen minutes you can really be lost in the woods, and I think that is really a gas -- just freaking out in the woods, just taking walks -- it's just, you know, you really get lost somewhere, out in a meadow, out in the woods, and say, "Wow, I'm on the campus of the University of California." [Unintelligible] "No, no!" But I like it.

Calciano: You declared your major here as biology, but you said you aren't sure...

Fresco: Yes, I don't know if I'm going to stick with biology because I'm such a lousy student. (Laughter)

Calciano: Well why did you pick it?

Fresco: A, I don't know. Well I know except a ... I don't know, more and more, like right now I'm in world lit in class, it's, it's, I'm in Shakespeare, but at the

same time that Shakespeare meets there's another class, a psychology class that meets, so I've been going to that lately because I'm leaning more and more that way; I've had another psychology class, last year I had one, and ... that field really fascinates me.

Calciano: Psychology.

Fresco: Yes. So I might change my major; I don't know. I just don't know.

Calciano: Have you had much work in the biology department?

Fresco: Yes, see like I do okay in biology, in the life sciences, but for a biology major... See if I took a psychology major I could still take biology courses but for ... if I were to take a biology major, I need chemistry and physics, and I really stink in chemistry and physics, so I don't think I could make it in a biology major, you know.

Calciano: Now as a sophomore this question may not have much point, but I wonder if you have any long-range plans?

Fresco: Yes. First of all I plan to try and graduate.

(Laughter)

Calciano: From Santa Cruz?

Fresco: Yes, as of now I really, you know, people say if you don't like it there and if these and those problems,

try somewhere else. But my answer is I can't think of any other place I'd rather be unhappy at, you know? It's, yes, I see myself graduating from Santa Cruz.

Calciano: Then what?

Fresco: And then, well theoretically I see med school, and then ... well, I want to be a doctor. (Laughter) And, well I've got to see if I can get into med school without a biology major. I can, but I just need certain requirements. So I'd like to fill those requirements and then, so for the immediate future I see two more years at Santa Cruz, and then four years at med school.

Calciano: Any other comments you want to make on anything?

Fresco: No. I really speak better, or I could enlighten you more, or whoever I'm enlightening, if I could answer questions, because it's really hard to organize your thoughts and say, "Well this is, these are things I'm thinking," you know? Like oh where do you start. But like once you showed me that list, then I could start and say, "Well this is what I think about that, and this is what I think about that." It helps me to talk if you ask the questions, if you have any other things.

Calciano: No, I don't have any others. I've covered most of the ones, I've covered all of them, but ... well, thank you.

Fresco: Okay, you're very welcome.

Name: *Susan Mae Petrik*
Date of Birth: *8-17-45*
Place of Birth: *San Francisco, California*
Home Residence: *219 Farley Drive, Aptos*
High School: *Watsonville Joint Union*
Colleges Attended: *Cabrillo J. C., U.C.S.C.*
UCSC College: *Cowell*
Class of: *1967*
Resident or Commuter: *Commuter*
Married: *No*
Major area of study: *Mathematics*
Other fields of academic interest: *English*
Activities and offices held: *None*

Calciano: Why did you choose to go to UCSC?

Petrik: The main reason was financial difficulties; that's why I decided UCSC would be best because I could live at home and go to school here. And then I wanted to be in the first graduating class, too.

Calciano: You only live eight miles...

Petrik: It's about twelve miles actually.

Calciano: That's right. I live in Aptos, too. I should know the distance from Aptos to Santa Cruz. (Laughter) Yes, it's twelve miles. So you commuted both years?

Petrik: Yes.

Calciano: What did you expect to find here?

Petrik: Oh, you mean as far as the studying part goes?

Calciano: As far as anything. What did you think UCSC would be?

Petrik: Well I really had no, I had' no thoughts about what would ... what expectations there would be. I just, I wanted to go to school; this school was close; I didn't really have any expectations.

Calciano: And you never considered any other school like San Jose...

Petrik: San Jose State, I considered that, but I'd rather, you

know, I'd rather go to a university than a state college.

Calciano: What were your first impressions then when you did come up on campus?

Petrik: Well, the scenery and everything of that type was just fantastic; I couldn't believe it because I'd never been up here before school started.

Calciano: Oh really?

Petrik: So that part was just really unbelievable, and then a, of course the trailers. I kind of envied some of the students who were living in the trailers -- that seemed like it would be kind of fun. And the long walks up to Natural Sciences the first year -- that wasn't so much fun -- I dreaded that every morning, especially on the rainy days. But all in all I was quite pleased.

Calciano: Have you noticed changes in the University in the two years?

Petrik: Yes. I think the first year I was here, at least in the math department, I felt everything was very disorganized, and I think that everything is much, much better organized now. I think there's a definite plan that's being developed so the students when they come in, especially as a junior transfer, their

program is mapped out better. And I think, I haven't noticed too much of a change in the other kids that go here, everybody's about the same. But I think primarily the organization is the biggest improvement that's been made.

Calciano: Did this lack of organization create any problems for you?

Petrik: Yes it did because I was, I was forced to take courses that I wasn't ready to. take. And also I wanted to take lower division courses, and even if I had taken the lower division courses that were offered, they wouldn't have prepared me for the upper division courses that were being offered last year.

Calciano: Hmm. What a, what ... can you be more specific?

Petrik: Well I took an analysis course in math which was, the only prerequisite was calculus, and since then they've, since our first class that took it, there were so many problems that they have now instituted an advanced calculus course to take, and they don't even offer analysis this year, so that any of the juniors from last year, well I guess there weren't too many juniors, but the sophomores, they couldn't take the course because it won't be offered until next year. That was the main thing. But they weren't offering,

the only other upper division course they had was statistics, which I took, and I did have the prerequisites for that and didn't have any problems, and I think, that was the only thing we had, upper division, last year, just statistics and analysis, that I can remember...

Calciano: Is the math department quite small?

Petrik: Yes. There's three graduating seniors, and I don't know about the other members yet, the other classes. There's not very many of us.

Calciano: How many faculty is there for...

Petrik: Oh let's see. Dr. Youngs, Mr. Landesman, Mr. Kelley, Mr. Morris, Mr. Sylvan, Mr. Chrislock, Mrs. Wu, Mr. Larsen. Eight.

Calciano: That's a pretty good faculty to student ratio.

(Laughter) Did, do you, I know in some of the liberal arts there are some chances for independent study or...

Petrik: Yes, I took two independent study courses from Mr. Sylvan. (Did I name him on the list? Yes, I guess I did). And, this was advanced calculus, and a statistics course, and I took the advanced calculus as a remedial type thing because I'd had so much trouble

with the analysis, so I kind of. backtracked.

Calciano: What do you think of the math department?

Petrik: Well...

Calciano: Are you happy that you are in math?

Petrik: Yes, I wouldn't be in anything else, but I think other than, this last year's been great. I haven't, I've had some problems you know -- it's not easy, but everything has been much, much more organized and the instructors, I've been happier with my instructors this quarter, and this whole past year in fact. They seem to take more time, more interested in what we're doing.

Calciano: Well to come back again to the University as a whole, how do you like the small college idea? Does it affect you much being a commuter, or not?

Petrik: No I don't think it does, really, because I'm just here, you know, in time for classes, and this type of thing, and I come out for the college dinners on Thursday night which I, I enjoyed that very much, but I don't really, I don't know an awful lot of people here. But I imagine the kids, the people that I've talked to that do live on campus, you know, in the colleges, they seem real happy. It's not like just

being a little cog in a big wheel. You really are somebody.

Calciano: Do, when you say you don't know too many people here, is this because your major keeps you from meeting too many or... Well commuting is the...

Petrik: Yes, that's the problem. And then there aren't really the people in math, that are majoring in math, there's so few of them you see the same ones in your classes. I've taken a couple of psych courses and English courses the classes were much bigger and I got to know some kids that way, but then I'm not out here too much. I don't know; it's partially my own fault, but I'm working part-time too, so I don't have the time to just stay out here.

Calciano: Well you are in Cowell; I guess you had a chance to choose whether you wanted to be Cowell or Stevenson this year?

Petrik: Yes, I did.

Calciano: Why did you choose to remain in Cowell?

Petrik: Well I thought that since I came in as a Cowell student, and that this would be part of the first graduating class, I'd just like to stay with Cowell, and then in the math department it really didn't make any difference because you had, you could take courses

from either one. Well you can do that in all the subjects, but, like my advisor, I had a new advisor this year, but I could have kept the old one if I had wanted to, so it really wouldn't make much difference.

Calciano: Is there anything about the University, or the colleges, or the faculty, or the classes, that you have been disappointed in or that you might like to see changes or modifications in?

Petrik: (Long pause) I think that ... again in the math department, the change that was made from last year to this year was such a big improvement, and that was the main problem. I felt real uneasy when I went to classes, because I felt as if I wasn't I don't know if it was because it was just me, that I was unprepared, or if going to a junior college first and then coming here, maybe if I had started four years ago in a university, college, then I wouldn't have found the problem, you know, the changeover. I just felt as if everything was being thrown at me all at one time, and I had, I had seen all this stuff in the math before, but I hadn't had a chance to work with it and perfect it. And here you're supposed to be able to derive things and prove formulas and things like this, and I could hardly understand the mechanics behind it, let

alone the theoretical. So I think changing the programs so that you're eased into this type of a math course is much, much better. Other than that, that was the biggest disappointment was to find that I was so ill-prepared for what they expected me to do here.

Calciano: Did the other math majors have some of the same feelings, or were they better prepared?

Petrik: Yes. Well they were, it seemed like in the math department you went from one extreme to the other. You had your really bright students, and then you had your just kind of average, and the majority of the (laughter) majority -- there were about, I think there's, we started out with six or seven math majors, and about three of them were real prepared, you know, and they had everything down pat, and they had no complaint, and then the other three or four of us who were kind of disappointed, you know, and a couple of them dropped out of the math department.

Calciano: So how many are now graduating?

Petrik: Three.

Calciano: Three out of seven.

Petrik: I think there were seven, maybe ten, but it was very few.

Calciano: And all juniors?

Petrik: Juniors, yes.

Calciano: So if they'd all stuck with it you'd have about ten, graduating in math?

Petrik: I think it was about ten.

Calciano: And what are some of the best things here from your point of view?

Petrik: I think the facilities for studying, that's about the best thing -- you have a big library here, then the Cowell Library, and the off-campus lounge where you can study, and you can study in Stevenson college, the classrooms are open, you can study in them. I think that's probably the biggest thing. And all the reference material.

Calciano: Umm, you're living at home with your parents?

Petrik: Yes.

Calciano: You have brothers and sisters?

Petrik: Yes.

Calciano: (Laughter) This is why you like the quiet?

Petrik: That's for sure.

Calciano: Had you decided on your major, apparently, before you

came here?

Petrik: Yes.

Calciano: Why did you decide on math?

Petrik: I decided that in about the eighth grade. I just liked it -- it offered a challenge, and yet I could meet that challenge. And it was rewarding when I'd solve a problem. I just liked it -- it was fun, until last year, and then it was terrible (laughter), but it was too late to change then. I didn't feel as if I should change my major after that length of time. And now I'm happy again so...

Calciano: Well you apparently haven't had the, oh, I wanted to ask you, what do you work at, what part-time...

Petrik: Oh, I have three part-time jobs really. I work at the Watsonville Hospital as a PBX operator and general receptionist, and then I work at Cabrillo College as a key-punch operator, and then I help the lady who's actually in charge of the key punch. She needs a lot of coding done, so I do her coding. And then I'm typing a book for two of the instructors who teach out at Cabrillo.

Calciano: Good heavens. (Laughter) Well now, with all your work you haven't had too much time to get involved with the

college. You say you've come out for college night.

Petrik: Yes, I do. I did all last, well the first two quarters of this year I did, every Thursday night I came out. This quarter I haven't at all because I've been working at the hospital. There at first I was just working every other weekend, but then they needed more help so I gave them an extra night.

Calciano: Well you're just about putting yourself through with all your work, aren't you?'

Petrik: Yes.

Calciano: Do you think the university is set up so that if a commuter student wants to be part of the campus community they can, more than you've had time to be, or...

Petrik: Yes, I think so. Because I know of, well I know of two or three who live here in Santa Cruz that live at home, and they're always doing things up here, and they're right in, you know, with the crowd. I think it's, it's mostly my own fault.

Calciano: Well I shouldn't say fault; it's just your own circumstances...

Petrik: Right.

Calciano: What are your plans now that you're nearing grad-

uation?

Petrik: Well, I've been accepted to San Jose State for, to earn my teaching credential.

Calciano: Oh?

Petrik: In math. For secondary level.

Calciano: You, want to be a high school teacher?

Petrik: Right.

Calciano: Was this your goal when you started out?

Petrik: Yes. Then for a while, when I was going to Cabrillo, I thought I'd like to go into some sort of statistical analysis or something like this, but then I changed back to high school teaching.

Calciano: Why?

Petrik: Oh, I just, I felt that if I went into statistics I'd have to go to a big city, [unintelligible] oh, you know, there's not so much need in, like in Santa Cruz County they don't, statisticians aren't in demand, you might say, but you go to San Francisco or back East, Chicago, someplace like that, whereas schoolteachers can always find a job. I don't think I'd like to live in a big city. I thought it was more security in teaching; not as much money.

Calciano: Do you like the pass-fail system?

Petrik: No. I don't think there's any advantage to it because, well, if you're an A or B student it's a disadvantage because you're not singled out, you're not recognized, you know, except well, a teacher could give you a good evaluation, but still it's not the same. And then a C student or a D student, I don't know, last year they had, D students were passing, and I think they changed it this year to D students would be failing, but then the C student, I mean he's just normal, he's right in with the crowd, he's evaluated as an A or B student, and the D student is moved up, and I don't think this is right. I'm not really affected too much by pass-fail because in math, upper division, we have grades. And then I'm taking, well my English courses were pass-fail, and my psych course was pass-fail.

[Unintelligible] It gives you a chance to kind of slough off a bit, which you know if you were working for a grade you wouldn't do that.

Calciano: You mentioned the English courses and psych. Have you, does majoring in math give you an opportunity to still take a fair number of courses outside your discipline?

Petrik: I've taken, I take two math courses each quarter and then the third one's open, so I've picked up psych,

English, logic. I haven't taken any history courses, but I'd have, see I'd have one each quarter, that would be six I've taken.

Calciano: Well, do you have any comments, any more comments on anything we've touched on, or anything we happen not to have touched on?

Petrik: No, not particularly.

Calciano: Well thank you, Susan.

Name: CHRISTINA FORBES

Date of Birth: 19 SEPT 1943

Place of Birth: SCHENECTADY, NEW YORK

Home Residence: 346 HIGH SANTA CRUZ

High School: SANTA CRUZ HIGH SCHOOL

Colleges Attended: UC BERKELEY, U. OF GRENOBLE,
FRANCE, MONTEREY INSTITUTE OF FOREIGN

UCSC College: STUDIES
- STEVENSON

Class of: 1967

Resident or Commuter: COMMUTER

Married: NO

Major area of study: FRENCH LIT.

Other fields of academic interest: PHILOSOPHY,
PSYCHOLOGY, SOCIOLOGY

Activities and offices held: - TREASURER,
STEVENSON OFF-CAMPUS STUDENTS.

CHRISTINA FORBES May 25, 1967 10:05 a.m.

Calciano: Why did you choose to come to UCSC?

Forbes: Well my grandmother lives in Santa Cruz and it was easier and more economically convenient to.

Calciano: You'd been at Riverside?

Forbes: Berkeley. Before I came I was at the Monterey Institute of Foreign Studies, and I wanted to transfer from there to a better school which of course was UCSC. Also the idea of the novelty of the experiment appealed to me in the educational sense.

Calciano: You'd been in Grenoble, too?

Forbes: Studying French there just right after I got out of high school.

Calciano: And then Berkeley was where you did your first two years?

Forbes: The first year at the University of Grenoble, the second year at Berkeley, third year at the Monterey Institute of Foreign Studies, and I spent the last two years here.

Calciano: Did you say Cologne or...

Forbes: Grenoble.

Calciano: Ah. I should have brought that information sheet down after all. Why did you transfer out of Berkeley?

Forbes: That would be a hard question. I was unable to do what I wanted to do at Berkeley at the time. It is a very large school and one can get lost very easily. I think I left with feelings of slightly being lost. I'm going back this summer though.

Calciano: Where is your home? You say your grandmother lives in Santa Cruz, but where was your childhood home?

Forbes: It would be easier to give a history. I was born in New York State; I lived on the East Coast till I was five, then my parents went to Europe and I spent four years there. Then my parents were separated and I came back to this country with my mother. We spent another four years living on a ranch in Northern California, up in the woods, and then she left in order to work for Adlai Stevenson when he ran for president and came down to the city. So we came down and shortly afterwards we moved to Santa Cruz so I went to high school here and then left here and went, voyaged variously around and then came back since my grandmother lives here. It's convenient and saves money.

Calciano: The money was one of the prime considerations I

gather?

Forbes: Yes.

Calciano: What did you expect to find at UCSC?

Forbes: Well it's hard to know. The possibility to work in the time of the now. In other words, it was, everything wasn't already developed. The ideas that I seem to understand that the concept of this place was grounded in allowed for a great deal of freedom of possibilities to develop things so that there was not a... In other words a non-structured, non-institutionalized kind of situation where you could work out new possibilities that might be necessary or might be desirable or interesting. Although I say that today. It's hard to know what I thought then, two years ago, when I applied. I mean it was new and the catalogue said all sorts of marvelous things. I was attracted to this kind of thing. An interesting new experiment.

Calciano: Do you remember your first impressions of the campus?

The first few days...

Forbes: I think I, in my own terms I felt ... well, I spent the summer running around, and coming back to school is always sort of traumatic after running around in

the summertime, and so there was a shift then. I mean in terms of the school itself, I had a very vague sense of what it was all about. There were giant buildings in the middle of these forests. It sort of had this very mythological quality of man being able to, in the middle of nowhere, spring up Natural Sciences 3. [Unintelligible] It's fantastic.

Architecturally it sort of hits you. Also I'd been up in these woods a little bit before anything had come onto the campus, you know, so it seemed, well it was all changed. Man has this capacity just to alter, radically alter, something very quickly. As far as the school was, I'm sure I was probably as confused as the next as to what was going on; the professors as well. (Laughter) A madhouse.

Calciano: Have you noticed quite a lot of changes over the last two years?

Forbes: Well, it's grown. It was a very small place. A very sort of intimate feeling and clean feeling at the beginning. And now it seems to be speeding up and moving out into, reaching out, and the outside world is impinging; we have tourists all over the place. I'm sure they will be an accepted kind of phenomenon in the future. (Laughter) And it's speeding up; the tempo

is rising. There are many more activities going on; it's less of an isolated atmosphere. There's much greater awareness of the outside world here on the campus now than there was two years ago.

Calciano: Among the students?

Forbes: Among the students, among the faculty as well, and ... we all came with, I think, a sense of isolation before, and even though that still exists, so much effort is being put into bringing things from the outside in. And the outside is just coming in with its own accord now, plus with Reagan having just made his visit here, and the Regents. There's a greater sense of belonging and movement of what's going on today than there was last year. And the student body isn't quite as young as it was. It's grown. More of the age levels are represented.

Calciano: Do you like the small college idea as it's working out here?

Forbes: Well, it's one way of solving the problem of mass education today. And there has to be... Well, it's hard to say. Do I like the small college idea? It provides, I mean there's currents in modern planning where you have to... You have a large, large group of

people to deal with and then you can either deal with them all at once in a very large straightforward sort of sense like they do at Berkeley, or you can divide them up into small groups, smaller groups, and try and deal with them that way. And I think that it perhaps is leading towards a greater ... it's a better way of dealing ... I mean it gives the person a greater sense of belonging, or of doing something -- whether he knows what he's really belonging to is something else again -- but at least participating in a coherent group setting, then in that sense the small college is a very good idea [unintelligible]. It's tried to reinstate some kind of general sense of reasonable identity within a group.

Calciano: You're at Stevenson, aren't you? You apparently chose last year to leave Cowell and go to Stevenson?

Forbes: Well it was sort of a bureaucratic condition. I didn't directly choose it. It happened. I didn't make a concrete choice, though, to bump into offices and [unintelligible]. I dropped out the spring quarter of last year, and when I came back to rearrange coming back in the fall it seemed to already be taken care of.

Calciano: That you were in Stevenson. (Laughter) Do you notice

much difference between Cowell and Stevenson?

Forbes: Oh, there's considerable difference just in the atmosphere and kind of interests of the faculty and the students. Cowell is mature by one year and Stevenson still has the quality of being in its beginnings and is sort of more youthful, perhaps. Plus there's a less strong sense of coherent belonging and Cowell seems to have a ... the students there have been working on something for two years now, and especially with the sophomores there's a strong sense of identity with Cowell, whereas Stevenson is only one year old, and that's young.

Calciano: You mentioned you dropped out last spring. I don't want to pry; was there any reason that you'd care to...

Forbes: I was working at the Santa Cruz Montessori School as an assistant teacher, which was a job I had taken in February or March, and it competed too much with my schoolwork and it was more important to teach at the time than it was to study, so...

Calciano: Well now, will you graduate with your class, or...

Forbes: I will graduate in September, hopefully, depending on...

Calciano: Oh, you're going up to Berkeley?

Forbes: Yes, right, to complete some requirements that I've avoided so far. (Laughter)

Calciano: Do there seem to be a lot of requirements for graduating here?

Forbes: No more than anywhere else. I've just put off taking science and U.S. History for a long time and now I find that in order to get a degree you really ... the "Later, I'll take it later" has now come to be now. (Laughter) I'm facing my [unintelligible].

Calciano: ... facing reality! Is there anything about the university, or the colleges, or the faculty, or the classes that you are, let's say, disappointed in, or would like to see changes in?

Forbes: Oh, one can be ... there's no specific kind of thing. If one is, the college is run by a generation and a half or two generations, for the most part, older than I am. I have certain, not complaints but ... I mean each generation has to find the problems or has the problems laid on its shoulders of the last generation and the ones preceding it, and in a specific sense I see that there are a lot of things that need to be done that they don't seem to see, or are only dimly doing. I couldn't be very specific, but there's a

general sense, a ... and the world is in a terrible condition today, it seems to me. We're at war and nobody seems to even worry about it. Those who do, and our whole mechanism, and the world and the governmental ideas or organizational ideas are totally incapable of generating interest or coping with the difficulties. In this sense there's a... I mean even the vagueness of my possibility of answering this question is a reflection of the vagueness that persists all over, and it's just sort of a general difficulty that nobody is terribly aware of, and it's just sort of, it's hazy and exists over things. In a sociology class yesterday we were talking about how the nation in a recent poll ... everyone's worried about the economy and at the same time we're in danger of entering a third world war. And people are worried about the economy. (laughter) A very strong dichotomy here. The possibility of concrete awareness of problems is falling away so in that sense, I mean I can't be specific and say, "Yes, there is this problem and this problem and this problem that should be changed because it isn't really like that. There's a general sense of ease in our life today. We do what we want for the most part and nobody is starving around

here. Nobody's dying of terrible diseases and the general welfare of man is in fairly good shape. There do seem to be, however, very serious problems in that, in deeper areas, that need to be looked into. You know, you can't even point your finger at it directly ... I mean in specific terms, "Would you change..." each thing adapts itself to the necessity of its function.

Calciano: Well, in answering this type of questions some of the students will point to more concrete things like: It is hard to get down to Santa Cruz, or intervisitation, or pass-fail or...

Forbes: Well these seem to me to be small problems. It depends on if you hitchhike. I hitchhike up to campus every day. I live off campus. I hitchhike back home every day. If you want to get down to Santa Cruz, you can stick out your thumb or you borrow a car or...
Intervisitation, it seems to me, is a problem between two generations, maybe three generations. The Chancellor has certain strong notions about how a society should exist. Students have very strong notions about how they want to exist. They haven't felt the responsibilities of their actions yet. The Chancellor may be a little bit too stringent. The

students may be screaming a little bit too loudly, and it seems to me it's the same problem you find in the family. Mother and father, "Now dear, you have to be in at twelve." "Oh, Mother, I want to be in at one." You know, this kind of ... well, it will work itself out according to the pressures of what's going on. And the food, you know, you can't really complain about the food. It's fine.

Calciano: So you aren't really concerned about some of the things that loom large in the minds of...

Forbes: Well these seem to me problems of everyday existence that everyone always has. You have one or you have another, but it's always there. Those kinds of things. They come in the everyday part of life. And those aren't giant problems. That's why I point to the larger things. You know, I mean specifically in terms of whether an education here can help you see more clearly what the real problems of the times are; maybe this is a question that can't even be answered. Maybe this is a foolish question. You know you have individuals who see more clearly than others and then they point it out. And can an education help to, you know, give a sense of how to look at the world, and these are all very hazy kinds of things that are

intermediate, large points.

Calciano: What are some of the best things that you've found at Santa Cruz? Are there any reasons why you're particularly happy that you did go here?

Forbes: There's a marvelous group of people here who've come; there's an atmosphere of freedom and willingness to see the many possibilities. There's sort of a shared concern that we keep; I feel this, I felt this when the Regents came. You know, we wanted to let the Regents know that we were a good campus so that they... We didn't want... I mean the students, we, I thought, the Monday before the Regents came I talked to a few students, you know, "Let's have a demonstration." "Yes, let's make a lot of banners," and see if this was the tone. You know, we just couldn't let the Regents come and ignore them.

(Laughter) After all they are the Regents and Berkeley has been screaming at them for the last ten years. And the general opinion was, "No. We want to show the Regents and Reagan that we have a very nice campus here and to allow us to continue as we are. We don't want to be too bothered." In other words there's a sense of desiring to protect Santa Cruz, to allow it to grow, to allow it to ... I mean within an education

you have the possibility of exploring various areas of what man is about, it seems to me, and this kind of exploration is difficult in other places, and it's made much easier by the kind of atmosphere, the kind of attitudes, the people, the surrounding ... it's more possible here than say at Berkeley, I would suspect. At Berkeley you're subject to high pressures, and although your thought when you're under high pressure might come, it might rise to a higher level because there's just more energy about in the general atmosphere, there's not the time for careful long thinking, and it's necessary perhaps as an antidote to this speed that this civilization of ours moves at. So I mean it's a quiet place, and it has the kind of medium where things can grow at a reasonable speed and not, you know, be artificially stimulated, or greatly stimulated, beyond its capacity for maturity.

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

Forbes: Oh, yes. I'd studied in France and I'd studied French at Berkeley; I studied French at the Monterey Institute of Foreign Studies so I was an undergraduate in French Literature.. I think I'd like to go more into philosophy and psychology as a graduate student.

And I'd like to come here, I think. The faculty is good.

Calciano: Well now I noticed you say French Literature. Of course in all the classifications you're labeled as "Literature." Is the type' of work you're doing what other schools might call a major in French?

Forbes: Yes.

Calciano: So a person majoring in a language really majors in the literature of that language here. Is that right?

Forbes: Yes. Well it's hard to say. We've worked our own paths through this problem. I mean the department has... It's not an accurate description of what I've done because I haven't done that much French here. I've taken only four classes in French here, two of which were 199's which meant that I was doing my own work. In effect you're right, but there's much more freedom I think.

Calciano: Well did you not take much of the language because you were already so qualified in the language?

Forbes: Yes.

Calciano: It wasn't that you couldn't have.

Forbes: Right.

Calciano: Well how is the French department here?

Forbes: Um. (Laughter) (Pause) I'd rather not say. It's good; it's a good department.

Calciano: Okay. What are your plans for the future?

Forbes: Well, I'd like to graduate from Berkeley; I'd like to spend a year or maybe two years working, exploring the outside world to see what kind of things are out there, what one can do, what needs to be done, and you know, it's all very well and fine to sit here in our ivory towers and think of the world as having all these problems and my answers, of course, are going to be the best, without having any connection with the problems. What I'd like to do is go out and teach or find a position in some kind of social relationship (I'm very vague about this) but at least working in with people to see the kind of problems that need to be solved. Perhaps working in a psychological or sociological sense now. If this proves to be ... I mean depending on how it looks, then I might want to come back and go to graduate school and get a higher degree. I mean one needs more education, I think, to get into this.

Calciano: You say graduate from Berkeley. Is Berkeley going to give you the degree or would UCSC?

Forbes: UCSC would. It's sort of complicated.

Calciano: I just wanted to get that straightened out. But you really haven't made any definite goals for September after you get your degree?

Forbes: Well I'd like to get a job teaching.

Calciano: In this country or...

Forbes: In this country.

Calciano: Have you found that there has been much academic pressure here at Santa Cruz, or have you felt that you have had a great deal of leisure time or a moderate amount?

Forbes: Well the quarter system speeds the learning process up and squeezes things together. In that sense it's difficult. I mean it's a pain to have to go so fast through things. After two years you don't really know. You just sort of move in with the system, and move along with it and gripe when it hurts, and you lose a certain amount of contact with how it was in comparison to somewhere else. You know, you adjust to the pain. In a sense it's easier. You can carry the workload that you feel like carrying. With pass-fail you're not under the extreme pressure to get high grades. There are certain times when you would like to

get good evaluations and so you work harder there. But that's a willful commitment, so you can't say you're screaming about the pain. [Unintelligible] I mean I wouldn't say it's so. One can move at one's speed, I think, here perhaps more than elsewhere.

Calciano: Have you done much independent study? You mentioned two 199's in the French language?

Forbes: Well yes and no. You read in areas that you think are important or that you're interested in.

Calciano: Well what I'm getting at is have you had much of the one-to-one relationship -- you and the professor, in a directed reading or whatever? Or have you taken more straight coursework?

Forbes: Well I've taken both. I had another 199 with Mr. Werlin in sociology last year. It was a good thing. I mean you worked the relationship out the way you like and the way he would like to work it out. It all depends on what the people like.

Calciano: Do you have any comments you want to make in general on anything either that we have covered or haven't?

Forbes: I can't think of any except that perhaps I could say that having something recorded, what I've said is in the most part true, but it's, in another sense it isn't completely so. It alters. It's partially in

connection with what we've studied in psychology is how to ... I don't know how you'd go about in getting completely really realistic responses... "Well okay, let's go down and have a beer," and then you would have this pocket recorder that nobody knows about. Maybe it's a question of getting used to it.

Calciano: You're saying the medium changes the message?

Forbes: Right. Exactly. (Laughter) That's much better put; I was getting into vague long sentences. But I mean it's hard to, to...

Calciano: In other words you don't like talking into the microphone?

Forbes: It isn't not liking it, it's that it puts a certain kind, it alters the kind of response that you give. So...

Calciano: Yes. That's true when you're aware of the recorder.

Forbes: Yes. Yes.

Calciano: Well, fine, thank you.

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Elizabeth Spedding Calciano was born in Iowa in 1939 and lived in Ames, Iowa, until her college years. She received an A.B. cum laude in history from Radcliffe College in 1961 and an M.A. from Stanford University in 1962. She is married to a physician and is the mother of two 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.