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VOLUME III

UNIVERSITY OF CALIFORNIA, SANTA CRUZ:

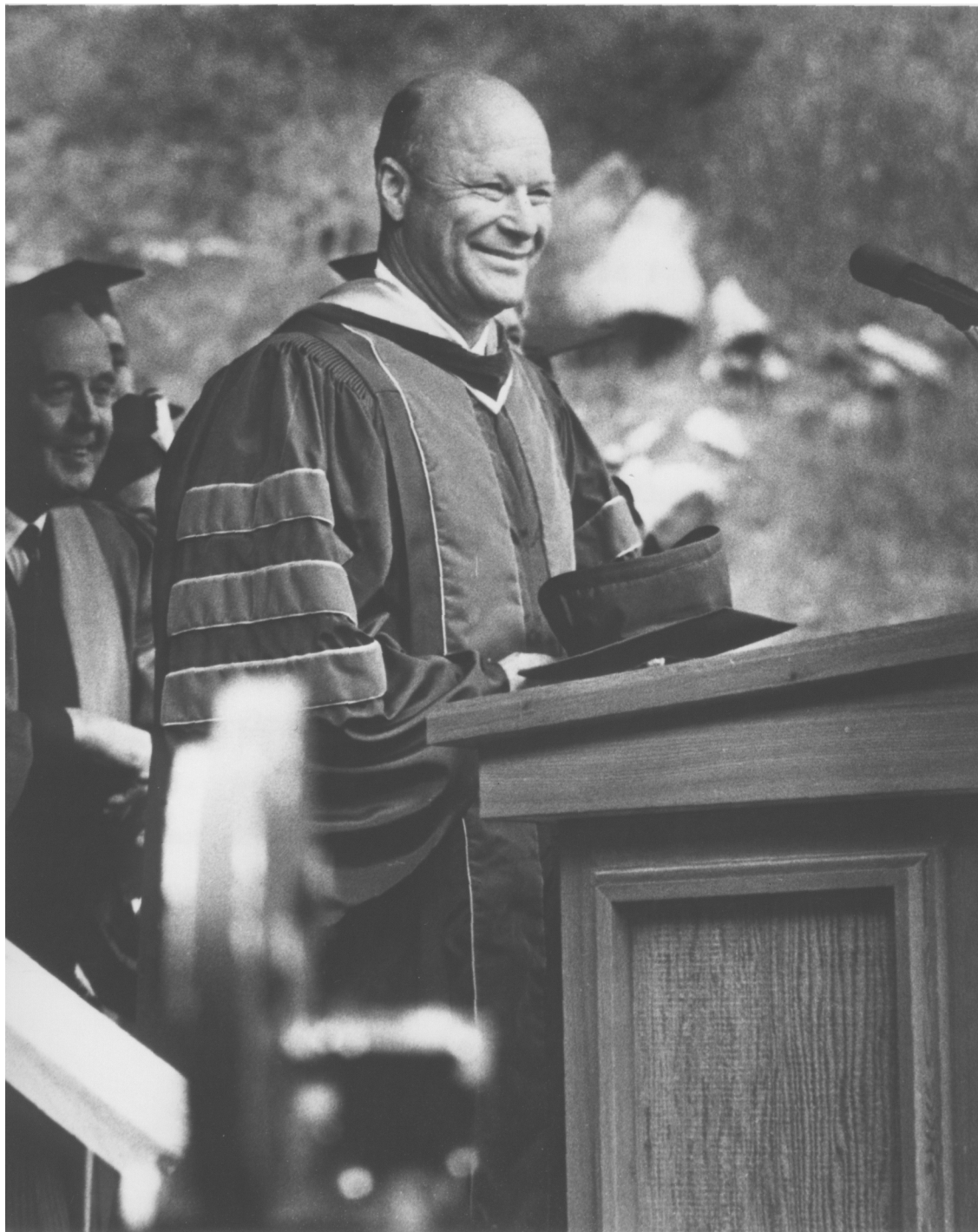
EARLY CAMPUS HISTORY

1958-1969

Interviewed by Elizabeth Spedding Calciano

Edited by E.S.C. and Randall Jarrell

Santa Cruz
1987



Dean E. McHenry
Inauguration as Chancellor
University of California, Santa Cruz
Upper Quarry
May 3, 1966

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INTRODUCTION

In 1967, senior editor Elizabeth Calciano began a series of oral history interviews with UCSC's founding Chancellor Dean E. McHenry, which has become the cornerstone of the Regional History Project's University History Series, interviews documenting the establishment and evolution of the campus. Between November, 1967, and April, 1969, she conducted eighteen interviews with the Chancellor. In 1972, the first half-dozen interview transcriptions were edited and compiled into the first volume of McHenry's memoir, Childhood. Education. and Teaching Career. 1910-1958. Calciano's Introduction to volume I contains a detailed explanation of the reasons for the entire series of interviews with the Chancellor; of the circumstances under which the interviews were carried out; and a description of the editing and publication guidelines which were followed in processing the entire manuscript. She also included comments on the Chancellor's narrative style and his manner of speaking, which I quote here, in order to convey the interviewer's impressions of working with the Chancellor in both the interview setting and in the editing of the transcripts:

... the Chancellor was an exceptionally easy man to interview. He had an organized mind and seldom strayed from the line of questioning that was planned for each session. He was relaxed throughout the interviews and spoke quite effortlessly, although the resulting transcript showed that he chose his words with care. Sentences seldom trailed off, vague generalities rarely appeared, and pronouns usually had clear antecedents. Hence most of the editing of the manuscript was technical in nature -- inserting punctuation and checking the spelling of proper names -- although occasionally a sentence was clarified, a repetitious phrase eliminated, or a note inserted in the margin requesting the Chancellor to clear up an ambiguity. (Calciano Introduction, volume I, xiv-xv)

The University of California, Santa Cruz: Its Origins. Architecture, Academic Planning and Early Faculty Appointments, 1958-1969, the second volume of the McHenry memoir, was completed by Calciano in 1974, just prior to her leaving the Regional History Project. Although the interviews in that volume focus primarily on the UCSC campus itself, they also include discussions of UCSC's relationship with the University/system-wide administration, McHenry's role in the writing of the Master Plan for Higher Education in California, and his commentary on the University Regents and the California political scene in general during that period when the state decided to enlarge the UC system by establishing three new campuses. This, the third and final volume of the Chancellor's memoir, UCSC: Early Campus History, 1958-1969, includes six interviews conducted between July 10, 1968 and April 2, 1969, in which McHenry focuses on major administrative, program, and academic developments in the establishment of the campus. The volume opens with a discussion of college provosts, a commentary on the Council of Colleges and on Cowell College's founding Provost Page Smith. The narration then focuses on different aspects of faculty appointments including the hiring of older faculty, selecting younger faculty, the hiring of women faculty, the struggle to get adequate faculty positions for the new campus, faculty promotion policies, and plans for the arts faculty in College Five. Other topics covered in these interviews include: McHenry's evaluations of the various boards of studies; aspects of the undergraduate curriculum; faculty activism; Chancellorial disciplinary actions; an extended discussion of the Malcolm X College controversy; student admissions policies and the characteristics of incoming students; student activism and the impact of student political activities on town-and-gown relations; the October, 1968, UC Regents meeting at UCSC; and

varied aspects of student life, including student residence, both on-and off-campus; student-taught courses; student newspapers (City On a Hill Press and Libre), the military draft and UCSC students, sealed evaluations of students, and tuition and student fees. The last portion of this volume contains McHenry's evaluation of numerous administrative and academic developments, and commentaries on administrative staff and special schools and programs either associated with UCSC or proposed for the campus in the future.

When I was appointed to succeed Calciano as director of the Project in August, 1974, this last volume of the McHenry memoirs was incomplete; the manuscript had been edited for the most part, but a number of publication tasks still remained. Calciano and I together went over the manuscript in detail and outlined the remaining work. The manuscript was laid aside for a number of years and considerable time elapsed before I again took it up for completion in 1987. Over the last few years additional editing, proofreading, xeroxing, photographic reproduction, and miscellaneous details have been carried out and now in November, 1987, we have completed work on this volume.

In the contract governing all three volumes of the memoir, the Chancellor requested that the manuscript be sealed until his death, unless he gave written permission to the University Librarian and/or the office of the Regional History Project, instructing it to be released at an earlier date. When the McHenry memoirs are released, copies will be on deposit in the Bancroft Library, University of California, Berkeley; at the UCLA Research Library; and in Special Collections of the

University Library, University of California, Santa Cruz. This manuscript is part of a series of interviews on the history of the UCSC campus conducted by the Regional History Project, under the administrative supervision of University Librarian Allan J. Dyson.

Randall Jarrell

November 2, 1987
Regional History Project
University Library
University of California, Santa Cruz

July 10, 1968 9:45 a.m.

PROVOSTS

The Council of Colleges

Calciano: We have talked around this question quite a bit in our other interviews, but I really haven't asked it point blank: By 1964 or so, you had a fairly fixed idea of what your concept of a college would be. I have the feeling that when Page Smith appeared on the scene, your first provost, and then subsequent provosts, that there had to be some changes or some modifications. Do you want to mention some of the things that have had to shift ... especially in the relationship between the University and college?

McHenry: Well, I had only a generalized pattern and a whole list of ideas that I'd like to see tried in the various colleges at various times, provided they had the people who were interested in them. The detailed operation had to be left to the faculty and the provosts. And I think Clark Kerr and I felt that there ought to be freedom in the college to experiment and to try different things. Now there are some controls that are set up generally by just the context in which we work. For example, the financial controls. The main way in which the colleges are controlled now is through financial restraints. There just isn't an

unlimited amount of money, so there's an allocation of scarce resources, and, as in a big family, you try to treat each child at his stage of development somewhat equally. And we have four colleges now, and I have four children and four grandchildren, and so I'm used to this kind of a problem. So each college gets at the start some little boost. For example, we have not pressed hard on Merrill, which has just started, to keep the staff extremely restricted, the non-academic staff. We've tried to meet every need that is clearly and urgently expressed. And different colleges have arranged things differently. For example, most of them have one senior preceptor, but Stevenson wanted two, and so they split the cost of it between the two. And different patterns have been arrived at. Indeed, the main unifying force now, probably, is the regular meeting of the provosts who meet separately without me and who talk over common problems and agree on common solutions. That's institutionalized through what we call the Council of Colleges; they tend to meet together once a week and discuss their common problems. They don't keep minutes, and they just report their conclusions once in a while by memorandum from the rotating chairman.

Calciano: Now this is something you had not visualized?

McHenry: Oh, I'm sure that I assumed it would. But in the Academic Plan, you see, we hoped to write a general description of what it would be like, but it was very important not to write all kinds of detailed things, naming them in advance and the like.

Calciano: Well about the Council of Colleges or Council of Provosts, you mentioned last week that they get together, talk things over, and then come out with a united front, and you said, "I think this is something that ought to be broken down." Well now in what way ... what are you going to do, what should be done?

McHenry: I hadn't realized I used the words "broken down". I think that the important thing is that rather than go through the whole process of talking about their problems and reaching a conclusion, that they ought to at some stage face the Chancellor and bring him into the discussion, so that they could see that the solutions sought fitted the context in which we operate and the rules and bylaws of the Regents and our delicate position vis-a-vis the taxpayers and potential donors and so on. That is, I think that the provosts are under very heavy pressure from their own faculties, and they're very close to the students, and sometimes they reach what looks like a unanimous point of view, when actually they haven't considered the

context in which they operate at all ... and their failure to invite the Chancellor in at the proper time -- I don't mean that he should be there breathing down their necks -- but their failure to invite him in often leads to a crystallization of a point of view which makes for confrontation rather than cooperation.

Calciano: Do you think that you can make them see this and come to the point where they will have more communication at various steps, or is this just going to be a problem confronting all Chancellors?

McHenry: I think there's bound to be tension as there is between, say, Chancellors of the several campuses and the President. There are two different points of view that are involved. A Chancellor has the campus problem of the faculty and the students and his own administration and aspirations of a campus, and then he comes and confronts the President of the University. But we tend within the University system for Chancellors not to meet alone. They meet only with the President. And ... oh, they meet individually; we might have another Chancellor visit here. Roger Heyns may come down and spend a day or two, but ... and we talk, and we're together a good deal. But when we meet officially, we always meet with the President and the President presiding. And I may have moved too far in

decentralization. Perhaps I should have arranged it so that the Council of Colleges in meeting was presided over by the Chancellor. On the other hand, they have a great many things to discuss that aren't really of interest to me, and aren't terribly important to the campus as a whole. There are these day-to-day housekeeping things about what to do about freeloaders in the dining hall and so on. I don't want to participate in that kind of a discussion. And I'm more interested in policies. I was afraid that there'd be too much uniformity if I were always there, in effect breathing down their necks. But I'm sure we can work it out, and I think in this next year that I will meet with them. Perhaps I'll suggest that once a month perhaps, once out of every four times, I meet with them, and perhaps I'll prepare the agenda of things to be talked over.

Calciano: Well now, when the colleges actually came into being with provosts and faculty, were there significant changes in the lines of communication and relationships between the University as a whole and the individual colleges that you had not foreseen? Did Page Smith want things that you had not expected, or....

McHenry: Well he ... I knew him pretty well; you see we'd been

colleagues a long time, but I got some surprises. And I worried over Cowell very much as a parent worries over a first child -- he wants to build into him all the qualities he ever aspired to for all of his children -- and Page had very strong ideas on some subjects, and some of them I felt might get us started in a way in which we would be warped as we added other colleges later, because the first psychologists you brought here in Cowell would have a great deal to say about what psychologists you brought for Stevenson and Crown and Merrill and so on. And I was apprehensive whenever I felt that Page Smith took an unbalanced view of an area. Now those apprehensions turned largely on matters of academic emphasis and the schools of thought. And generally speaking I think it's fair to say that Page's interest -- not Charles Page, but Page Smith -- was in what are usually called in most fields the "soft" approaches to various subjects: instead of a philosopher who is a logician and interested in analysis, very hard-boiled analysis, he ran to philosophers who were interested in rather -- well, the soft approach is philosophy of religion and ethics and things that were less tangible and less rigorous according to modern philosophers. In psychology was where we differed perhaps the most. I

wasn't arguing against having a soft psychologist. I was arguing against getting something so completely ... getting all the people from out of the mainstream of psychology. And since Cowell College was going to be the whole University for a year, I was anxious not to have a lopsided kind of a development. Page Smith said to me one time when we were flying between Dartmouth and New York, "I just can't imagine Cowell College with a rat psychologist." (Laughter) I wanted an animal-behavior man quite early, a psychologist, a bio-psychologist, and he resisted it very strongly.

Calciano: Did you get one?

McHenry: Well, not in Cowell College. He won. And we got essentially, a soft, older.... Joshi, who came in Cowell had worked with cats a little bit, and incidentally, with fraternity men. And the main interest of Domhoff is dream research, and that I well regarded as ...

Calciano: Soft. (Laughter)

McHenry: Well not soft really, because the ... some of it's pretty hard research, and it's very important research. But it was a little outside the mainstream of psychology, although it's coming more in it. Actually I had great respect for the work of Dr.

Dement at Stanford, who has worked on dream research, and Domhoff represents this group, though he does other things as well, and it was through Domhoff that Calvin Hall, who was once a very important figure in American psychology, came to Santa Cruz; he works in our Library and actually brought privately into the area his so-called Institute of Dream Research. But the main psychologist of the three, of course, the senior one, is Kaplan. And Bert Kaplan has done very important work, cross-cultural and that sort of thing. But he's kind of a philosopher of psychology. And it is essentially soft. We corrected this some in psychology in Stevenson in bringing Marlowe and McLaughlin, both of whom were well trained in psychology, and social psychology especially, from Harvard. And then when we had Crown, both the psychology appointments were bio-psychologists, physiological psychologists. But we still have not got as much balance as I had hoped for by this time. But the pending appointments in Merrill will then round it out, and I think after the four college appointments are finished, particularly if we get the man we want from the University of Michigan with whom we're negotiating and who has visited us now twice, I think we'll have a pretty rounded psychology group. There

were other examples of this: in literature, especially English literature, we made an early decision to bring in Harry Berger, and then he insisted, and Page Smith backed him, on a whole group of Yale Ph.D.s, and we had just nothing but bluebirds in that group for a long time. We've now broken through, and we have Stanford and Berkeley, and I guess one Harvard -- Durling is Harvard -- and more variety. But I was probably striving too early, I'm not sure, for a balanced faculty, balanced from points of view, balanced in terms of institutions of graduate work.

Calciano: Berger's been a little bit of a thorn in your flesh, hasn't he?

McHenry: Well, Berger is an eager, articulate fellow. I think that he's behaving very well from my point of view, but he can be troublesome, and he can be irritating, and I think he's been on his best behavior now for a year or more.

Calciano: But there was a point where you weren't....

McHenry: He's difficult to get along with, and I think he was difficult to get along with and somewhat bumptious. Since he got his full professorship, he's behaved much better.

Calciano: Was this a spontaneous change, or has there been a little....

McHenry: Well, I think he realized that some of his boyishness didn't befit a man. He looks young, but he's really about 45. And he was restless, and he had some marital problems for a while, and psychologically he was in fairly bad shape when he came. You know we tried to get him to come in '64, and he begged off and stayed at Yale another year because they had a son graduating from high school. The son was killed during that year in an auto accident. And then his second boy sort of went to pieces and, oh, associated with bad companions and so on, and then it looked for a while as if the marriage would break up, and he was insufferable in that period and violent in temper and so on from my point of view. But it settled in, the marriage is fine now, and the boy, this troubled son is getting along a little better. The two little girls are darlings and the family seems closely knit.

Page Smith

Calciano: You have tended in going for your provosts to pick scholars as provosts, and yet there's speculation in the University community that a man can't be a provost and still keep up his scholarly research, and that you

may be forced eventually to pick administrators instead of scholars. Is this a problem?

McHenry: Well, it is a problem. I have thought that there might be people of very moderate scholarly achievement who would fill these roles as provost. I got started getting scholars partly because of the appointment system. I wanted them to be full professors, and in the University of California, you're unlikely to be appointed to a full professor without some scholarly attainment. Page Smith became the first, and he's a real scholar's scholar. He was relatively slow in getting started. He tends to publish mostly in book form rather than article form. And both his books that he published by the time he came here, The James Wilson biography and the John Adams two-volume biography -- I don't need to explain to you who these gentlemen are -- and Wilson is less well known, of course, but he was the real philosopher, the best philosopher, in the Constitutional Convention in Philadelphia, and he was a Scottish metaphysician in a way, very farsighted and thoughtful, and if you should go back over Max Ferrand's records, edited records of the Constitutional Convention, I think you might come to the conclusion that he was the brightest man in the convention. But nobody, I think, had ever done his

biography before. Smith undertook it first as his doctoral dissertation topic, then published his book, which got quite a bit of attention. But the John Adams was the first work on Adams that had access to all the papers that have been collected now and are on microfilm, and he was able to come in first with this magnificent biog. He should have had the Pulitzer Prize for it, in my opinion, but he missed it, though he did win a lot of honors, including this Roberts Memorial Award, which gave him a cash prize of I think \$10,000. And it also was an alternate Book-of-the-Month Club selection and so on. And he'd arrived as an historian with the publication of John Adams. But he'd been held back at UCLA. The History Department had been slow to advance people who grew up inside the system. He also had this wonderful relationship with students, opening his house almost every Sunday night of the school term to all his students, and they brought their friends. He had dreams of a tent university ... did we ever talk about that?

Calciano: No.

McHenry: It came in part from his experience in the CCC -the Civilian Conservation Corps -- which he joined after graduating from Dartmouth, and in part from his experience in Camp William James, and also his Army

experience. It was an emphasis on his part that facilities and fanciness were not essential to running a college -- that the true thing was an interest in it for students and a good faculty. And we talked about many of these ideas, though we weren't intimate. We'd joined up forces two or three times at UCLA, mostly in the area of athletics. We had been opposed to big-time athletics, and we had been in a student senior honorary together, and I'd been faculty advisor, and then turned it over to him, and he was faculty advisor for a couple of years. I knew he wasn't an administrator at all, but he has charismatic qualities with students, and he's really flourished in this job. The main difficulties are that once in a while, when he doesn't get his way on something that's important, he just feels like quitting. In the first year, it was a rocky year. Time after time he was right up to the point of submitting a resignation. And after we got by that year, and I'm sure I diminished being paternalistic, and I tried to be less bossy and hover less over my first child, and since then he's gotten his wind and he seems to enjoy it and to look forward ahead indefinitely to filling the role.

Calciano: Well some people who have no access to the inside story have been afraid that the fact that he's taken a

leave to write his book this year is an indication that pretty soon he's going to be pulling out to do research.

McHenry: Well that ... when he was on leave during the spring, the rumor got around in Berkeley that he was quitting, but I assure you that he's given me repeated evidence, every week virtually that he's been on leave, that he's looking forward with relish to coming back, and well, he's been involved in the affairs of the college all the time he's been on leave, and yet he poured out this manuscript. For the first three months he finished 500 typewritten pages...

Calciano: Good heavens!

McHenry: ... of his book on women. And incidentally, he has published two books since he's been affiliated with Santa Cruz -- the historiography book called Historians and History and The City on a Hill. So he's an extremely productive scholar, and I think that people respect him for it, and if you can get that plus the other qualities -- he has charisma; he does not have administrative ability, but gradually he's getting a competent staff around him.

McHenry: Jasper Rose is a very good administrator, systematic and thorough and very hard working, and he's....

Calciano: He doesn't give one that impression. He looks as if he's going to fly in all directions.

McHenry: No, no. Well, he's kind of scatterbrained in personality, but you know every recommendation for a student who is graduating gets written, and it's Jasper who sees that this is done. I must say I was very put off by Jasper at first; he talks incessantly; almost every conversation I had with him the first two years ended in a filibuster. (Laughter) I was the listener, and he was the guy who just poured out these words, and I think we both adjusted a little. I got more tolerant of him, and he once in a while stopped for a breath. (Laughter) But it is difficult. But he's added a great deal to the style of the place, and Page Smith was right that he fitted uncommonly well into the thing. And you watch the new Senior Preceptor of Merrill. You haven't seen him yet. His name is Noel King. His field is religion. He's been the Vice Principal, that's the number two man, at Makerere University College in Kampala, Uganda. He was born himself in part of the Indian subcontinent that's become Pakistan, so he's migrated to the United States as a Pakistani, though he's English by origin,

ethnically. He has a flowing beard and a great mass of hair, and he's one of those characters with one of the sweetest dispositions I've found. But Philip Bell, the Provost in Merrill, I think has made just a real ten strike on this man. He knew him in Africa, and from the very first time we began to talk about College Four, Bell said, "There's a man in Africa I've got to have if I come," and it was almost a miracle, because he doesn't have much of a research record, but the Committee has approved a full professorship, and so he and his family are arriving in August.

Calciano: Well then you ... Bell thought this man was essential, and yet he doesn't have a record that you felt gives you smooth sailing. How do you get this through committees? Do you put your pressure on in certain instances?

McHenry: No. I don't put pressure on appointment or ad hoc review committees. I appoint them. And I get a list of names that's got some alternates, and in some cases we go to the alternates rather than take the first recommended names in order to get a balance and an appreciation and so on. And the committee just happened to be set up in such a way that it was possible to ... that they saw the special requirements at Santa Cruz, and the committee, as I remember it,

had at least one or two of our people who were active in the management of colleges, and they saw that there was needed a trusted senior lieutenant to the provost. And that's something that we have in all of the colleges except, I should say, Stevenson where the provost came in after the first year of operation. I'm referring to Provost Willson. And he's taken two young associate professors out of the faculty to do these preceptorial functions, and neither of them has charisma and leadership and the obvious qualities, and neither of them stands shoulder-high to Willson, and I think it's a weakness in the college. If he could have some person with a real personality and warmth, it would add a great deal to Stevenson. There's something lacking in Stevenson, and I think given the personality of Glenn Willson, who is reserved and judicious and so on, it would be well to have a hot-tempered Irishman or with red hair or something, who was a bit of a character, and who perhaps wasn't the best academic man you ever heard of, but who loved young people and worked with them closely.

Calciano: Who is the counterpart in Thimann's college?

McHenry: Max Levin, psychologist who came over from the Institute for the Study of Human Problems at Stanford. He's had a lot of time in research work, but he's

never published very much. His title is Lecturer, not Professor. Eventually I suppose it'll be revised. But he is sympathetic with students and perhaps permissive, I couldn't say, but he's a very nice colleague, and he and I have taught together in a senior seminar in Crown, and we're going to do it again next winter. We taught last winter.

Selecting Provosts who are Scholars

Calciano: You talk about Bell with such obvious enthusiasm and warmth. I recall you had the same type of feeling about Page Smith when he first came, and yet there ensued a lot of rocky road for a little while. Are you sort of in a honeymoon period with Bell? Do you think that ...

McHenry: Yes, yes, I think so. I think Bell is a different temperament in that while he's terribly enthused and drives ahead and sometimes oversteps a little ways, I don't think he's the sort of a guy who'd say, on some small thing, "If I don't get this, I'll resign." I think he's shipped for the voyage. And I think he has a certain element of humility that comes out now and then. He is a Quaker, and I understand and like

Quakers. You sit down and say, "Let us reason together." And he's very good at that. And when he makes up his mind, "I've got to have that man," -- and I did the same thing with Smith -- "If it's really important to you, I'll find some way to do it." And I do. Noel King is an example, but he's got another one now; he wants another senior preceptor to work in the field work. A very important component of Merrill College's work is to go out and place students in work study and alternate work study, and this is a very expensive business -- having students out on assignment here and there. The supervision is difficult; quite a bit of travel money is involved (some of them will be abroad) and it's difficult, and you need somebody who is really good to head it up, and he's got his hands on a man who now is with the Ford Foundation, and who has lived abroad a great deal, who he thinks would be good. Incidentally, he's a trustee of Haverford, though we had never met until these negotiations. But that may turn out as well.

Calciano: Are you going to continue to aim for scholars then for subsequent college provosts?

McHenry: Well, if possible, though for College Five, where the appointment has been delayed far too long, I don't think in the arts that you can get people with

conventional scholarly records who are much good. Every day I think we're just about finished, and we're ready to make that appointment, and then I can't get consensus, and we go on to somebody else. Today's candidate and yesterday's candidate (laughter) is a man at the University of Texas, who is, well, almost as old as Thimann was when he was appointed, getting on sixty, sixty-two, around in there. But it's a man of great attainments, and it may be that this is the way to get started: to bring in an older guy, let him do the recruiting, and then become Provost Emeritus and turn it over to somebody else who has emerged. I think that if the Provost is to play a major role in the academic side, promotions and so on, he must have the respect of the academic community. I think that you need to get somebody who has at least made some mark in his field. He may, after he becomes provost, stop writing, at least for a while, but he's shown he can do it, and it's something to which he could come back. The difficulty in appointing a non-academic person to the provostship is that you have this question of what are you going to do with him if he fails as provost or doesn't like it and wants to quit. For example, we appointed Paul Seabury, the professor of political science at Berkeley, an eminent

international relations man, to the provostship of College Four. He tried it and after seven or eight months said, "I can never become an administrator. I hate it." Now suppose we had appointed somebody who'd never written anything, had never done any scholarly work. He would have had a full professorship and tenure. You'd have him on your hands for twenty-five or thirty years at a full professor's salary, and what would you do with him?

Calciano: Dead wood.

McHenry: Yes. So it's a dangerous thing, because they can resign the provostship any time and fall back on a sinecure of full professorship, and if they're not really scholars, they're not going to be able to teach advanced students, and they're not going to be able to write and produce, so it is difficult. There's a pattern at Yale that you've seen ... there's a new book out by John Hershey about the murder in a motel, alleged murder by policemen of three young Negroes during the disorders in Detroit. And you know other works of John Hershey; some of them are really great I think. A Bell for Adano is a remarkable novel. John Hershey is a master of one of the Yale residential colleges. Instead of taking an academic person, they went out and chose a novelist, and he's

master. I've only been to Yale once since he's been master, and I don't have any reports on how it's working out, but this is a possible pattern. On the other hand, a novelist would normally not have spent very much of his time and energy and thought in academic life. And it would be unusual if you got somebody who was quite interested in students. Normally a novelist is a guy who can self-discipline; he's good at self-discipline. He can go off and write sixteen hours a day, but he can't do that during the term and do justice to the students of his college. And so you'd have to be very careful about venturing in that area.

Calciano: And he won't have the contacts that you feel are so valuable when recruiting for the major appointments in a college.

McHenry: Yes, Thimann and Bell, and Charles Page, too, have been well-connected. Page less well than I thought, Charles Page. He knew a certain Eastern circle and sociology well, and it is true that he could run people down, trace people, I mean (laughter) trace people and get reactions. But Bell is just superlative at this. People he's known through the Quakers, through his long association with Princeton, and Berkeley, Haverford, the Rockefeller Foundation, the

Negro colleges at which he's taught, and of which he's regarded as something of a leader. He can get on the phone and call a key person and say, "What do you think of that economist that you've got there? What are his weaknesses and what are his strengths, and does he really like students?" This is one of the reasons why I haven't moved toward Jasper Rose for the provost-ship of Five. And Jasper, I think, could fill that role very well after it's established, and I think even now he'd be a very good judge of the candidates for appointment that you brought to him. But I don't think that he can ride the telephone and tour the country and know who is who and each campus the way it really takes to recruit well. And so actually I was almost up to the point of plumping for Jasper Rose for the provostship of Five, and then he lost his temper in the Academic Senate and slammed his papers down, trace people, I mean (laughter) trace people and another year or two of growing up. And when you face this deficiency of contacts in the U.S. -- I think he'd recruit in England very well -- I figure that well, maybe the proper combination is a provost of 62 who will be retiring in four or five years and could turn it over to Jasper. I think he could take over Cowell College if Page Smith were to drop out of

the picture; we could continue with scarcely a ripple. He showed that during the spring term when he was acting Provost. But to recruit a big faculty, I have my doubts.*

Calciano: When you chose Page Smith for Provost, you pretty much just had to consult with yourself and then get an academic review committee, but now you seem to have so many people that have to agree.

McHenry: Yes. That's one of the reasons ... yes, that's exactly one of the reasons why its difficult. I could still pretty much decide for myself on a provostship. I'd need President Hitch's support at this point when it does go to the Regents. The difficulty is that they have to work with all these colleagues, and so it gets more and more work to choose the leadership. It takes more and more time, more people to consult with. We've now had twelve, if I count correctly, possibilities for the provostship of Five in the last year.

Calciano: How many of these would have been acceptable to you?

McHenry: Oh ... two or three, perhaps. But people will come up with another name and, "You've got to look at him," and so we'd get them out, sometimes a husband and

* Jasper Rose succeeded Page Smith as Provost of Cowell. He served four years, 1970-1974. In some ways, he was a good Provost, but his boorishness made the four years long ones for me. -- D.E.McHenry
9/20/74

wife, dinners, lunches, cocktail parties, so even the junior members of the faculty, especially in the humanities and the arts, could see them. And we've gone through this ritual close to a dozen times now, and I can visualize them in this house, what they have said, and we'd seat them down by the fireplace and get them to talk to people and answer questions and write memorandas, sometimes, about a college with specialty in the arts, and we've had consensus on only one, and that's Wilfred Stone of Stanford. But Will's got a marital problem and just feels he can't accept, though he keeps coming over here and having lunch with Sig Puknat and others and saying, "Well, maybe my situation's going to be cleaned up in another two weeks, and..."

Calciano: Well you might get him eventually.

McHenry: Well, I don't know whether I'd trust him. He might withdraw. We had it on the Regents' agenda in May, and he withdrew on the Tuesday before the Thursday, and I don't know whether we could trust him to hold still.

Calciano: Is this going to be increasingly a problem by the time you're picking provosts for Twelve, or are you going to...

McHenry: Well, if I have a scholar that has to go through the Budget Committee -- the professorship has to go

through Budget Committee, the provostship does not -- so if somebody is clear on the scholarship front so that he really justifies a professorship, I think we can put them through fast. But except for Stone, most of these people we've talked about in the arts, he's literary of course, most of the artsy people have not done anything that's measurable. Most of them haven't even been very good on the creative side. They've turned into administrators quite young, and so they have no musical compositions, no great paintings, no evidence of creative activity either. And in some cases I've been amazed, when I've dug in, at how little they've done, and you wonder.... Well, for example, my old friend who is Dean of Fine Arts at Ohio University in Athens, Jack Morrison, we brought out. And I thought he'd directed dozens of plays over the years (he's a drama man) and when it really came down to it, there were only three major plays in his lifetime that he directed. He's always been the expediter, the organizer, and so on. But when we got him here and looked at him, despite my great friendship and affinity for him, and we've known each other extremely well since he was a freshman in 1930, and I've been through all kinds of special relationships with his family and his two children, and his

two by his first wife, and known both wives extremely well, and all the children, and his mother and his aunt and so on, and I have a great personal tie to him. But when I saw him here in this setting, answering questions that our colleagues put to him, I just said, "He isn't the caliber to do it. He'd be wonderful with the students; they'd love him; but he just wouldn't command the respect to attract scholars to his college." So it comes back that the scholarship is important, because it has a magnetic quality of attracting others, and I think like would attract like in this case. So unless a person is a fine performer, an artist, or has made some reputation in his own right, or is a more conventional scholar in a scholarly field, it's going to be very difficult to organize a college, although one might, as Jasper Rose, carry on a college after it was organized. The ideal I think, Elizabeth, is a person who is a doer and a scholar both, and there aren't very many of them. For example, in College Seven, which is going to center around the city and planning, I've got a choice, a clear first choice ... oh, in the top one percent, and nobody else comes up to 80 percent in this: Robert Wood, the Undersecretary of Housing and Urban Development.

Calciano: Oh!

McHenry: And he probably will be made Secretary, because Doctor Weaver is leaving. He's been Chairman Wood. He's been Chairman of Political Science at MIT. He's probably the number one scholar working in urban government and metropolitan conglomerates and so on. And he's number two man in the nation in directing the great federal program for the reconstruction of cities and all. There's just no doubt but what he has all the qualities to do this job. But the job ... it's very difficult to interest him in coming out to the West Coast in an idyllic situation and so far from the urban communities which he's made his life work. And I haven't any doubt in my mind that the best single person in the country for the provostship of Six, which we intend to be scientific and perhaps somewhat ecological, though we may move the ecology over to another one, is a professor at Princeton who is Dean of the Graduate Division; his name is Colin Pittendrigh. Born in England, migrated to the United States, married an American, is Professor of Zoology at Princeton. We almost got him to come, or almost committed him to come to join Thimann's College, and he decided not to. Princeton countered by offering him the Graduate Deanship. And now he's getting a little

restless. I saw him in Princeton in December. We have mutual friends. One of the wealthiest men in the United States -- it was quite an accident -- had us to lunch, and the Pittendrighs were there. And so we resumed this assault on him, and I don't know whether we're going to get him or not, but we're trying. But there's no lack of decisiveness on those two.

Calciano: Have you made overtures to Wood already?

McHenry: Oh yes. But Wood is just terribly busy, and I was hoping very much he was going to be out in May, and he didn't make it.*

Calciano: Where do the funds come from for getting these twelve people to march through?

McHenry: Oh, we've got administrative travel, recruiting travel, and we have relied largely on that. And we ran out of money about Christmastime (laughter), so we've been transferring the accounts around and it's not good. But we've had to do it.

FACULTY APPOINTMENTS

Hiring Faculty over 65

Calciano: You mentioned perhaps getting somebody who's 62 to

* Neither Wood or Pittendrigh ever joined UCSC. Wood is now President of the University of Massachusetts. Pittendrigh is

come in. I recall -- now this is a slightly different category -- but in the early years, when you were talking about regular faculty staffing, that you might make use of people retiring at 65 at other places. We don't seem to have done that too much.

McHenry: Haley, Blinks, Hard, and van Niel are the four who have come in this category. And Thimann. Thimann retired at Harvard at 62 and came. He's Higgins Professor Biology, Emeritus, at Harvard, so we have five. That's probably as big as it should be. But we'd still like to have some more as they retire.

Calciano: Well at the time you proposed this, I wondered whether you felt that it was your best chance of getting top men, or....

McHenry: That was a factor in it. Another one was that we wanted to hold professorships, senior professorships, for Colleges Four, Five, Six, and Seven. And if we used them all in Cowell and Stevenson, these new colleges would have to start, since there's a very rigid control over the salary money average, the new colleges would have to start with all assistant professors. So this is a ploy in part to hold these billets, these spots, so that they can go to the later colleges.

Calciano: If you pull somebody in at 65, how long may they stay?

McHenry: Well to 70 without any great trouble if they keep their health and we want them. But it's on a year-to-year basis after 68 I think it is, 67 or 68.

Calciano: Well what if there was some ball of energy who was 82 and was just the perfect man for something? Could you hire him?

McHenry: Yes.

Calciano: The University is that flexible?

McHenry: That's my understanding.

Calciano: But you've not yet tried it. (Laughter)

McHenry: Well, the philosophers wondered if we wouldn't take on Marcuse, Herbert Marcuse of San Diego, who is 70. And it wasn't because of his age, but because of the potential controversy that I respectfully declined.

Calciano: He seems to be hitting all the literary magazines now.
(Laughter)

McHenry: Well, he's been sort of the high priest of the New Left.

Calciano: Yes. McHenry: And I think that a lot of the, at least I'm not very sophisticated nor well read, but Eros and Civilization, his book, which we had students in my seminar read last winter, seems to me just to be a bunch of junk. He's trying to deal with the

psychological things that he really hasn't mastered.
He's a philosopher.

Calciano: I read just little smatterings of One Dimensional Man, and it seems that he points out all that's wrong, but what alternative does he suggest? It doesn't really....

McHenry: Well, the New Left is somewhat nihilistic and somewhat anarchistic, and they seem to be prophets of disorder.

Calciano: I'm a very practical type. (Laughter) If we're going to destroy one system, let's have something to replace it with.

Working with the Provosts

Calciano: How do our provosts compare with the provosts at San Diego? Are their functions quite different or quite similar?

McHenry: Well the big differences, there are two I think: one is on the departmental level at San Diego, and the other has to do with students. San Diego has powerful departments; they're campus-wide, though they tend to be centered in a particular college, and for example (I'm not sure this is true, but it's theoretical; this is the way they projected it) they might have a

department of physical chemistry in Revelle College and then organic chemistry might be centered in Muir College. But the department has these traditional roles; it initiates the recruiting and so on. The provost has relatively little to say about it. He doesn't initiate recruiting, as I understand it, and he really isn't keyed in very much on promotions, I believe. He presides. It's somewhat like a house system at Harvard, which you'll remember well. And I may be exaggerating, but I think that the departments have the muscle.

Calciano: Well how can they pull in people who would want to do that kind of ...

McHenry: Well, they've had a hard time. They've had three different Provosts of Revelle so far. Now John Muir has a different breed of cat at the head of it. His name is Stewart, John Stewart. He was a West Coast man, used to be at UCLA and then became a professor at Dartmouth, and Director of the so-called Hopkins Center for the Arts. And John has plenty of ideas. He's a resourceful guy, and he participates very actively in the recruiting, and it's a somewhat different personality, and I think Muir is going to be more like one of our colleges, except they're very large. And the student aspect is the other. Not long

after they opened at San Diego, they had a big blow-up over intervisitation, and the Provost of Revelle asked the University to take over the management of the living arrangements, and the University did. So they now have a conventional Dean of Students type operation and housing officers, and whatever relationships with the students there are on the intellectual side and cultural, but not on the other.

Calciano: Well why did they go the route of provosts? Were they sort of half copying us, or was it an independent idea?

McHenry: No, no. It was quite independent. The naming of these officers was done after we got the use of the name, provost; they followed it too. But what they propose is a series of small universities, really. Revelle is an institution the size of Oberlin or Dartmouth; it will be when it's full grown. And they've been clustering them in groups of four. Some of the rationale is similar to ours -- to get things smaller, more human in scale. We go all the way to the small college, and they go to sort of a small university, and they have a lot more stress on graduate work, of course. And they haven't done a lot of the things that I feel are necessary if you're going to make the students feel at home and get instructors to know the

students' names. They haven't done anything about getting faculty to live in. They haven't raised any money to build Provosts' houses, and therefore the provost is a commuting faculty member and lives way off and has no entertaining facilities and so on. I think these informal things, the presence here of the Provost and his feeling of responsibility 24 hours a day in the welfare of the students and the discipline of the students, I think this is all very important and integral to our approach.

Calciano: Our provosts have a fair amount of autonomy in the running of their colleges, but did Page Smith carve out more autonomy than you expected he'd have, or is this something....

McHenry: No. I don't think so. I wanted diversity, and I perhaps worried about the detail and traditions that were getting established more than I needed to, and more than I have on the others, but I can't forget how permissive I was about my fourth child, and how well he turned out. (Laughter)

Calciano: Someone has said to me that they thought that you probably regarded Thimann as the easiest of the three provosts to work with that we've had so far, well four, I guess. So I wondered after some of the things you said the other day, whether this might not be the

case?

McHenry: Well, I wouldn't say he's easy. He's so sure he's right about everything, and he does get his dander up if he doesn't get his own way exactly as he thinks he should. I think that Thimann and I have crossed swords more -- shall we say he's wielded the sword and I've held onto the shield (laughter) more -- on appointments in Biology than in anything else. It's an area in which he doesn't have prime responsibility, but he, as the senior biologist, has proposed things. And so it's more on the board of studies level that I think we've had our disagreements. Shall we say he's made his demands, and I've told him they can't be met. It's wanting more money; higher salaries, more senior appointments, meeting conditions.... One of the things Thimann and I have always had as a bone of contention is that he will negotiate with someone and then want to give them a big premium on salary to come here. And I have argued and have held firm on many instances of saying, "We don't want to buy them. We'll give them a modest increment to come here, but we will not go out and buy them. And if they want to come, fine. If they don't want to come badly enough to take this modest increase, then they perhaps should stay where they are or go elsewhere." And he calls it, "Cheese-paring,"

and he has various other terms of, that are reasonably polite of ... he'll refer to me as a "skinflint."

(Laughter) But we get into a hell of a lot of trouble with other institutions by offering a big premium to come here, and I can't believe that it'll lead to anything but trouble for the campus and for the University of California as a whole. San Diego did this, you know. They go around and dangle before associate professors at Cal Tech, four, five, six thousand dollars per year more than they're making. And I think I've told you about Lee DuBridge one time.

Calciano: Yes.

McHenry: And we just don't want to get into this kind of a situation. But it isn't necessary. I've always found people who are really interested in coming make the most enthusiastic members of the faculty anyway.

Calciano: When we first opened up, or were getting ready to open up, I know that we got a lot of unsolicited faculty applications. Were very many of these good applications, or was it just volume?

McHenry: No, they run at least nine-tenths chaff and maybe one-tenth some kernel. Yet sometimes those unsolicited ones that we didn't follow up on, years later we'd get interested in a guy and write him and say, "Would you be interested?" or as I did the other day, call a

foundation official in St. Louis, when I was in St. Louis, and when I checked back in the files, he had written five years ago and asked if we'd be interested in him, and we said, "Well, we're just getting started, and we'll keep it on file." And I didn't look at the file again until I started out to woo him. And indeed the last two people that we've got on the College Five list for Provost, are people who wrote us in '62.

Calciano: Are you getting very many unsolicited applications now?

McHenry: No, not so many. Two to six a day, maybe, something like that. I think people have found out that there's no response except a form letter, and that the way to do it is to operate in the conventional academic fashion, which is to have your mentor make the contact. And then most of the people who apply are not qualified. They haven't the degrees, or they haven't the scholarly interests, and you can tell almost at a glance at the letter ... I just write on them, "Tell them no." (Laughter)

Selecting the Younger Faculty

Calciano: Most of my questions on faculty recruitment have been

on the major positions, or most of our discussion about it, and recruiting the big names. What about getting in the younger fellows? How do you choose which of the new crop of Ph.D.'s you want, and how did you select them for Cowell? You've got quite a crop there.

McHenry: Yes. Well, we used our contacts, Page Smith and I, and we heard of people in various ways and went after them. Our colleagues at Berkeley were very active in helping us in many fields. And occasionally somebody just popped in or said, "Look, I'm available," or got his mentor to write us. The Academic Advisory Committee, which always met at Berkeley, but consisted of faculty representatives from Berkeley, Davis, San Francisco, and Santa Cruz, had feelers out in faculty clubs everywhere. And we got a good roster of names of young people who wanted to come. Then the senior people that we hired, as in literature, wanted to bring certain others, and you can trace, if you've been down the list -- I could say, "Well now, Kanes of French Literature transferred from Davis because Puknat of Germanic Literature transferred from Davis, and he wanted to follow." There are all kinds of kinships and relationships. Berger brought three or four proteges or special friends from Yale, some of

them very good -- Tillie Shaw for example, Priscilla Shaw, and others. Some we picked up just by hearing about them or.... Well, for example, at Stanford, the Chairman of English has been very kind at arranging, when I wanted to go over, to get the best of his candidates lined up. That's how I first met Page Stegner, who has joined the faculty now from Ohio State, and he's in Crown. After the first year, the boards of studies played a very important role. They were the ones who looked through the young fellows and sifted them and said, "Now this looks promising; let's have a look at this one." Then we bring them in, trying always to get them short-listed to two before they start having them visit here, unless they were in California and could come with minimum expense.

Calciano: Have you been pleased with the crop of young ones that we did get?

McHenry: Yes. I think we're drawing off the top of the deck pretty largely. And we were very heavily Harvard for a while, but we're spreading out. And I think a tabulation now of the highest degrees of our people would show probably more Berkeley Ph.D.'s than Harvard at the moment, and Yale third, probably, Stanford fourth. But those are the first four. Now that Merrill's coming in, there are a lot of Princeton

Ph.D.'s in Merrill.

Hiring Women Faculty

Calciano: I remember in '63 and '64 you talked quite a bit about the role of women in higher education, that there ought to be more women, and yet we seem to just have the normal amount.

McHenry: Yes. It proved there were ... what we found out is that there aren't very many. Proportionately there aren't as many women completing their graduate work as there was thirty, forty years ago. It's a surprising thing that the market is small; and then when you start negotiating with the individual woman scholar who is finishing her graduate work, it's very difficult, she's much less movable than the typical man, whether he's married or unmarried. Many of the best of these girls who get their Ph.D.'s have got husbands, and they try to make a kind of a block deal of some kind quite often. And some of them who aren't married hesitate to leave the crop of eligible young men in their area. And some of them say, "No, I want to raise a family. I'm 27, and I ought to get started." For various reasons we've lost off the hook a great many of the women that we started out to get.

We still, when we write to a department, say, "We'd like to have a list of your four or five best people finishing in June, and preferably some women." The women who actually go through the Ph.D. are very often married, and they put their husband's career first. And if their husband is in the same field, we get hit with the nepotism rule. And we don't like to take a package deal unless they're equally qualified or both well qualified. And I've been cracking down a little on the nepotism rule, partly because there are a lot of faculty wives, especially in Literature, one in Classics, who are already here, and they got into this business of, "so and so promised me I could teach a course in the winter," and so on. There's been a great deal of that kind of pressure, and I've been putting my foot down on it, because I thought they were using their husband's influence in the board of studies to rig this thing. And we've been cutting it quite a bit. Some of the women without Ph.D.'s have found outlets at Cabrillo. But it would be a lot easier, when there are scholarly wives, if we were nearer a metropolitan area where there was a greater variety of junior colleges and private institutions in which they could teach. We've just lost off the hook a full professor I proposed -a young man who might have come as a full

professor of zoology from Yale -- mainly because his wife, who has a Ph.D. in biology, wanted assurances of a job. And these are both in the same board of studies, and I was very reluctant to give carte blanche to an arrangement that would tie up two FTEs for the next thirty years.

Calciano: They would have both been coming as professors?

McHenry: One would have been full professor, and the other presumably, probably a lecturer or something of the kind. Now if she'd worked on a research project, externally funded, there would have been no question. And I was willing to waive this rule for a year or two, even, on the lectureship, but I wasn't willing to commit my successor. But we haven't had very good luck. We've got an excellent woman in politics, in government -- Carolyn Elliott, Ph.D. Harvard, specialist in India, and Tillie Shaw, who is Associate Professor of Literature, is a fine scholar, an excellent colleague. And we've got some others scattered here and there. But my aspiration was for one-third of the faculty to be women, and we -- even if you count the people who are associates and assistants -- we wouldn't have even ten percent. I think it'd be more like eight. And it's a great disappointment.

Calciano: Why did you want to have one-third women?

McHenry: Well, I think that they are always useful in informal counseling; I think it's good for the girls who are here as students to see women who can do their scholarly work and yet have families as well. And I think that it just makes a better balanced institution. And especially in the collegiate form. It's nice to have women faculty members moving in as resident preceptors. There are many things that girls will talk to women about that they won't talk to a man preceptor about. And that's an area in which we are short. By the way, I didn't mention Jean Langenheim, who is now Associate Professor of Biology, who is a wonderful gal.

Calciano: And Mary Holmes?

McHenry: Mary is a great teacher, yes.

The Struggle to Get Enough Faculty Positions Assigned
to Santa Cruz

Calciano: Have all of Reagan's antics hurt you at all in faculty recruiting, aside from the drying up of money, but just all the noise that he makes? (Laughter)

McHenry: Yes, he's scared away some people. Or at least they've used him for an excuse. I'm not sure that they wouldn't have had some other excuse for not coming.

But there are certain people, especially senior people, who are nervous about the state administration. He has an image throughout the country, in academic circles, of being anti-intellectual. And quite a few people have said, "Intrusion of politics in the University. I'll wait and see."

Calciano: Now with Merrill only half-staffed this year, how are you going to start College Five?

McHenry: Well, we're just going to hope. A lot of Santa Cruz's problem lies in University Hall, in the University-wide administration, and that's the thing I'm beginning to work on now. We got damn few new faculty positions. But the new campuses should have the lion's share of them, and they didn't get the lion's share this last time, because the Statewide administration allocated many of the new positions to the old campuses on the grounds that they were getting more graduate students. And if this goes on another year, I think we're going to have a major crisis.

Calciano: So now your only hope lies in convincing Hitch?

McHenry: Yes. And if I can't convince him, and things are as bad as they were this year, I think I'll have to fight it out in the open.

Calciano: Well now, you've said you can't go directly to the Regents.

McHenry: No.

Calciano: What would you do? Speeches?

McHenry: Well, resignation is a possibility. That is, I'll do everything I can inside, and if I can't lick it, and conditions are intolerable, I think a resignation is the best way to call attention to it.

Calciano: But then what happens to the campus?

McHenry: Well, I'm desperate about getting some more people like Bell who could take over. It'd be very difficult. a couple of years from now I can see having enough people ready to roll on the thing, but I'll have to weigh it at the time. I haven't ever threatened this, you understand. I don't like people who go around threatening to resign.

Calciano: Threatening, yes. But I was just thinking even if you did resign, would it really bring forth more positions to Santa Cruz or not?

McHenry: Well, it might focus the problem. You see, people are blaming Reagan for the discomfort at Irvine and Santa Cruz and our inability to get launched on new programs and so on, and I think a good deal of this blame this last six months has to go squarely on the shoulders of the President, who took various formulas and applied them to campuses in their babyhood as well as the

centennial campuses.

Calciano: You did talk with him, and you did get eight or ten more appointments, you said.

McHenry: We got ten additional beyond the original eleven allocated.

Calciano: You don't know if this is an indication of the future or not then?

McHenry: No. And we're certainly going to make very strong representations. And there are two thoughts on it. One is that it seems to me that the small campuses ought not to be forced to adjust the faculty-student ratio so drastically; they could be weaned gradually. This is a real starvation diet this year. And the other one is that the young campuses ought to have more senior positions. This last time, the allocation in February, Berkeley and UCLA, which are already maybe 65 to 70 percent tenure people, got the same level of appointments that we did, and we need full professors desperately, and Irvine does, too. Our tenure people are 25 or 30 percent; we're about half their level or less, and they go on getting richer, and we go on getting poorer, and it's not right.

Calciano: You said you're going to start working on this with Hitch. Are you going to make appointments to go up to Berkeley and talk with him?

McHenry: Well, I think I'm going to hit him first with a memo which I've started and ... he's been ill the last week, and we haven't known what the budget was until last Tuesday when we got the figures, and we still don't know so much about campus and departmental allocations; those haven't been set in final form. But when he comes back (he's going to Australia in August) and when he comes back, I want a very considered memo on his desk which will review this whole thing. And I'm not going to threaten to resign. When the resignation time comes, I'm going to resign; I'm not going to threaten it. I'm just going to turn it in. And if I can get assurances that the campus will be treated properly, I won't make a fuss in public. If I can't, I may. And I'll ask for a session of the Regents once the resignation's in, an executive session of the Regents, and really put it on the line.

Calciano: You can speak as a free agent then?

McHenry: Yes.

Calciano: We talked quite a bit about your relations with Kerr during the planning stages, but I never did get around to asking you about once UCSC got going, how Kerr was as President, and how was he to work under?

McHenry: Well, he was fine. The personal relationship helped a

whole lot. And his aspirations were identical with mine. We disagreed from time to time, but once we were under way, Kerr was nothing but cooperative until the time of his dismissal. He shared our aspirations, enthused about them, and was extremely helpful and supportive. I don't think he diverted any extra resources to the campus because I was here, but there was always understanding of our problems. I've been much less close to Hitch. But I don't expect to have any great difficulty. Hitch has the two important sides to him -- one is this tremendous ability at analysis, this whiz kid sort of an approach of statistical analysis and computers and so on; and then on the other extreme, he has this background of thirteen years as a fellow, student and fellow, of Queen's College, Oxford. So he knows what we're doing, and yet he wants to quantify everything. And he's got to make some decisions in the conflict in his own mind. We don't ask for preference, but only a chance to grow through a proper youth; to have a proper period of youth and adolescence without all these strains of having to take on an adult load when we're only three, four, five years old.

Calciano: How is the morale of the faculty that we have here already?

McHenry: Well, I think it's pretty good. I'd be the last to know, I suppose. (Laughter) There are a lot of bitches, and they all ... this is traditional, I think, everywhere; the discussion often turns to what terrible thing has the administration done lately.

Faculty Promotion Policies

Calciano: In some of your original guidelines, I remember you saying that this campus was not going to be ruled by publish or perish, that you were going to try to give quite a bit of weight to the ability to teach, the service to students, service to community -- have you been able to do this? How does it work out in practice?

McHenry: Well, I think it's worked out all right so far, but the real test is another year or two ahead. The real test is when the people who came here as assistant professors and beginning assistant professors in '65, '66 reach the end of the full professor time, which is maximum eight years.

Calciano: The full assistant professor time?

McHenry: Yes. If they came in on the bottom level, they can



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|---------------------|-----------------------|---------------------|------------------------|
| 1. Jack Michaelsen | 11. Thomas Vogler | 24. Marshall Sylvan | 33. Richard Mather |
| 2. Richard Randolph | 12. Robert Werlin | 25. Ronald Larsen | 34. Karl Lamb |
| 3. George Benigsen | 13. William Hitchcock | 26. Carl Morris | 35. Glenn Willson |
| 4. Bernard Haley | 14. George Amis | 27. John Dizikes | 36. Betsy Avery |
| 5. Manfred Shaffer | 15. Todd Newberry | 28. Leonard Kunin | 37. Provost Page Smith |
| 6. Harry Berger | 16. Raymond Nichols | 29. Roger Keesing | 38. Maurice Natanson |
| 7. Neal Oxenhandler | 17. Bruce Larkin | 30. Herman Ammon | 39. Siegfried Puknat |
| 8. Mary Holmes | 18. Ronald Ruby | 31. Charles Daniel | 40. Elizabeth Puknat |
| 9. John Pierce | 19. Michael Brailove | 32. William Doyle | 41. Gabriel Berns |
| 10. Jasper Rose | 20. Gudrun Kamm | | |
| | 21. Paulette Fridling | | |
| | 22. Bert Kaplan | | |
| | 23. Bhuwan Joshi | | |

Cowell College Faculty
1965

remain assistant professors a total of eight years, and then we've got to make these hard decisions about whether to get rid of them. We've got two people in the Cowell group who came in '65 who have not yet finished their doctoral dissertations. They were hired with the understanding that their dissertations were within six months or so of completion. We continued them two years as acting assistant professors, and then we put them on a lectureship scale without much increase in salary and they're still there. And the question is whether they ought to be retained. We've given them another contract for this next year so that they will have four years waiting to finish their degrees. And I ... unless there are very strong reasons presented, their status has got to be settled by next Christmas so they can begin job hunting and we recruiting their replacements. And there are others here who have taken a very leading part in the launching of the Academic Senate and so on who are obviously not getting much written, and we're trying to encourage them to cut down on their committee work and use the summer sensibly and get something written. We are saying, in effect: "We want to accelerate you and move you along, but you've got to help us some. Get that doctoral dissertation out and send it to a

University Press, or farm some articles out." We can't keep on promoting them and can't give people tenure without some use of their scholarly training. And most of them have time to do it in the summers at least.

Calciano: I think there is some worry among the assistant professor ranks that there's so much ... well there's more demand made on them by the students than on their counterparts in other universities, and they wonder whether they really will be given credit for all this extra duty and all this running around doing things. How do you measure it?

McHenry: Well ... it's awfully hard, and it'll have to be decided case by case, but a person who gets himself so wrapped up in the activities that he can't do his reading and a little modicum of writing probably shouldn't be here.

Calciano: He ought to be able to handle both?

McHenry: Yes. There is a possibility that a few people who really have proven themselves great teachers, but who can't write, may be transferred over as full-time fellows, or be lecturers indefinitely and fellows, but with their main appointment in the college. That is a possibility.

Calciano: But they couldn't get a tenure-type position at all?

McHenry: They'd eventually get security of employment, which is what Mary Holmes has. It's a little different from tenure, but it has about the same practical effect. But they would not be professors.*

Calciano: Well now the role of colleges, is it going to let men be promoted here that might just have sat still at other....

McHenry: There were at least two promotions a year ago now, Rose's and Joshi's, that I don't think could have taken place at any other campus in the University. And it was to a large extent on their interdisciplinary activities, each of them splitting a field, and each of them taking a leading part in the college -one as Senior Preceptor, the other as Chairman of the Faculty.

Calciano: So you think that this is working out within the bounds that you wanted it to?

McHenry: Yes, though I'm still concerned about the assistant professors who are coming on and who have not written anything. They have an absolute bare cupboard after being here three years. And incidentally, in two cases I can think of, we accelerated them on July 1. We've given them a vote of confidence, but they've got to help us. We've gone all the way out trying to help

* Mary Holmes subsequently became an Associate Professor, and was

them, and now they've got to help us by writing something.

Calciano: Will you go the full eight years with these people? You don't need to, do you?

McHenry: No. But I think we will and see if they're valuable and great teachers. The two cases I'm thinking of, they're wonderful teachers. And their service to the institution, the Academic Senate, and their own college is very great.

Calciano: There's been some comment I've heard that the scientists get a better break than the people in the humanities and social sciences, because they only have to teach two or three courses a year versus five or six for the others, and they are over in Nat Sci all the time, not having to cope with the students. Now I heard this, obviously, from social science and humanities people; is this fair, or is this a distorted view?

McHenry: Well, I'm not sure of the teaching load -- there's been no adjustment officially, no reduction of teaching load for scientists, and if they're not teaching the five courses, they're not following the norm that was set, and eventually there's an accounting on this, because we trace the amount of

teaching, number of students, and number of courses, each time they come up for an advancement of any kind, including the merit increase. They work in Nat Sci, and that does divorce them from this, but there's no reason why a faculty member in the humanities or social sciences who was determined to do so couldn't have a carrel in the Library and cut himself off, so that if he had no teaching on Tuesdays and Thursdays, he could work on his own work there. I think it's a question of determination largely. The geography does make it a little harder, but if he's really determined, people can go on and do these things. Page Smith's a very good example of a man who's busier than almost any one of those individuals, and yet he's going on with his publishing quite regularly.

Calciano: I've also heard comments from the people who arrived in '65 that our more recent faculty appointments are tending to be more conservative -- people who are less adventurous, less willing to experiment, and that the chance that UCSC is going to be "different" is being diminished.

McHenry: Well, I think that's so, or at least it was until we started on Merrill. And on Merrill I think that we're getting again more of the Page-Smith-type flair for the unique individual. The boards of studies packed a

big wallop in the appointments that came for both Stevenson and for Crown. And indeed for Crown, except for the sciences, relatively little knowledge or information or searching inquiry was made by the Provost. He took what the boards of studies produced to a large extent. And all the others have taken the scientists pretty much that have been produced by the Division of Natural Sciences. But in Bell's case, he has tried very hard to get people who fit in the college and its distinctive approach. I think in the end it comes down to how much influence the college has over the appointment, and I briefed Bell very carefully when he came here. I may have told you this. I said, "Now each of these boards of studies has got a little list of priorities -sometimes exact names -- that they're going to try to sell you. But you have a trump card. You can say, 'No,' and they don't get an appointment. So if they don't send up anything you like, say so."

January 8, 1969 9:15 a.m.

College Five and Plans for the Arts Faculty

Calciano: When we stopped for our long pause [the preceding interview was six months earlier], we'd been talking about the provosts of the various colleges and the colleges themselves, the hiring of faculty, and of course all through the last four or five interviews there were comments about the agonies you were undergoing in getting a provost for College Five.

McHenry: Yes.

Calciano: And I noticed you now have one. Would you like to bring this continuing story up to date? (Laughter)

McHenry: Yes, it seems that when we have our worst troubles, we sometimes end up with the happiest solutions. I think this was true in the case of Merrill, where we had Paul Seabury accept, serve for a year, withdraw, and then a frantic search for a successor, and I'm quite sure that Philip Bell is twice as good as Seabury ever could have been. And in the case of College Five, it was very much delayed, and yet when we finally made an appointment and ... actually we didn't get on to James B. Hall, except in terms of papers he filed with us, perhaps in 1963, we didn't get onto him until he brought his two daughters up here for the fall term at

the end of September. Vice-Chancellor Hill had known him in Oregon, and I knew him by reputation, and Hill said, "Let's take a look at him for this," and we spent some time together late in September, and the committee work was done in early October, and somehow an appointment was finally put through the Regents at that stormy October meeting (laughter).

Calciano: Now his major area is creative writing.

McHenry: Yes, he's a novelist and a poet and has taught creative writing both at Oregon and Irvine.

Calciano: Will his college go more into the writing area than the other fine arts, or will it all be....

McHenry: No. Well, he's been working on it pretty hard, and it looks like a very balanced approach in the arts, and there's a great deal of controversy involving the other provosts and the boards of studies. I think the basic cause of controversy is uncertainty and possible jealousy, and both Hall and I have insisted on sequestering a quarter of all the appointments in the college in the arts area. The campus is quite undeveloped in music, art, drama, the dance, and motion pictures, and each of the colleges in getting organized has tended to put the arts out on the edge

in claiming appointments. They haven't wanted to use one of their few precious appointments. For example, if I remember correctly, Stevenson doesn't have a single fellow in music, and I think this is quite unfortunate. I sometimes refer to Stevenson as a silent college, and some of the others have been quite poor at going into the arts. It seems to me that if we're going to make a start, we'd better start with a critical minimum. And the twelve appointments, approximately, that will be made in College Five will be about as many appointments as there are already on the whole campus, so it will virtually double our capability in manpower in arts as a result of it. Now there's been a good deal of nervousness about this in the other colleges lest College Five, with its adequate faculty in the arts, attract the students who are good in music and art and drama overwhelmingly and leave them with rather meager programs and rather poor performances. I think it can be worked out in practice. I recognize the problem, but I don't think that because there is a problem we ought to go through this thing of starting now another college, the fifth college, without appointments in these areas or without having good ones.

Calciano: Quite often a student who is really superb at music will also be good at something else and will choose physics or biology as his bread-and-butter profession and keep music as his avocation. They might tend to go to the other colleges where their major is, so it could work out well, I think.

McHenry: I think so too.

Calciano: Now with Merrill you had to open very understaffed, and I gather the Regents came through with some money for an extra ten or so appointments, but how are you standing on filling out Merrill and also starting the new College Five?

McHenry: Well, over the Christmas holidays, while I've been away, the President's office has made a commitment of 34 additional places, additional faculty beyond what we have in the current year, and presumably these will be on the state budget, though the state budget we don't know yet. But we have authorization at the moment to go on with 34 more appointments, and that will be barely enough to round out Merrill and to provide half the teaching staff, or approximately half the teaching staff, for College Five. We also have hidden away, in various places, some bits of money and some FTE's that are now encumbered only by one-year or

one-quarter or two-quarter appointments. So if we get 34 or more, and I'm hoping it'll be more like 50, we'll be in good shape and be able to proceed.

Calciano: Last spring you were very agitated because University Hall had apportioned out the faculty appointments giving the larger campuses the lion's share and we really came out shorthanded. Does this rectify this? Do the 34 represent a change of policy, or what?

McHenry: Well, I think it recognizes the validity of our angry response: that we simply could not go on taking five or six hundred new students a year with 10 or 11 faculty members per year added. And we did fight this hard, and the President recognized the validity of our claim by twice giving us supplementary FTE financed out of Regents' funds; the FTE were for one year only. We had two waves of that, and indeed if I remember correctly, I think he gave us 11 in April and perhaps another 16 in September, when it was really too late to do much with them, except to get visitors and to do a certain amount of enriching. But some of that money we've put aside, and we have permission to carry it over, so this is a kind of a cushion or backlog. And I think ... I'm mildly optimistic at the moment. When I see the Governor's budget, I may not be. (Laughter)

Calciano: Does Hall seem to have the contacts in the fields of art that are necessary for recruiting a top-level faculty?

McHenry: Yes, I think so. He's particularly good on the writing front, and he seems to have quite wide acquaintances over the country with people in the arts. He looks particularly good in music, I should say, in creative writing, and in drama. The art field -- art history and plastic arts and so on -- I'm less confident about. Of course all this is a teamwork thing, and if the board of studies is weak or antagonistic, it's very difficult for a provost to accomplish it alone. And the art field here is sort of all tied up now. We have a Carnegie grant for about a \$100,000 to bring some stars in this year to study what a model art program ought to be. And the net effect of having them here, from a recruiting standpoint, is to say, "Well, wait till we finish our study." And so it begins to look as if they aren't going to be ready with any major appointment in art for '69-'70, but instead this would have to come in the second wave of College Five's appointments, '70-'71.

Calciano: Haven't there been some problems in the music area?

McHenry: Yes. There've been acute problems, but I think they're

straightening out -- partly because we have two very lively young men, Dudley and Seeley, who have joined. They're at assistant professor level, full of enthusiasm and energetic. And then at last the Committee on Music has gotten hold of I think two first-rate musicians -- one a senior man at the University of Chicago, and the other a very brilliant young composer who is now in Japan. And if the senior man comes in at full professor, and the young composer, who is a very exciting and controversial figure in music, comes in as associate professor, we'll have a pretty well-rounded group. I actually don't know what's happened with the negotiations with the Chicago man. I'd hoped by now that there'd be an appointment, or that the papers would be ready and we could have cleared committee, but since I've been back, I haven't inquired, and I haven't seen anything.

Calciano: There's a ratio that we follow on UC campuses -16 to 1, is this right?

McHenry: Well, that was the old unweighted ratio -- the traditional one that was based on Berkeley as it was in the 1958 and '60 period -- but we have now gone over throughout the University of California to a weighted ratio which is called 28 to 1. And the

weighted ratio counts ... perhaps we've talked about it?

Calciano: Well, we talked a bit about it. This is the one where graduate students are three and a half?

McHenry: Yes. Most advanced graduate students, doctoral stage, are 3.5 and a freshman or sophomore is 1.0. And that's the official ratio now.

Calciano: 28 freshmen to one faculty?

McHenry: To one faculty, yes.

Calciano: Well, I was rather intrigued: in the report that Mr. Roy put out*, there was a sentence that confused me. In talking about our campus, it said that, "faculty salary expenditures would be higher than at other campuses. The campus plans to have a greater proportion of faculty in the tenure ranks to a) retain and promote the young staff hired in the early years and b) to start each new college with a cadre of mature scholars." Well it doesn't make sense to me, because I thought we were bound by the overall University strictures.

McHenry: Well, on the ratios, we are bound, but a campus that has a more mature faculty, a larger proportion of full

professors, for example, just draws more money in order to finance them.

Calciano: But we're not in that position.

McHenry: No. But I think this ... he must have based this upon the cost-feasibility studies that were made by the University-wide Budget Office. And they were concerned because we insisted that we wanted a kind of a.... Do you remember, as a history student, the Wakefield plan of settlement in which if you're starting a settlement in New Zealand under this Wakefield plan, you'd take virtually a whole English village. You'd take the Squire, and the shoemaker, and the sheepshearer, and a little bit of everything from a village, a whole cross section, and at Santa Cruz, we've maintained a kind of a Wakefield theory, when we start a college, of having all ranks represented and a fairly good balance between senior and junior. Now the University-wide and typical pressure is to hire the first year all your full professors and department heads, and then they are available to build up, and after a few years you hire only assistant professors at the bottom. We insisted, however, that we wanted to hold in reserve

* Ed. note: See footnote, Vol. II, page 683.

some of the authorizations for full professors so that we could distribute a few of them in each college as it came on the line. Well now by the time we get College Six going, all this entitlement that I've been holding back, and that we've been using to meet salary savings requirements and so on, will have been committed, and what we'll do for senior staff after that I don't know. But we've already taken some steps to rebuild this in that we do have a directive out that when a senior person leaves a college, for example, Oxenhandler is leaving Cowell and going to Dartmouth, then the replacement in Cowell is at the assistant professor level, and the senior spot goes out to one of the new colleges. And if we have enough turnover, this might produce a few senior spots for the future. Then we'll also have retirements, and some of the people we've brought in have already gone out - - Haley, for example, from Stanford, has retired again, and his spot in Cowell will not be replaced at full professor, but by somebody at the assistant professor level. That isn't settled yet.

Calciano: How does Cowell feel about this?

McHenry: Well, I think Cowell is vigorously represented and is looking out for its interest, but I think, at least on the intellectual level, there is acceptance of this as a good practice.

Calciano: Because their younger men will be promoted?

McHenry: Yes, and some have been. Indeed, there are several who have made tenure already since they've been here.

Calciano: When you have faculty, a group of faculty planning the next college, do they come into our ratio, the weighted ratio?

McHenry: Yes, they do. And everybody who has a faculty appointment is counted in on it.

McHENRY'S EVALUATIONS OF THE VARIOUS BOARDS OF STUDIES

The Natural Sciences -- Astronomy, Biology, Chemistry, Physics, Geology, and Math

Calciano: Which of our academic departments do you feel are strongest? We talked a little bit about this, and you mentioned being very pleased about chemistry, but we really haven't gone into too many of the others.

McHenry: Well, I suppose that in terms of national and international distinction, astronomy is number one in the sciences. And we inherited it that way, and we're hoping to keep it that way, and to extend it. We now

have three members of the National Academy in astronomy: one is retired, and two are on active duty. And we have a NSF proposal for a very large grant, a million dollars or so, which will move astronomy well out into astrophysics. And if this comes through, it'll mean several more staff appointments at a senior level, and great opportunities there. I should think second in distinction in the sciences would be biology. And there our main claims rest on Thimann and people he's surrounded himself with. There are three members of the National Academy who've been teaching in these early years of biology -Thimann, Blinks, and van Niel -- and both Blinks and van Niel are retirees, from Stanford and from Hopkins Marine Station. Van Niel has just written me that he doesn't want to accept an appointment again.

Calciano: Oh?

McHenry: He was only part time anyway, but in the meantime, we've got quite an array of young fellows coming on, many of whom you know. We have a new senior appointment in genetics coming from Purdue at overscale, and I think he'll make the Academy. We've got some brilliant guys in their thirties, and I think the future in biology is well assured. I should think chemistry has made a good start, though a great deal

rests on just the two full professors. Bunnett and Hill are top-rank people. Hill is a member of the National Academy, and Bunnett edits one of the main journals of American Chemical Society, and there're some good young people coming on. I think our big splash this year in the new appointments is going to be in physics.

Calciano: Why is that?

McHenry: Well, we have only one full professor, one associate professor, and then we have an acting associate professor, but I think we're going to be able to keep Douglass, who is acting, and came from American University of Beirut. And there's a man called DeBolt, who's a brilliant young particle physicist now over at SLAC* at Stanford, who is going to get an offer very soon. And one of the great British particle physicists, high energy, Eden, Richard Eden, whom I saw in Athens a week ago, is flying out next Monday, and he's from Cambridge University, the Cavendish Lab in Cambridge in England. So if these appointments all come through, physics will have a very strong group.

Calciano: Well, how do we attract them when we don't have any of the sophisticated cyclotrons, accelerators and so forth?

McHenry: Well, the hardware in the high-energy field, as I understand it, tends to go by generations. Berkeley once had the most advanced things, and they still have some very important hardware at the Rad Lab. Then the next big advance outside of CERN* in Switzerland was the SLAC facility at Palo Alto. It is a national facility, and in the next five years, it's probably going to be the best in the world. And I've noticed this for a half decade -- that high energy [physics] people without being solicited would make inquiries about the possibility of a professorship here so that they could do their research work at SLAC. And from the very beginning with Panofsky and Sands and Drell, who are the three top men over there, we've talked in terms of people that they needed to carry on the research work there and we needed for teaching, and it's only 50 minutes away, so it's like having access to a tremendously expensive national facility and only 50 minutes away.

Calciano: I didn't realize that it was open to other scientists so liberally. I thought you might have to go be a visiting professor at Stanford to get access to it, but you don't?

McHenry: No, no. It's really a national facility.

* Stanford Linear Accelerator Center

Calciano: Do we have to pay rentals for the hours that our men would be there?

McHenry: No, I don't think so. We haven't ever discussed finances, but I think that they ... that there's quite a bit of federal money involved in this. And then in addition, this is a very good place for theoreticians. The theoretical people who are in close touch with the experimentalists over there actually do the mathematical parts and the projections and so on. Sometimes the guy who works with his hands and builds the machines and records the data isn't very good at interpreting it. And so we may have men who have more emphasis on the theoretical side, whose visits to Stanford might be only twice a week, and who don't need to be in on long runs because their things are being recorded automatically anyway. I really don't know much about science, but the other field in which I can parrot what I've been told is solid state physics. We're working in that area and Rosenblum is the chief figure here in physics in solid state, and we do have a good solid-state group coming right along.

Calciano: Rosenblum impressed me when I talked with him; is he a good man?

* Conseil Européen pour la Recherche Nucléaire.

McHenry: Yes, yes. And an even better man, he would allege, Falicov, who's Argentine born, now has an offer from us. He's at the University of Chicago. And if Falicov comes, and we get DeBolt in the high energy side, and possibly Eden, we'll have our physics group well formed, because we've got a lot of good young fellows in both these fields. Next I should rank probably geology, surprisingly. Geology already has a Ph.D. program, and we started with a great man, Aaron Waters, who was dissatisfied in Santa Barbara. He'd been brought from Johns Hopkins to Santa Barbara. He's been extremely skillful at assembling a first-rate team. We now have word of acceptance of one of the greatest of the British geologists, who used to teach at the University of California, his name is Fyfe. The only question now is whether he comes in '69 or '70. He's a top-rank man, and we've had in winter quarter Jim Gilluly who is the grand old man of American geology; he's just 70 now, but was my colleague at UCLA. These men have won top honors; Waters and Gilluly are members of the National Academy here, and Fyfe of the Royal Society in England, and indeed he's the Royal Society professor at Manchester.* And then

* Fyfe was considered for Vice Chancellor-Science and for Provost of Crown College in 1972, but did not come. -- D.E.McHenry

the young fellows are a lively group! I really hadn't intended to go into geology until this exceptional opportunity came, and we're in it now, and we have a cooperative doctoral program with Stanford.

Calciano: Oh?

McHenry: And our equipment is a good deal better than Stanford's, even though they have a School of Mines up there. But together they make a first-rate team, and Waters used to teach at Stanford before he went to Hopkins, so there's lots of close personal relations in this. I've been somewhat disappointed in the mathematics area. We haven't come along as well as we'd thought. We've got a lot of prima donnas in it. We've sacrificed quite a bit to get senior men, and my impression is that while they may be good at research, they're not the kind of human beings we'd like to have around in some cases. Indeed, I have more disciplinary problems in the faculty in mathematics than anyplace else.

Calciano: Disciplinary in what way?

McHenry: Well ... misconduct and alleged unprofessional conduct of various kinds; stirring up rows in the community; getting adverse reactions in public; writing letters

to the editor.

Calciano: Hmm. More than our sociologists?

McHenry: Yes.

Calciano: And psychologists?

McHenry: Yes.

Calciano: Intriguing. (Laughter)

McHenry: This year it's concentrated in mathematics.

Calciano: (Laughter) It seems such a staid field, that you wouldn't....

McHenry: Well it's gone to their head; they're so high-priced, and bright ones are so hard to get. They really ... they grow beards and act eccentric and....

The Humanities -- Literature, Philosophy, History,
Religion, and the Arts

Calciano: Well now, I notice that you have concentrated in our discussion here entirely on the sciences ... are any of our humanities or social science boards....

McHenry: Oh yes. Since you mentioned chemistry, I started on the sciences. In the humanities, I think there's little doubt but what we made a fine start in literature. And we've got people three and four deep

in the different literatures. In Germanic literature we have three tenure people, and each one has made quite a mark. Sig Puknat, the senior one, is a full professor, and then we have Ellis and Lillyman as associate professors, both very lively and producing scholars and excellent teachers. In French literature we've had the blow of Oxenhandler leaving, but we also have Martin Kanen, who's associate professor and who is quite good, and we have some younger guys, at the assistant professor level, coming on, and the Board still hasn't decided whether to replace Oxenhandler -- not in Cowell, but in one of the new colleges -- in French literature. But this is under discussion. The group in English includes Harry Berger, who is a very brilliant scholar and teacher, and then quite a number of hybrids who are part English, part something else. Priscilla Shaw, who is French and English literature, and Robert Durling, who is Italian and English literature, and several others. It is a group, the English part of it, is a group that's dominated largely by Yale people; they either taught at Yale or had graduate work at Yale. But I think we've gone out beyond that recently, the last two years. And it's a good, lively diverse group. Then philosophy unquestionably is off to a good start. There's

unfortunately a pretty wide gap between the level of the two senior professors, Natanson and Hofstadter, who are men of national reputation, and a whole group of assistant professors of miscellaneous pedigrees. The job is to fill in now between the two; to get some men at the associate professor level. Some of the assistant professors will survive and some will go elsewhere, I feel sure. But they have a very large number of majors, and there's a tremendous interest in philosophy. I think history could be called equally good, or even with literature, and perhaps even exceeding philosophy in the quality of staff. But this is due to the fact that Page Smith was willing to come here, and he's such a productive scholar and a great teacher. But beyond Page, we do have some very keen fellows, some of them awfully young. Laurence Veysey ... do you know Laurence, Larry?

Calciano: No, I just know that he's Chairman of the Board of Studies....

McHenry: Yes. Well, he's done a very important book on American universities, and it's a study of American intellectual history. And when national people come here and know something about what's been written, and David Reisman, say, would say, "I'm coming over." "Anybody you want to see?" "I want to see Veysey."

That's the most common request. And in his way, Jasper Rose is an important figure -- not in a conventional historian category -- who writes regularly. His writing is largely journalistic, and he can't make up his mind whether he's an historian or an artist, but he's a figure to be reckoned with. And there are quite a number of very promising young guys -- Dizikes is especially attractive to me; Mather is a very thorough scholar. And history's carrying here a very heavy load, and its manpower isn't as extensive as it probably should be for getting along.

Calciano: You haven't mentioned Hitchcock. Will he be coming back to us?

McHenry: Yes. And he is a brilliant lecturer, as you know. I think it's definite that he's coming back. He was promoted to full professor as of next July 1, a year delay. That is, we announced it a year ahead, partly to make sure to get him back. (Laughter) And he's a prima donna in many ways, but he's one of the best teachers of history anybody ever had. And there are others who are awfully good. We need another major appointment or two, and I think we may be able to swing it. Frank Manuel, I believe, is coming in on a visiting basis in the spring quarter. If he's as good as he sounds from his biog, maybe he'll be one we'll

want to retain. In religion we haven't really got much of a start. Noel King is the only appointee in it, and I don't know how far it's going to be able to go, and to me it's kind of marginal when you have so many demands -- it's very difficult to know how much to put behind him. I've already talked about the arts, and that we've been very slow in getting started and haven't very many. And both in music and art there are rather severe personality complications and some tensions that are working.

The Social Sciences -- Sociology-Anthropology,
Government, Economics, Psychology, Anthropology, and
Geography

McHenry: In the social sciences I think, of the three categories, we've probably done the poorest job in social sciences. Hard to understand why. In sociology-anthropology we lost Charles Page, who was the biggest single figure in the area. And we've got a man coming in now in sociology and community studies called Friedland, who is pretty good, I think. And we have Bill Davenport in anthropology coming from Penn, and he'll be here in the spring quarter, and from then on he's Professor and Director of the South Pacific Studies Center. In government we've been plagued by

having our senior people tied up as administrators, even including Karl Lamb; but Willson and I, neither of us taught much, and Lamb teaches only half time. Then there's a whole raft of assistant professors, some of them very, very good, but we've just got acceptance of the Chairman of Political Science of Chicago. He's been with us a few days around New Years, and he's moving out in June.

Calciano: Have you mentioned now several people coming from Chicago in the....

McHenry: Not several, but Falicov in physics and this man, whose name we can't announce yet, but it's Grant McConnell. He was a Reed college man, a Rhodes scholar, a very productive scholar, and these last two years has been chairman of what is maybe the best all-around department of political science in the country, at Chicago. And he's....

Calciano: How did we win him?

McHenry: Well it's ... there are lots of ties. He has a feeling for the small college and the Oxford-type approach. He's sick of the climate in Chicago, and he's sick of the fighting that's been going on in Chicago, and we've had personal ties with him and he's just what our young people need -- an active senior scholar who is able to talk with them about current developments

and try their ideas on and be a broker for them in getting them placed on the program of a learned society meeting, or getting them invited to do a piece for a journal or something of that sort. And I think we're in good shape, and there are negotiations going on now with another associate professor, so Karl Lamb won't feel quite so alone. We've had a big struggle to keep Karl here. He was offered the chairmanship of the department at Kansas at a salary about 50% more than he has here.

Calciano: Oh!

McHenry: More than 50% more, and so we've had to make some commitments about the future with Karl, but I think it would have been disastrous to have lost him.

Calciano: Because of his work in government, or because of his administrative work?

McHenry: Well, and a third dimension; both those and a third dimension -- his role in the community. He's one of the few faculty members who circulates in the community and is known.

Calciano: Yes.

McHenry: And we just can't afford to lose anybody who is interested....

Calciano: Who builds a bridge.

McHenry: Considering that he's a good scholar, too. And he seems to be able to do all these. In economics we're plagued by the same problem about too many people in the administration. The two senior people are Calkins and Bell, and while they take some time to teach, it isn't enough time to do very much. And we're negotiating now with two men on the full professor level, and I think one of them is going to come on a visiting basis, and the other may come on a permanent basis, but they're big figures nationally and will help us a lot in economics. In the meantime we have two associate professors, Kaun and Adams, and Adams, it seems to me, has a lot of spark and interest and value. Psychology is the other big field that we class in the social sciences, and here it's a terribly mixed-up development -- an enormous amount of psych majors, more than any other single field, I think -and the staff is all sort of mixed up, and it doesn't follow any particular pattern. Kaplan is, of course, sort of a humanistic psychologist, sort of a philosopher of psychology. Marlowe, associate professor, is a social psychologist. We brought him from Harvard. And then there's a whole lot of people of assistant-professor or, in the case of Joshi, first year-in the-associate level, who kind of have

interests in something outside. Domhoff has interests in what might be called socio-economic things; he got so inundated in his neo-Marxian interpretation of American power and society, you know, and Joshi is really kind of an international relations student; his most important book, only important book, is in the politics of Nepal, his native country, and he's over there now on leave. And then there are a lot of acting people and visiting people in the area. We probably are going to make two full professor appointments, both by transfer from Berkeley, and they will cast this thing for the future. I'm not terribly enthused about either one of them.

Calciano: Oh?

McHenry: I had hoped to bring in somebody in the class of McConnell, who is really a bright, clear figure, and I've been working on a man for four years whose name is Donald Campbell, from Northwestern. If he came, then I think we'd tend to attract really first-rate people.

Calciano: Do you still have a spot left to put him in if he comes?

McHenry: Well, I think we could get him in, but the longer we're here, the less influence I have. And I've been promoting him and so on, but my colleagues in

psychology are not enthused; part of this is a question of power, and part of it's a question of, I think, that people in a discipline tend to resist the administration if they can.

Calciano: Yes.

McHenry: And you and I talked about this before. The founding Chancellor has a lot of discretion at the start, and the more colleagues you get, the more people you have to talk to, the less the influence becomes. And whereas you have a strong affirmative influence at the beginning, after a passage of years, your influence is largely negative. You can fail to make a financial provision for a post and prevent an appointment, or you can actually just come down the line and say, "I won't do it under any circumstances." But you don't have this, oh, this really invigorating, heady wine of stopping in at Yale or Harvard and meeting people and taking a shine to someone and saying, "That's the fellow I'd like to launch this thing." Page Smith and I went through this together, of spotting people that we thought would be bright stars someday, and now it's all thick batteries of committees and a very obvious person, the name gets lost! Somebody will say, [McHenry mockingly uses an "all innocence" tone] "I don't know what ever happened to that? We were

circulating it and...." (Laughter)

Calciano: Does Philip Bell have this problem on....

McHenry: Yes, but....

Calciano: Because he was the type of man who could....

McHenry: Yes. And he's come into conflict with lots of boards, and Jim Hall is here this week, and I have to save some hours each day for him to cry on my shoulder, and I have to coach him and say, [using a slow, emphatic voice] "Now look, don't say it that way. Put it this way, or you'll get their dander up, and be sure you define your position in the college, and don't break out with bright ideas." (I agree with the ideas, you see. He has ideas for graduate work, or for this or that.) "Remember, that's not in your province as Provost. That's the province of the graduate division, and that's the province of the board of studies in that field, and you, as professor, can take it up with them and suggest it, but don't do it as provost, or you'll just get their dander up, and this will make it difficult to accomplish things within the college." And it's very difficult; it's so unusual a type of an organization, and nearly half of Hall's ideas really fall into the jurisdiction of somebody else. And for him to propose them forcefully at this time diminishes

greatly his ability to sell the appointments that are necessary to get the college going.

Calciano: Yes.

McHenry: I'm perhaps being too explicit about this, but it's the kind of thing that ... I've spent a lot of time with the provosts in these early stages before the college opens, negotiating these things and seeing how it can be done; how can we get this through the budget committee, and how can we persuade the board of studies. And a lot of times it's just sort of simple, teaching them how to compromise. "All right, what's your first priority in this dealing with the literature board ... all right now, what's their first priority? All right now, why don't you make a deal -- accept those two; you accept their man and they accept yours, and then we'll go to the third." Now most people do this instinctively, but when you come in fresh, as Jim Hall has, and he doesn't know the names and numbers of the players and what the prejudices are, and whose wife is prodding him to do this or that, then it's very easy to bumble into something.

Calciano: Yes.

McHenry: So I sort of spend a lot of time handholding and suggesting strategies and, "Have you tried this?"

[Pause]

Calciano: We haven't mentioned anthropology.

McHenry: Well, Davenport, the man I mentioned from Pennsylvania, is the senior anthropologist coming in. He's full professor; he's accepted as of April 1st. He will be the Director of the South Pacific Studies Center. And we've promoted Randolph to associate professor, and I fully expect to promote Keesing to associate professor. He waited ... well, he's waited a year. He could have been associate professor in any good department in the country, if he'd been willing to transfer, go elsewhere, but he doesn't want to go elsewhere, and I think that there's no doubt but what we'll promote him.

Calciano: He waited a year because you didn't have the money, or because you weren't ready to promote him?

McHenry: Well, we didn't have the committee report on it. And Randolph was clearly senior to him, and between us [meaning Calciano and McHenry] we felt that rather than buck the committee system, which would mean his neck was out, and they'd get him someday later when I'm not around to protect him, we just bumped his salary up to associate level by giving him a stipend as acting Director of the Center, and this makes it possible for Randolph, who is older, to have one year seniority on him. But actually, if you go back over

Keesing's salary history here, we've moved him a notch every year, because we've given him a two-year increase every year.

Calciano: Oh!

McHenry: He's a hell of a good man. Tremendous on so many fronts. Sometimes he has the largest classes here; when he does primitive religions or something of the kind, he'll have hundreds of students. He carries a heavy administrative burden, and really was responsible for organizing the South Pacific Studies Center. He's got scientific papers coming out regularly, and a tremendous amount of field work in the Solomon Islands. Well, we've a new man called Schlegel in Merrill, who has had three years of field work in the Phillipines and is an Episcopal minister in his spare time. (Laughter) He was trained as an Episcopal minister and then went to anthropology. And there are quite a number of good young people. Do you know Miss Zihlman? She's our physical anthropologist. She's in Crown. A little slip of a girl; very promising I think. She works, as my son Henry does, on shinbones and skulls. (Laughter) Our son, by the way, our youngest son, Henry, has been in Wisconsin this fall. Wisconsin recruited him; he has his M.A., and they agreed he could go straight to a Ph.D. very

quickly. And then his two mentors, the two men he'd gone to work with, decided to leave Wisconsin ...

Calciano: Oh no!

McHenry: And Henry, they're going to leave in June, and Henry just made up his mind that he'd had enough of this, and he's transferring to Harvard in January.

Calciano: Wow!

McHenry: Well, Harvard offered him a place when he went to Wisconsin, but Wisconsin, at that time, was better in physical anthropology. He says that the Fogg Museum (laughter)-- it isn't the Fogg ...

Calciano: No. The Peabody?

McHenry: Peabody. The Peabody Museum is not well equipped by Wisconsin or even Davis-Berkeley standards. But we're awfully proud of him; he had the best paper presented at the physical anthropology meetings last spring, and it's now been published in the Journal of Physical Anthropology.

Calciano: My goodness.

McHenry: And it's all about California Indians and tracing the years of drought and starvation by marks on the bone.

Calciano: Like tree rings?

McHenry: Very much.

Calciano: That's interesting.

McHenry: Well Miss Zihlman is a good girl, and she's doing well. And there are others in anthropology that are coming along. Bob Scholte, who has been in Stevenson, is going to the University of Pennsylvania. He's pretty much of a theoretical anthropologist, and I'm personally not sorry to see him go. He's the fellow who was in that terrible automobile accident in which Sheila Hough was hurt. He was so lucky not to have his brains knocked out, and if it hadn't been for the neurosurgeon here....

Calciano: Magid.

McHenry: Magid ... he probably would be an imbecile today. Magid just happened to be in town and happened to get to the hospital fast enough. I don't think his brain was seriously affected by it, but he's a bit of a swinger, and I think they could make a better appointment.

Calciano: He and Blake have been two that have sort of irritated the community in a way.

McHenry: Yes.

Calciano: Is this part of your feeling of why you're glad he's going?

McHenry: Well ... no, I don't really.... I think he's a neuter pretty much in the community. Blake arouses all kinds of racial antagonism, but I think any black man who

stood his ground would probably do it. I regard Blake as one of the very most valuable members of the faculty here. It's not easy to take when he gets excited and uses obscene language here and there, but by and large I'm a strong supporter of Blake. And if we could get five more of him, I'd like it. I'm afraid he's going to leave us. That is, he's got ... any black man with a degree is just bound to have offers everywhere. Mills has asked if they could have him do some course of lectures over there, and Berkeley social welfare has got him scheduled for a course of lectures there. I don't think they can pay him, but they may rig up something special. Mills could pay him. He still hasn't moved here; his family's still in Berkeley.

Calciano: Oh? I didn't know that. What about geography?

McHenry: Well, geography is an area that I really never made up my mind about. I don't think of it as a pure discipline; it's kind of a composite of some applied field in a way. And we had an exceptional opportunity to pick up Manny Shaffer sight unseen. He was in Nairobi, and they sort of wanted to come back, and they wanted to come back to California, and his papers were good, and so we invited them to come and sort of took a chance on it, and he turned out to be a very

nice guy. He's not a terribly productive scholar. And then Ray Collett came along, and he has this tremendous interest in the California landscape and in literature and so on, though he's a shy, odd person ... but we never really made up our minds that we were going to go and get a tenure person, and while I was gone this time, they rammed through an intercampus transfer of a man from Irvine who is up for promotion to Associate Professor I. I had no idea it was going to be done, and of course I'm in the position of saying to Mr. Calkins, "Anything that you do while I'm gone is all right with me." But this one really floored me. (Laughter)

Calciano: "They rammed through." Who's they?

McHenry: Well, Manny Shaffer, I'm sure, engineered the thing and must have waited and waited until I was gone. (Laughter) And Phil Bell was in on it. I don't think he knew that we hadn't really talked through the future of geography, and I guess Bob Calkins just wasn't alert to the questions that had been raised from time to time by the Committee on Educational Policy and others. But this is a man who probably could be used in community studies, which we do intend to develop, and he's an urban geographer, and a very nice chap. Oh, he's a New Zealander by origin. Very

nice.

Calciano: So he's a good man in himself. It's just that you aren't sure whether you want to develop the field. Is that it?

McHenry: Yes, yes. In the last ten years, Stanford and Harvard both went through dropping geography as a department. And if we could get some first-class people, I wouldn't mind. But so many of them are people who didn't quite make the grade in a rigorous discipline. That's insulting to say, but I ... I think that geographic approaches to some problems give an extra dimension, but I've some feeling that the poorer graduate students and so on tend to go off into geography because they just haven't got enough mathematics to make a good economist or something of the kind.

Calciano: I see. Are there any fields I've left out that we ought to....

McHenry: Gosh, I almost have to look at a list to be sure. I did mention community studies. We have a committee on it, and eventually I think it'll be a board of studies; it's kind of an applied social science, and a lot of its work will center around the research station and settlement house sort of thing that is being arranged over in San Jose in the Mexican-

American community.

Calciano: We are arranging it?

McHenry: Yes.

Calciano: By Bell's college or....

McHenry: No. It's being done by the campus as a whole. Bell's college will make some use of it, but the Committee on Community Studies will have its field work centered there. And the notion is to have a center right in a Mexican-American community. We've been able to get substantial grants from the urban crisis money and some innovations-in-instruction money, enough to operate this year, and I think we'll get some renewals.

THE CURRICULUM

College-Sponsored Courses

Calciano: How have the core courses been working out in the various colleges?

McHenry: Well, I really don't know very much. I just have a feeling that the World Civilization, the two-year sequence in Cowell, is very good. I think it operated very well under Hitchcock's direction, and I think it's doing well under Rose's direction this time. I think it's met about all the hopes we had for it. I

have some feeling that the core courses in Stevenson are not as exciting, and in Crown, so-so. In Merrill I think that it's a real excitement center -- the Third World, Africa and Afro-America, and now the Third World Middle East. Lots of the students are quite enthused about what's going on. It seems to them, many of them, an answer to the relevancy issue, and yet the staff in Marrill is pretty thin to do this. There are quite a few gaps, but Noel King has carried on very well indeed. I think the core course is, on the whole, a good idea. And it's a lot easier when you take an approach and stick to it. I think maybe the trouble with Stevenson may be that they're not sure whether it's linguistics or social science or what, and it's kind of a muddle. And in Crown they were trying to link science to something the girls were interested in, in sort of a science and society. I think some of them, and maybe these two colleges, are doing relatively better on sophomore and senior seminars. You've looked at the schedule of classes for this term and have noticed there's a growing attempt in each of the colleges to offer more college courses, and they're offered under various numbers, and the colleges have a slot called 43 and 198, 199, and various kinds of courses that they offer, and there's

a lot of flexibility here. And quite often it gives a fellow of a college, or two fellows together, a chance to offer a hybrid arrangement of some kind. Some hobby interest.

Calciano: I know that 199s are individual study and so forth, but are these college courses ... say if Cowell is operating one on Contemporary American History -is that strictly for Cowell people or can any UCSC student enroll?

McHenry: Well by permission of the instructor, others can be allowed in. The only experience I've had is in this Crown Seminar in Utopias. When we offered it last year, Max Levin and Richard Olson and I, I think we had only three Crown people and seven non-Crown. We just had room for everybody who wanted to take it. An yet you'll find some of them that are awfully crowded, and they would limit to their own. Well you can look at this: (I've got in my hands the schedule and directory for the winter quarter that just opened this week) and under Cowell you have the World Civ, and they are in number two, World Civ II, the Medieval World, now. And there are lectures and various sections. And then there is the second year of it, World Civilization: Non-European Cultures-China; World Civilization: Non-European Cultures-Middle East; World

Civilization: Non-European Cultures-India. So there are various approaches. And then under the 42 category is, How Science Senses the University by an astronomer. And 144, Mystical Tradition, by Norman O. Brown, who is the great new scholar we have and very controversial indeed, a classicist and a Freudian, neo-Freudian, who's widely controversial, and this will be a most interesting thing. And also in the 144 group, Elites in American History, jointly taught by Domhoff, who does this Power in Society thing, and Page Smith.

Calciano: Oh, that's a wonderful combination! (Laughter)

McHenry: Then there's a history workshop, and there is Art, Theatre, and Social Thought in the Renaissance with Berger, who is kind of a medievalist, and Werlin, a sociologist, jointly doing it. There's another course called Cowell in Community Service, taught by Blake, and then the other 193s and 199s and so on. And then there are, besides the core course in Crown, which this term is called The Cosmos and the Arts, they have a 144 in Crown called Responsibility, and it's taught by three people, a chemist, a political scientist, and a philosopher. And there's another one called Music and Philosophy taught by a musician, Van den Burg, and a mathematician, Greenberg. And then there's one

that's probably most popular of all called Aggression (laughter), and it's taught by Paul Lee, the philosopher of religion, and Burney LeBoeuf, the physiological psychologist. And these are just samples, but I think the colleges may be in some cases, particularly in Stevenson and in Crown, accomplishing more through these sophomore and senior seminars and special classes that break down the disciplinary barriers or bring two people from different disciplines together facing a particular problem.

Calciano: How does this work out? Cowell, perhaps, wants to have a seminar, "The Mathematician Looks at the World," of something, and the Mathematics Board of Studies wants the same guy to teach second year calculus?

McHenry: Well, there's a lot of tension on this, and I think that there's sort of a rule of the thumb that's just sort of emerged -- nobody's said anything; there's been no directive on it -- that out of the five courses that most people teach in the course of the year, one of them belongs to the college.

Calciano: Oh?

McHenry: And that's just sort of the ... you ask somebody, and they say, "Oh, isn't that a rule?" Well, it's never been made a rule, but the colleges pay half the salary

of the fellows, so they have some bargaining power. But there always is a discussion: "I want one course of your time in the spring quarter. Save it." And they let the Board know, and these negotiations go back and forth. But Hall, for College Five, is talking about asking for a course and a half per year out of five, and it'll be very interesting to see how it comes out.

Calciano: When two men together teach a course, does that count as half a course?

McHenry: Oh, I don't know. I think probably that they usually both of them claim it as a course. But the only time we really get to tabulating and asking that question is when they're up for a step increase or a promotion. And every once in a while, I write back and say, "Did he really only teach four courses this year?" Or, "Is there no special studies?" and so on and so on. And it's only by this process of, "Well, it'll be noticed if you don't teach five courses," that we really get down to accounting for this.

Calciano: Yes.

McHenry: And the people in the sciences generally find some way to teach less than five. Often it's by listing the laboratory supervision or something else.

Calciano: How does directed studies count, where a professor has one student that he's guiding in his reading?

McHenry: Well, we don't have any firm rules on this; it's sort of that we trust everybody to do his part. And I think that when they list only one student, it's usually just in addition to other work. But if it's an organized class that requires preparation other than just sitting and listening to the student read his paper and criticizing it and suggesting what he do next, then I am inclined to think that people would respect it as a class.

The Faculty's Position on Courses by Examination

(Editor's Note: The following six pages on courses by examination were part of the interview held on January 31, 1968. Because of their content, they were moved to this spot in the manuscript. We had been discussing the Chancellor's various committee assignments while at UCLA, and in connection with his chairmanship in the 1950s of several curriculum committees in the College of Letters and Science, the following question was asked.)

Calciano: Were these curriculum committees a learning laboratory for you that you utilized in setting up the curriculum here?

McHenry: I think so. I learnt a lot, sure, and I became acquainted with what is, I think, a general stereotype across the country, and in setting up the basic campus-wide requirements here, I was very careful not to put anything very unique into it, because the uniqueness ought to be put into the individual

college, and the campus-wide requirements ought to be just the usual thing. Also, we are preoccupied here with making sure that a junior college transfer can come in without too much penalty, and if you set up a whole lot of unique requirements, the freshman and sophomore years, most junior colleges aren't going to be able to meet them, and then their students come in and are disadvantaged and have to go back and take this work. So I'm far from a curricular experimentalist. When I had an opportunity to do so in the College of Letters and Science, I encouraged students to take courses by pass-fail, which was possible under the rules, a limited number, and to take courses by examination, which was possible under the rules. And actually the Santa Cruz faculty, while it's radical in terms of pass-fail, is extremely conservative in terms of courses by examination.

Calciano: What do you mean when you say courses by examination?

McHenry: Well, a person who has had a given experience -- for example, we've got three students in Crown College who came here directly from Africa; they're Americans whose parents are employed in Africa, and there's no reason why they should sit through a course in the geography of Africa if they've experienced it. And they might just as well sit for an examination, pass

the examination, and have credit for the course. It's an easy way of acceleration, and it's a good way to eliminate boredom.

Calciano: Yes. And is this allowed on other campuses?

McHenry: Oh, it's been in the Academic Senate rules for thirty years that I know of, and is hardly ever used, but once in a while somebody's in a deanship or a chairmanship who knows about it and says to a student, "Don't take that course. You just read a couple of things and sit for an examination. There's no need for it." And you can easily eliminate a quarter or two quarters or three quarters, sometimes, of a student's course work simply because he's already had this experience. I can remember, for example, a city editor of the Los Angeles Examiner came to me to enroll in a course in public opinion, and I said, "What the hell, you know more about this than I do. I'll just suggest that you look at these books that the students who do take the course have to read, and you come in next week, and I'll give you the course by examination," and so he sat in my office for a couple of hours and wrote a brilliant examination, and why should he sit through my lectures?

Calciano: Are these people graded A, B, C, D, or just pass-fail?

McHenry: They're given letter grades, or can be given letter

grades. But our faculty at Santa Cruz is extremely conservative. They hedge it in, and you can only do a certain number under certain circumstances in following the reading course and so on.

Calciano: The problem comes to mind, what about somebody who, say, has a French mother and has known French from babyhood. Can he just go through French 1, 2, 3, and 4 and get sixteen units of credit?

McHenry: Well, I don't think it applies to language, though they could be excused from taking French by taking the placement examinations, and that's almost always been the case. But when one has the real material of the course in history or geography or political science, there's just no sense in repeating it. The faculties recognized this years ago in the general rules of the Academic Senate, but there are a lot of people here who say, "Well, that student hasn't had my course in that phase of literature; he's not really prepared, and therefore he has to sit through it." And that leads to poor attendance in class and a certain attitude of, "Who the hell's going to sit through all that?"

Calciano: I'm surprised that this faculty would rebel at that, because.... Is it because they're young, and they feel that they've worked so hard at their courses that by

golly they're going to teach them to somebody, or....

(Laughter)

McHenry: Well, I don't know. Maybe we'll get them to loosen up, but they've been a little tight so far. Calciano: But you have nothing that you can attribute it to specifically?

McHenry: I suppose your explanation is as good as anything. I think faculties generally are awfully conservative about these things, and there is a feeling of possessiveness about one's own course and thinking it's quite distinctive. "Surely somebody couldn't read during the summer and pass it," because it's kind of an admission that all those lectures were not quite as fine as the one who was lecturing thought.

Calciano: Did the curriculum at UCLA change much when you were on the curriculum committees?

McHenry: Well I took some part at various times in curricular reform. And there was a period of fluidity along about 1945 in which there were quite a few changes in the structure of courses and requirements at UCLA in L and S. But I don't attribute to it any enormous importance. There was some urge to get into interdisciplinary courses, and some of them actually did get underway, but it was a quite incomplete

revolution. And it's an area that doesn't interest me a whole lot, the curriculum tinkering. It seems to me that there are many more important issues to fight about, and I suspect I presided rather impartially over this. There are always power moves in this, and who gets what is a big point, and the language departments want one more term of languages on the requirement because they get x-100 more students, and if you do it by formula, then they get 2.3 extra FTE in the faculty and so on. And the job is to make sure that there aren't drastic changes that upset the equilibrium or give somebody a windfall of a large order.

[Editor's Note: The January 8, 1969, interview resumes at this point.]

The Language Requirement

Calciano: This next question is one that I typed up a long time ago, probably a year ago, when I first started doing research for this interview, and now it seems to have become particularly relevant what with some of the developments that I've been reading about in the newspaper in the last year, last quarter. I noticed in some of the early position papers that there was a lot of talk about, "Let's not make firm fixed requirements." And particularly there was discussion

about a language requirement -- you know, "Should there be one? Is the subject important and for whom?" And then in later material I noticed that a language requirement was put into effect right from the very beginning, and now it's been modified and there's a good deal of controversy over it. Would you like to fill in all the gaps that exist in my research?

(Laughter)

McHenry: Well, I've never had any doubt but what there ought to be a language requirement. I suppose it's an inefficient way to try to make people take language, but we have a language requirement for entrance to the University, and a large proportion of our people are going to graduate work where there will be a language requirement. It seems to me that instead of letting people off (and I'm very, very poor in foreign languages -- I've had a smattering of Latin, Spanish, German, and French, and I can't use a one of them) but I've always been a supporter of the language requirement. My words are in the Academic Plan; to read, write, and speak a language is the requirement. Now there is a lot of student pressure to get rid of the language requirement, and it's very close in the faculty -- votes are almost 50-50 in the faculty -and I don't know whether it's going to go or not. But I'd

be sorry to see it go, because it'll handicap our people in graduate work not to have mastered a language as an undergraduate. And it would pull the rug to some extent from under our summer language institute, which is doing excellent work, and which, in one ten-week course, can free somebody to do important work with a foreign language -- for example, historical research. One of the graduates in Russian, never had Russian before, after one summer here got a job translating into English from Russian newspapers.

Calciano: Good heavens!

McHenry: And they make remarkable progress. Well, I don't really have anything else to say except that I think it's 50-50. We deliberately went into the teaching of foreign languages here, largely by non-commissioned officers -- by people who are associates who are not retained permanently. And Ben Clark is the coordinator of this. I think our language teaching's been pretty good on the whole.

Remedial Writing Instruction

Calciano: Another thing that I noticed in some of the early proposals: recognizing the fact that many college kids cannot write worth a bean, there were proposals to have tutors in writing who would really work with

students to improve their style and their organization. Has anything been done on this, because it seems like an awfully good idea?

McHenry: Yes. Of course the worst ones are caught in the Subject A Examination. And instead of offering Subject A as a separate course, each of the colleges decides just how to do this. Typically it's been offered as almost a writing supplement to the core course. And there are people, some of them faculty wives, employed to do this. Lois Natanson and various others have done it from time to time. Betty Puknat did the first year; they are girls who have degrees, in most cases master's degrees, and Betty's is a doctorate in English. And that has gone on. We haven't had the money to go much beyond that. That's been financed, except for the first year, largely out of fees, extra fees that the Subject A failers have had to pay. I think that there's a good deal of assistance given by ordinary faculty members.

Calciano: They have the time to do this?

McHenry: Well, they make them write essays, and they correct them, and in the process of having to write a lot, one learns to write, I think. I'm not sure it's on a wholly satisfactory basis, but I don't think we'd ever have the money, or the muscle, to force people to take

remedial work, other than Subject A. I think the colleges are handling it mostly on an informal basis. But I don't think anybody who doesn't read and write with fair facility is likely to get through here. I think he'll feel oppressed and beat it.

Calciano: (Laughter)

McHenry: Now it's quite common that a student has, in a given quarter, 15 to 20 books to read in ten weeks. And they have to learn to scan. I get letters and complaints from parents now and then.

Calciano: I remember a very earth-shaking statement that was made by one of the lecturers in my social science course. He said, "This is a long reading list, and the good student will not read all of it; he will know what to skim and what to study." And it was sort of earth-shaking to me because I'd assumed that we had to read it all, and of course I wasn't -- I was scanning this and that, but I was quite surprised to find that this was really the proper way to approach it.

(Laughter)

McHenry: I have a nephew who is probably 30 years old. He has a bachelor's degree from Cal-Poly, Kellogg, Pomona, and I don't believe that he's ever read a book through in his life. And that kind of fellow who hates to read or wouldn't, would just not flourish here at all.

Calciano: No.

McHenry: And this is one of our great troubles with the EOP students who have these disadvantaged backgrounds. Their weakness is so often in English, and Mexican kids have a tough time of it, and the Negro kids who speak in a sort of a separate language have a great deal of difficulty. And yet once they learn to write, they write beautifully quite often. They have powers of expression. But it is a handicap, and we're well down the road of asking people to do a lot of writing here.

Calciano: There's a whole background of information that you lose if you aren't reading the kind of junk reading that kids do from age 6 to 15. I had an American-born roommate at college who spent seven years, from age seven to fourteen, in France reading nothing but French, and she was handicapped on American crossword puzzles. There were all these funny little words such as "sloop" and "spar" that I don't know where I knew them from, but they weren't in her vocabulary. She would always know the French word for it.

Plans for Televised Courses

Calciano: Something else that was talked about in the very early

planning years, and I never heard another word about it until this fall, was the concept of televising courses -- "Perhaps an American History course can be broadcast to fifteen colleges" -- will something like this be done, or what?

McHenry: Yes. We've almost got the hardware to do it. I think the federal grants are such that by next summer we'll have the capability of putting a lecture given in a studio out to all the colleges. Have you been through the studios in the new communications building?

Calciano: No. I'd like to.

McHenry: Yes. Well ask Tom Karwin sometime, when you have time, to take you through. We have three first-rate TV studios, and I think one or two of them are going to have interim use for drama and music. But we've been able, mostly thanks to Jerry Rosen, who is leaving to go to UCLA by the way, to get onto every federal grant and to pick up equipment, and our capabilities in TV production are already very considerable. And there is going to come a time soon when the cost squeeze is going to be on, and people are going to be awfully relieved to be able to handle a big class by TV, I think. It has to be done gingerly; you don't want to get staff dander up in fear of technological unemployment, which is one of the real dangers in

this. But we've got a few assets. One of them is that Page Smith has recorded on film his American History lectures before, and he enjoyed the experience. They're on old-fashioned movie film. He has an innovation-in-instruction grant this year to put them all on video tape, so they're going to be refilmed and brought up to date. Then if our people are clever in instructional services, they'll get people, one or two who are interested in each field, to do a demonstration and show it to their children, and, "Oh, Daddy, you look funny," and wean them onto it. Rosen has been always a kind of a hard-hitter type, a little over-promotive, and I think if they can relax the ... his urge is to print a brochure on slick paper with the finest photographs and so on, and this puts faculty off terribly, because they think Madison Avenue is assaulting them.

Calciano: Yes.

McHenry: And time after time we've tried to counsel Jerry out of doing too slick a job, because, particularly humanities faculty, it just builds up their resistance something awful. But the capability is coming, and now it's going to take this skill of persuading them to use it.

Calciano: Well now, if Page Smith's lectures are broadcast to

all colleges as the beginning American History course, than what -- will each college do the grading, or what? There's a lot of mechanical....

McHenry: Well, I don't think we've thought through this thoroughly. I would be inclined to think that we might do them from a central place and pipe them out into the colleges and have an instructor there with each group who conducts a part of it there. I think we're going to have the capability of having a student in Cowell ask the question and have it go back to the lecturer up in the communications building, and the people in all the colleges can see this give and take. But I would think that it would be best to have an instructor in charge of any significant group and follow the lecture directly with a discussion based on it. And if there's any real controversy about what was said, then maybe there could be a replay. I haven't thought the thing through, and I imagine, once we get the facilities installed, have a demonstration or two, and see how it goes, and then maybe some really big course such as Herman Blake's course where there is no room big enough to handle all the people who want to take it, then maybe we'd put out teaching assistants or young instructors in each college, and Herman do the show from the studio.

Calciano: Is this something that the Academic Senate decides or the individual instructor decides?

McHenry: It's a matter for the individual instructor.

FACULTY ACTIVISM

The Academic Senate

Calciano: From some of the things you've said earlier, I've gathered that when UC Santa Barbara was first formed, it was not under the Academic Senate for a number of years.

McHenry: That's right.

Calciano: Riverside was right away.

McHenry: Yes.

Calciano: I wonder a) Is there an option? and if so, b) Why did we go into it right away?

McHenry: I don't believe there was any option. It was assumed from the beginning that the Academic Senate had jurisdiction over the three new campuses. The Santa Barbara takeover was from a State College status, and its admission requirements were lower; that was one of the main reasons why Santa Barbara didn't come onto the University standard for a while. They needed a transition period. And moreover, the faculty wasn't

experienced in self-government, and so they set up committees and got themselves some experience. No, we really didn't have an option. The only option was a matter of a few months, perhaps, where we had this advisory body, which was under Gordon Mackinney, which represented several campuses, and it served us as an academic senate before we opened and for about six months after we opened. But then the Senate itself was organized here. It might have been delayed a year, perhaps, or six months.

Calciano: I'd heard that we were in a sense rushed into it, because of the need to get a graduate council going.

McHenry: Well, I think there were other reasons. The faculty wanted a voice and wanted to feel its oats and express itself in various ways.

Calciano: Is the role of the Academic Senate here on our campus different than that of other campuses, or....

McHenry: Just about the same. I think the main difference is that we're all new to each other still, and a proportionately greater role is played by quite young people without much experience. New assistant professors are apt to be given major committee assignments that they'd never be given on large campuses, and now this is good, but some of it's unfortunate I think ... that they get diverted from doing their own work to

such an extent that when the time comes for promotion, they go out instead of up.

Disciplinary Actions Filed by the Chancellor

Calciano: I know in the early years there was some friction between you and the Academic Senate as you each sort of found out what the other's province was. How is it now?

McHenry: Well I should think it's.... There's a certain amount of tension, but I think it's just about normal. If an administrator does his job and calls them as he sees them, he's bound to develop a certain amount of hostility or suspicion in the faculty. For example, just now I'm filing charges against two faculty members for unprofessional conduct of various kinds ... both mathematicians. And just this week, just Monday, I lifted the warning that was on the philosopher who was in the teach-in that caused so much trouble when they were advocating the return of draft cards. And he was under warning for a year, and I've lifted it. It's been a source of a great deal of hard feeling in the Senate. At the last two Senate meetings, there've been sharp questions of the Committee on Privilege and Tenure: "Why isn't this case settled?" and so on. And now I ...

Calciano: You start these charges and then the Academic Senate decides upon them?

McHenry: No, I've warned this guy. He appealed to the Committee on Privilege and Tenure of the Senate, had a hearing, they recommended that I withdraw the charges, or withdraw the warning, and I refused. I felt that they came to conclusions that weren't warranted, and so the warning stood. That is, it was my authority to warn or reprimand as I saw fit. He had a right to ask for a hearing, and he did. He told me he wasn't going to. He said in writing he wasn't going to, and then ... somebody encouraged him to do so. Now the two cases that are pending, and I have an appointment tomorrow with one of the men, he's a visitor here, and I propose to reprimand him directly. He may ask for a hearing, but by the time he gets it and so on, he'll be back at the University of Illinois in Chicago, I suppose. The other case is the more serious one that came out of the October, 1968, Regents meeting, the aftermath, and I'm actually proposing a demotion; it actually is a demotion in the form of a salary cut -- from an off scale salary down to the regular. Partly I'm doing it because I want the case to go to the Committee on Privilege and Tenure, rather than if it's a reprimand or warning or something of the kind, I'd

do it and then they might hear it later, but I want a hearing first. And this will be very unpopular, because you know the academic people are inclined to be just as students are -- very tolerant of each other. And ... well there's precedent for it. It's very difficult to get a doctor to testify against another doctor on a malpractice suit. And this mutual back-scratching is in the academic world, too. And I could play the role of milquetoast and say, "Well ..." or, "Let it go," and pay no attention to it and so on, but I'm not built that way. Because I think the guy did the University a lot of harm, and he's doing his colleagues harm. And so you know the fur will fly for the next year over this. (Laughter)

Calciano: Well how extensive is the Chancellor's power? Can you actually drop somebody outright, or....

McHenry: Well, I think if I interfered with his tenure, that it probably would have to go to the Board of Regents -and this may have to go to the Board anyway -- but he has a right to a hearing, and ... but I have a right to, power to, reject the Committee on Privilege and Tenure recommendation.

Calciano: And this action you state will cause the fur to fly. Now what positive thing do you think you'll get out of it? A lot of people will be more careful about what

they say and do? This is what you're hoping for?

McHenry: Yes, yes.

Calciano: I see.

McHenry: This is the guy who wore the red, white, and blue garment during the Regents meeting and....

Calciano: A flag sort of?

McHenry: Yes, yes.

Calciano: It got in all the papers. (Laughter)

McHenry: Yes. Oh my yes! The patriotic organizations were so offended with this. I was offended by it. But he's done quite a number of other things that ... they're studied attempts to defy the Chancellor and see if he couldn't get away with it.

Calciano: Well now, if you carry this out, is it just the faculty that knows that he's been demoted, or does the public and the press know of it?

McHenry: That's the trouble. Unless they publicize it ... and I couldn't possibly do it.

Calciano: It's not a matter of public record?

McHenry: No. Well I can report to the Regents in executive session that such and such was done. But unless there's a public prosecution, and I would have been very pleased if the U.S. District Attorney had indicted this man on the flag front, but the law is

drawn in such a way that you almost have to prove that it was made out of a flag.

Calciano: Oh.

McHenry: But there were various other charges too. The man lied, misrepresented. But getting evidence is the tough one.

Calciano: The trouble, apparently, with all this type of publicity is that there is no effective way for you to counter; you just have to try to prevent more from occurring.

McHenry: Well I ... in the Committee on Privilege and Tenure report, in its hearing of last spring on this first case, the Kroyer case, there was something in there that got my blood pressure up by saying, "Now the Chancellor has squared himself with the public by having done that. Done it, you see. And the plain fact is that there's no chance, without a terrible breach of confidentiality, to tell the public what you've done. All I can do is, when somebody complains and so on, I say, "I've taken what I consider the appropriate action." That's all I can say. It's a hell of a weak position to be in. (Laughter)

Calciano: Let's see. Do you have a full additional 15 minutes? There's a section I want to start on ...

McHenry: Fine.

Calciano: ... but I don't want to cut off in the middle. About this whole thing of faculty activism and getting involved with the students, we've got kind of an interesting situation here in that you want the faculty to be close to the students, you want them to be concerned with the students' problems, and you've got a lot of young faculty ... yet on the other hand, the faculty has to act as representatives of the University and the Regents. What guidelines do you put down? How do you feel about all the park-ins and sit-ins and speeches and so forth?

McHenry: Well, I don't know whether how I feel makes any difference in the whole picture. I think that the cause, the advocacy of, for example, support of the grape boycott, is a legitimate advocacy. We haven't bought any grapes for a year in our family. Nobody gets their grapes in University House. I think Cesar Chavez is one of the authentic heroes of the present time. And I do, when I have a chance to talk to the students, point out to them that they probably tripled the sale of grapes in Santa Cruz, and that this is a misguided sort of thing, and if they really want to help, why don't they get over there in Delano, or raise money, or contribute. Most of them can afford to contribute. And I suppose to the young faculty members

who are feeling their oats, if they ask me, I would say something of the same sort.

The Malcolm X College Controversy

McHenry: Of course the most acute problem we've had since August has been this Malcolm X thing. And because of the agitation that Moore and these other people have done, and the students and ... well, did you know [in an incredulous tone of voice] the Merrill faculty passed a resolution unanimously urging the adoption of Malcolm X -- both the name and the program?

Calciano: Was there anything in the resolution saying how it could be done?

McHenry: Well ... they just want it done. And it's just astonishing to me. It's bad enough for kids to sign petitions, but for the faculty to take this action ... and it sometimes seems to me, when I'm very tired, that I'm the only one who plays the role of ogre. Now Phil Bell I know was strenuously opposed to the idea of Malcolm X -- he told me so repeatedly.

Calciano: The name or the black college?

McHenry: Both of them. And yet he, a fellow, joined the unanimous group. He swung with them. And he's not a weakling in any sense. But there was this emotional

binge in the college that went all through the students and all through the faculty.

Calciano: How do you think this black college proposal is going to turn out?

McHenry: Ha! I'd like to know. (Laughter) There's a group actively raising money and getting pledges, and there seems to be no disposition to compromise on the name. It's a very acute problem indeed.

Calciano: Well, is there any hope that they can raise the \$800,000?

McHenry: Well I ... (laughter) ... I don't know whether I'd put it "hope." I think I'd say, "danger." (Laughter) I don't think the money would make any difference to the Regents either way. I don't think they'd accept it.

Calciano: Then the fat would really be in the fire, wouldn't it?

McHenry: Well....

Calciano: If all this effort would have gone into raising money and then it were flatly rejected?

McHenry: Well I've, of course, told them that I don't think the Regents would accept it. But they insist on doing it anyway. And some of the people, the faculty people involved in it, are people who've never raised a hand to raise a dime for their own colleges. And it's a ... just mystifying. I'm completely mystified by it.

Calciano: I can see why you are unhappy with the name Malcolm X -I am too,* but considering the fact that we're going to have quite a few colleges with a number of diverse purposes, why would you be objecting to one that concentrates on black and the Third World per se? Why do you feel it's too limited?

McHenry: Well, the Third World I never objected to, and of course Merrill has gone down this road and with my enthusiastic support. But President Hitch said yesterday that the black population of California in 1967 was still less than seven percent -- 6.8 I think it was. The Mexican-American was ten percent. (I've been wondering what the changes were from the 1960 census, and he apparently stated those with considerable authority.) I think a college could be centered around the study of minorities. And I would think that the highest priority ought to be, if you had to choose, on the Mexican-American minorities, since it's the larger element, and much the largest element in this particular part of California. But I think that some study could well be made of the Afro-

* Ed. note: At the time of this interview, 1969, the name Malcolm X evoked very strong positive emotions among a significant number of black people and very strong negative feelings among a sizable number of white people; my objection to using Malcolm X's name for a college was that both the college and the University would be handicapped by the resulting public controversy. --ESC 7/16/74

American problem. I think that beyond that I don't believe that I'd be willing to go, and I certainly wouldn't recommend the name Malcolm X. You've probably read the Autobiography of Malcolm X.

Calciano: No, but it's on my list of things to do.

McHenry: Well, I haven't read it all, but the portions of it I have read -- Jane, Mrs. McHenry, read it all, and she marked the various passages for me to read, and it may be at the time of his assassination that Malcolm X was an admirable character; he certainly didn't have an admirable life. And we've named colleges for people who have meant something to the University of California or the state or the nation, and I don't see any reason for changing this pattern.

Calciano: Well now, Cowell wasn't such an admirable character, (laughter) the first one, Henry, although different in a sense. You tend really to name colleges for where the money comes from, don't you?

McHenry: I ... that's an important factor, but I don't think if Jake the Barber offered us a million dollars, that he could buy the name of a college.

Calciano: You don't?

McHenry: No.

Calciano: Hmmm. Well, is there room for compromise in this area?

Would Bill Moore and his group, if they raise the money, would they be content with a college that studies the role of minorities and the role of the Afro-American and so forth ... all of this?

McHenry: I don't know. I have never met Bill Moore.

Calciano: In these interviews we've had, you've been so concerned about the minorities, minority recruiting, the EOP program and so forth ... I'm intrigued as to all the reasons for this flat out-of-hand feeling that this college proposal is just unmanageable or undesirable.

McHenry: Well I suppose you have to go back to a review of Negro colleges in the United States and why they've failed. The proposal, in its origins, was for a black college, and it's for segregation, something I've fought all my adult years. It's a form of apartheid. It may be just a sport. It seems to me that in the long pull, only integration will work. Now many people who have followed the black problem and Civil Rights Movement and so on, feel that about two or three years ago it reached a crisis in which they figured that there wasn't much more to be gained through federal legislation, and "separate but equal" was back and now integration only ... that when they got up to this point and they hadn't achieved real economic equality

or educational equality -- then the only way to do it now was to talk about "Black is beautiful" and separatism and new militancy that involved quite a bit of violence. I think this may be just a passing phase -- they're flexing their muscles like the Molly McGuires among the Irish and so on -- and that the main road is one of integration, and that this is a flash in the pan -I hope. At any rate, if anybody wants a black college, he's free to organize it, but not at Santa Cruz while I'm here.

Calciano: Well maybe I have not been reading thoroughly enough. I had thought that the proposal had been modified now so that the college wasn't to be only black students and only black professors. It was to concentrate on the black....

McHenry: Well, it's very slippery. After I issued the statement of September 13th, pointing out that it's a violation of the Civil Rights Act of '64 and so on, they began to slip, but they never put it in writing, except in a little printed brochure, which is pretty vague. But they say, "Oh, that isn't what we stand for now." I don't know what they stand for, and they have never been able to put it in writing, and they got a Regent to promise to put it on the agenda in November, and he insisted on having it in writing, and they

never furnished it, so it was never put on the agenda. But it's a very, very slippery proposal. It's not really reduced to writing in the form they expect to do it now. And all the undertones, and what is said by proponets, is that, "Well, as an absolute minimum, it has to be called Malcolm X, and it must have a Negro for Provost." Well, if there were a qualified person for Provost, who happened to be black, I'd give him ten extra percentage points. But nobody's come up with a name, except Herman Blake's name, that was at all a possibility. And I just ... I think it would be a violation of everything I stood for, and of the federal and state law and the University rules, to draw up a set of specifications to look for a person as Provost, saying he had to be black.

Calciano: Yes.

McHenry: And ... well, I'm not going to do it. I wouldn't do it whether it was legal or not.

Calciano: When I first read the paper, I thought how naive the proponents -- that they just don't realize all the complications that there are in money-raising, finding a provost, faculty hiring, and so forth, but....

McHenry: But one of the by-products of this has been that the local contributions to scholarship funds, and they were our main source of the key money that the Regents

matched, just almost completely dried up because of the black college agitation. So we want more minority students here, but our chances of getting them are diminished by this agitation.

Calciano: The other thing that I wanted to ask you is somewhat related to this and to the faculty activism: apparently when Herman Blake and several of the others were, a year or so ago, making statements that were getting in the papers and so forth and agitating in the community, newspaper clippings were going out of your office to them with notations in the margin saying, "not so good," and so forth and so on. Now is this....

McHenry: Well, whenever a faculty member is criticized by letter, or when there is a report in a newspaper that we get through the clipping service that might affect them or their welfare, we sent them a copy. And that's been done since the very beginning, just as ...

Calciano: So this wasn't to intimidate them? To get them to.... Because this is really apparently how the liberal element has interpreted it.

McHenry: Yes, the Committee on Privilege and Tenure has written me about this. Blake, in one instance, was able to take an editorial in the Hayward paper and file a demand under libel law and got an apology for it. And

it's very likely he would not have seen it except for our clipping service.

Calciano: Hmmm.

McHenry: But I think that for a person to shoot off his mouth and not even to see what the press reaction to it is, is irresponsible. I have an option; I can just put these clippings in their personnel file, just as the FBI collects on people everything that's said about them; every anonymous tip and so on drops into the folder. If they'd rather I do this, why that's possible....

Calciano: Well, this was the implication that I've picked up -- that the liberal element felt that this was the physical sign of intimidation, and that promotions wouldn't be forthcoming and so forth, but your statement is that this is something that they're just making up out of whole cloth.

McHenry: So do all the book reviews of what they write, and birth announcements, and all kinds of things go in there, but I think everybody does this, and we provided an extra service of giving them a copy of what goes in there.

Calciano: Well now, as a practical matter, you are, of course, dependent on the good will of the people of the state and so forth; on the other hand, you've been very

zealous about academic freedom, and so forth -- how do you weigh these things? If somebody is within their limits of free speech, but is obviously bringing down great heaps of ill publicity on this campus, do you tend to hold down on promotions or reappointments and so forth, or not?

McHenry: We haven't yet. But I think a flagrant offender might get some minus points on public service. But we haven't yet had a case in which this was involved. Kroyer, for example, the draft-card man, was promoted regularly on the schedule, was advanced regularly to Assistant Professor II or III, or whatever he is now, while this controversy was going on. But I'm going to ... just yesterday the Council of Chancellors approved, or had before it, a rewording of the criteria for promotion, which extends considerably the so-called public service aspects. And I think that a close reading of that would make it possible not only to use a plus for public service, but a minus for the lack of....

Calciano: Well, I'm at a good breaking point, unless you anted to make any more comments.

McHenry: No. Well, I don't believe there's any ... I don't believe there's any American Federation of Teachers unit here, and I don't know of any members. Inciden-

tally, I used to be a member of that union.

Calciano: Oh really? (Laughter) Where's your picket sign?

McHenry: Well, with the kind of faculty organization and voice that you have in the University of California, it isn't really necessary. The main danger to UC is that the teaching assistants at Berkeley might get a strike sanction from the Alameda County Labor Council, and then the teamsters and the construction workers won't cross the picket line, and then if that spread here, why we wouldn't have College Five ready.

January 29, 1969 9:15 a.m.

Disciplinary Actions, continued

Calciano: Towards the end of our last session, we had been discussing the disciplinary recommendations you had forwarded to the Committee on Privileges and Tenure and commenting that of course they'd never be made public and so forth. Since then, Abraham and Bonic have put them into the Stevenson Libre and it was picked up by The City on a Hill and now just last night by the Sentinel -- do you have any comments on all this? (Laughter)

McHenry: Well, it's a first. It's never been done before, and I called the General Counsel, and neither he nor I can

ever remember a person who had charges filed making them public. But we live in a new era, and we deal with very different kinds of people.

Calciano: Well what has ... you had already predicted that at least a certain percentage of the academic community would be rather indignant about these charges. Have you been getting a lot of comments?

McHenry: No. Not very much. I think that there are ... the only comments I think that have been directly pertinent have been that Bonic ought to be left off with a warning of some kind. And since this is going into the archives, Thimann and Bonic are going to talk with me today.

Calciano: Yes?

McHenry: Bonic is kind of stupid in this sort of thing, and I think he came under the influence of minds stronger than his own. Now he's a very bright mathematician.

Calciano: It seemed to me, and I want to know what you think, that his offenses have been rather slight, but I'm surprised at the rather intemperate wording of his letter. If anything was designed to anger and....

McHenry: Yes. Well, I have now a hand-written letter from him that's very moderate and conciliatory. But he wrote it after he talked to Thimann. And I don't know whether he's prepared to behave or not. Of course he was the

one who invited Moore back to the campus. You remember the situation when the Regents were here on the Friday just after the Governor had arrived, and we were perhaps on the brink of some incident leading to violence. It was then that Moore was served with a notice to leave the campus. He was taken down to the Shell Station

[on High Street near the entrance to the campus].

Calciano: This was from Hyde or from you?

McHenry: Hyde signed it, but the lawyers drew it up. And

Calciano: Whose idea? All of you?

McHenry: Well all of us, yes. And it's under my authority that Hyde has this power, and ... but the top lawyers of the University were there and worded the thing. And he was ordered off at approximately 10:30, was probably taken down by Chancellor Young of UCLA, who gave him a ride down to the Shell Station about 10:45. And the letter inviting him back had the time mark on it at 11:00.

Calciano: (Laughter)

McHenry: And Bonic signed it. And I think it's possible that Bonic ... had we arrested, we could have arrested Moore, because he was in violation of state law, under the Mulford Act, returning to the campus, and I think

it's possible that Bonic could have been indicted under some kind of a conspiracy-to-violate law. So it was a rather serious offense and could have led to some rioting. But he's a visitor, and I think that if he were willing to give a firm commitment that he would stay out of campus politics for the rest of his time here, he might be let off. After all, all that was proposed to us was a reprimand, and I wouldn't have proposed that except he refused to come in and see me about it. I summoned him three times, and he didn't come.

Calciano: Have you had any comments from the articles in the Sentinel yet ... I guess it's a little bit early. I was wondering whether....

McHenry: No, but I expect to be deluged with letters of congratulations.

Calciano: (Laughter)

McHenry: From a community-relations point of view, Bonic and Abraham couldn't have done anything for me that was more helpful.

Calciano: Yes.

McHenry: But, I still think that it's improper to reveal this, and if this were a court of law, a judge would cite them for contempt for doing this.

Calciano: Now Moore was asked back twice to the Committee on Educational Policy....

McHenry: He had permission to come. He had a letter that invited him back that Hyde signed that said he could come back for this purpose. But these two visits that were involved with Abraham and Bonic were unauthorized visits.

Calciano: And is Moore still suspended from the....

McHenry: No, no. We lifted it in a week ... a week after he started behaving himself.

ADMISSIONS POLICIES

Selecting the Student Body in the Early Years

Calciano: I thought today I'd like to ask you some questions about students and the campus -- I'll start out with some of the more statistical type questions. I was wondering ... well in 1965, I know that we had to shift the ratio that had been intended between juniors and freshmen. I gathered that we admitted a lot less juniors, because a lot less had applied than was expected. Is this right?

McHenry: Yes. And a great many more people applied for freshman

status than anticipated. And I think that our attempt to have them in plan to go onto 60-40 immediately was kind of unrealistic, because we hadn't the time to make our majors known among the junior colleges, and it was put in somewhat pro forma -- that's what the ratio was that the University was supposed to achieve under the Master Plan. And so we put it in that way as an aspiration, and also to indicate to the junior colleges that we meant business in trying to achieve this ratio. And we then went to the junior colleges and said, "Look, we reserved these spots for your people, and they didn't come. How about sending us some of your best?" And we've done that each year. And I think in the junior college fraternity, among the junior college presidents and the leaders of the state, there is a general feeling that Santa Cruz has tried in good faith to bring in people at the junior level and I think it's true -- Mr. Shontz can confirm this -- that we've never declined admission to a really qualified junior college applicant. Now there have been some who have been discouraged and not admitted because they had taken no foreign language, or they had avoided completely science or some other requirement that we have here in the lower division, and we decided that they could not make normal

progress. But if a junior college guy comes and has the minimum credentials and could get a degree in two years, I think there aren't any exceptions to the rule that we've admitted them all. I don't think we can do that from now on, because the junior college transfer students are beginning to pile up as applicants the next fall and are at a very high level. Our majors are known now around the state, and people who have come here and tried it out made reports back to their counselors, and consequently that group is coming up.

Calciano: How did we determine which of the freshmen applicants we would accept that first year?

McHenry: Well, about the same as since then. The committee went over them, and I participated a lot in the first year, because we had no students in '64 when we were choosing that class. Provost Smith participated, and all of the little cadre of faculty people around went through the folders, and we looked for earnest students, and I'm sure that many of my colleagues looked for grade point averages, though you're not supposed to in this, under the rules, because they were all eligible. But even that early, we were looking for people with unique backgrounds and then, as now, anybody who has been abroad, or was an American Field Service Exchange student, or something

of the kind, or plays a tuba, gets an extra plus on it. And it's pretty largely subjective. In some cases we had SAT results and certain other information, some letters of recommendation, and we've always paid quite a bit of attention to what they write about themselves and how grammatical they are.

Calciano: I know that according to the University-wide rules, you are not supposed to discriminate on grade point, and yet we consistently come up with an entering class that is higher than the rest of the campuses. Is this because that type of student applies here, or is this because in the selecting process somehow the best students get picked?

McHenry: Well, I think there's a little of both. We are diverting to other campuses, and to junior colleges, students who are above the average of the University of California. But after the first year, a great many of the people who didn't want to work, didn't want too much homework, and didn't want to read and so on, stopped applying here. There were ... well, a great many people flunked out. We were just debating with Page Smith and Jasper Rose last night in a seminar about ... they were trying to remember exactly what proportion flunked World Civilization [the first year]. And the college people think that perhaps as

many as 25 percent flunked, at least in the first go-round. I think that we flunked out finally about 15 percent. This was a very high flunk-out rate. It's comparable to that that took place at Riverside in the first year or two. And I was frightened that we would scare away a great many youngsters who would apply in the future. And I still run into principals and others out in the inland empire of Riverside, San Bernardino, and Indio, and Imperial Counties, who say, "I'll never send a student again to UCR. They took our best students and treated them harshly and flunked them out." And by the end of 1965-'66, when we had this large flunk-out group, I thought this might happen, but it didn't. There was something about this place that has generated snob appeal. And it has brought these large numbers, even though we were able to admit more students some years now, we still have about four and one-half times as many applicants as we have places.

Calciano: I was looking at the "Profile of Freshmen" survey that came out in the last Chancellor's Memo. In several categories -- high school grades, honor society, National Merit -- this year's class is scoring a little bit lower ...

McHenry: Yes.

Calciano: ... than other classes.

McHenry: Well, I was cheered by that, and it's something that we really hope to achieve. I think about these percentages: in "A" averages, if memory is correct, we had reached about 64 percent last year.

Calciano: Yes. 63.3.

McHenry: Yes. And Stanford in the fall of '67 was about 75 percent "A" averages. And Cal Tech, about 82 percent. So we were in this league.

Calciano: And Berkeley was the....

McHenry: Oh...

Calciano: ... or UC generally would be....

McHenry: Less than 30 percent I would say ... no more. And there was a good deal of feeling about this. There were some reports, one published by the University-wide Office of Analytical Studies, that showed how this ran by campuses. I think we've gone about as far as is productive in getting the grade charts from high school. And I think the big factor in lowering it was the EOP element that we admitted. We replaced some of those "A" people with ...

Calciano: Yes. In the "B's or lower" we went from 1 to 2.7.

McHenry: Yes. A good 4 percent of our new students were under Educational Opportunities -- some of them made the

grade, you understand, or some of them were admitted with deficiencies; for example, they might have majored in auto shop or home economics or something we don't recognize. And they might have made good grades in what they took, but it might be as a panel beater or whatever they call the body shops and garages, and we took a chance and admitted them. And so they don't all show up in that 2.7 figure. Moreover, this grade business that's recorded in the ACE survey, indeed all those questions are answered by the students themselves. And the answers have to be taken with a grain of salt. For example, parents' income. My experience has been that students almost invariably underestimate their parents' income. And it's ... most parents, I think, don't talk about how much they pay income tax on, and the student would assume that the old man made so and so.

Calciano: Yes.

McHenry: But that still remains quite high here, because our median student predominantly is from an upper middle class family in terms of income. But the admissions committee has relaxed, I think, a little bit, and is looking for signs of creativity and experience. And consequently we've come down lower, and I'm quite cheered by it.

Calciano: Now although searching for a creative person was, you said, definitely in the criteria for selection of the first class, you nonetheless feel that the admissions committee was still paying attention to the grade point, almost as a reflex action on the part of....
(laughter)

McHenry: Well, I think that faculty people almost invariably focus on the grade point. It's the easy thing to do. Even though the same faculty people vote to have pass-fail grades here. But they look at all those A's in high school and say, "That's the kind we want." And as a matter of fact, when they get them, they aren't always the kind they want, because lots of kids make A's in high school by memorizing, and when they get into a course in which they have to think, they're absolutely lost. And this happens quite often. So I think the faculty is, with more experience now, perhaps willing to look for other factors.

Calciano: I remember in the second year [of accepting student applications] that a lot of publicity came out to the effect that because we were so over-applied, and because everybody, theoretically was eligible, that 80 Percent of the class would be done on a first-come, first-apply basis, and then the other 20 percent would be selected from the remaining applications. Then I

heard that enough students to fill the whole class returned their applications the first day.

McHenry: That's still in effect, this 80-20.

Calciano: How do you do it, when everybody's returning them on October 1st? (Laughter)

McHenry: Not everybody does, but we're still required to do it in two gasps. And those who file the first month, in effect, constitute the 80 percent. And that group, for example, just now the admissions office is pointing toward the October class, and they're making up the roster of the 80 percent. When these are notified, everybody will be written who's on the list, and those who didn't make it will be told they didn't make it, that there are other good campuses, and the junior colleges beckon, and the chances of their being selected ultimately here are not very great and maybe while there's still housing and so on available elsewhere, they'd like to have us transfer their application to another campus. And then we'll list the campuses that could use them. And some of them will say, "I'm going to stay till hell freezes over, and you keep my application in Santa Cruz." Others will say, "Well, I now think I had better take my second choice," which is Santa Barbara or something, and there's a reshuffling. Then when the 20 percent is

considered, those who have stayed in and insisted on being considered here, come into the 20 percent, and may ultimately be admitted.

Calciano: Do you get much static from parents of students if a child has submitted his application on the very first day and then does not get into the original 80 percent?

McHenry: Oh yes. There's a lot of guff ... you have to take a lot of guff on a lot of fronts. And some of the more insistent get letters from Regents and legislators and bring pressure to bear in great shape.

Calciano: I know it's a matter of principle that you would not want to knuckle under at all to pressure of this type, but as a matter of practical politics, is it ever advisable to do so?

McHenry: Oh by all means. A legislator's child we will look at a good deal harder, if we know about it. And there are instances in which we do some special handling for special reasons. And there are some stated categories for example, children of employees of the University of California do get some preferential treatment. And I have a hunch that we are running five to seven percent faculty brats here, very high.

Calciano: Is this just faculty kids that get preferential treatment or also secretary's kids and janitor's kids?

McHenry: I think any employees -- and many of them are administrative employees who have relatively low jobs in the University, especially mothers who are in stenographic and so on. But I think they get a little bonus for this. I'm not just sure how it works out.

Out-of-State Students

McHenry: One of the reasons why we've had as little controversy as we have has been that we've enforced a fairly strict quota on out-of-state students. We could fill this place up with out-of-state students if we'd open up. We've had a lot of publicity in national magazines, most recently in the January Fortune, and yet the word is out in the Eastern prep schools that it's very rare that we admit an out-of-state student. And the reasons for it are that I don't think we can take the political consequences of turning away state senator's sons in order to take somebody from New Jersey, where they don't even have an income tax. But as the people of California have taxed themselves, I think to the hilt, to provide higher education in California and to have some ... well ... we had an episode in the Legislature that convinced me very strongly that we couldn't afford it. About four years ago, somebody circulated in the Legislature some Xerox

copies of an article from The New York Times in which some head counselor in New Jersey was telling students to apply at State Universities outside of New Jersey where educational opportunities were better, and indicating that the out-of-state fees were relatively low. New Jersey is a state that has been very reluctant, it's had no income tax ever, and it has a very low sales tax, whereas we tax sales five percent or so, and maybe more in the Bay Area to cover BART, and we have one of the highest income taxes of any state. The faculty disagrees with me on this; I think many members of the faculty do, but they don't have to go to Sacramento and testify before committees, and they don't have to answer the letters that come from taxpayers, and so I don't think they have the perspective to deal with the problem.

Calciano: You're making your decision on the practical consequences. I wonder philosophically, though, whether you feel it does perhaps make us seem quite a little bit more parochial not to have this geographical spectrum that private schools of high standing will get?

McHenry: Well, there is this danger, but we do have in California a very diverse population. I think we have more aliens in California than any other state. We

have a population of more than 20,000,000, which is bigger than all but 25 foreign countries, probably, and national states in the world. Santa Cruz draws very evenly across the state -- north, south, small towns -- and I don't think there's a California parochialism in the sense that you knew it in Iowa, say. This is virtually a nation state, a commonwealth in itself. It's big geographically, and it's big in population, and it's extremely diverse in cultures.

Calciano: It's certainly true that a lot of people have just moved into the state -- have been here just two or three years.

McHenry: Yes, that's a very important point. You look through the student's transcripts as they come in and see the states in which they've gone to school. They're not just native sons as I am. Many of them have lived in three, four states, and they're only eighteen years old.

Calciano: The thing that struck me about the New Englanders when I went to Radcliffe was how ... well, parochial would be the right word. They had no concept of the geography of the country or of the different aspects of our country, and....

McHenry: I think there's some loss ... as a matter of fact, a great many of the out-of-state students -- about 50

out-of-state students came in last fall, 50 out of a 1000 new ones -- and a good many of them are scholarship students. We have very meager scholarship funds, and when you add to the problem of financing them for board and room and all the other expenses, and the out-of-state fee, which is over a thousand dollars now, I think, it's just that much extra effort in money raising. They don't have California State scholarships, and I did some ... but it's a burden, an extra burden, that I'm just not willing to accept.

Calciano: Do the out-of-state students come out of our four percent that we can do what we want with, or is this still another category?

McHenry: That's another category.

Calciano: And how...

McHenry: Most campuses don't have a category; they just report they've got x percent out-of-state students.

Calciano: Well how does Berkeley decide which ones they'll admit and not admit?

McHenry^y: On out-of-state?

Calciano: Yes.

McHenry: I don't think they make any great distinction except that the rules say that you have to admit the top 12 1/2 percent pool of all high school graduates in

California, and the rules say you have to be twice as qualified -- in effect, 6 1/4 percent -- if you're out-of-state, non-resident. That's the only limiting factor, and no other campus I know of has a quota, and indeed, some of them have a great many out-of-state or foreign. Davis has a great many foreign students.

Calciano: What is your percent quota? Do you have one?

McHenry: Two.

Calciano: Two percent. Now at the graduate level....

McHenry: It's not a quota, it's a guideline.

Calciano: Guideline, okay. (Laughter)

McHenry: It's a guideline that I gave to Mr. Shontz.

Calciano: At the graduate level, this is a different situation.

McHenry: If I remember correctly, 46 percent of our students in the graduate level are out-of-state. They're mostly, nearly all of them, are 21 and up, and after they've been here a while, they declare California their state, and after the first year, very few of them pay nonresident fees. But one of the big barriers to building up in the graduate area is that that first year there is a tuition, out-of-state tuition, and we used to have a great deal of latitude in the University of California in waiving the tuition for a

distinguished graduate student, but the Legislature has taken most of that away from us now. And so we have to scratch around and use odds and ends of funds that we find here and there to finance it.

Calciano: You mentioned that the faculty is unhappy about there not being as many out-of-state undergraduates. What are their reasons?

McHenry: Well, there's never been a faculty vote, but whenever we discuss this, people who are informed, they think that we ought to deal in a national market, and that Californians ought to go to other institutions out of state and out-of-state ... we call it free trade, free commerce in higher education. And I agree in theory with a good deal of this argument, but if they would like to raise the money to pay these tuitions, out-of-state tuitions and so on, so it doesn't burden our regular scholarship funds, and we can be shown that we're not endangering our position with the taxpayers and the Legislature, then I'd be glad to see it modified. But nobody's raised any money that I know of.

Calciano: (Laughter) Ideas are easy, but money is something else.

Calciano: I know that we, as do all good schools, follow the policy of over-admitting, and of course I noticed that this last year we got into trouble on it. What percent have we been over-admitting?

McHenry: Well, I don't have in mind the precise percent. I think that Mr. Shontz has altered this from year to year by taking the temperature and judging from what little experience we have. The first fall we got over 650 when we were trying to get 600, and that wasn't a bad guess, considering we had no experience whatever. We have a special problem here in that very often the people who apply at Santa Cruz apply only at private institutions plus Santa Cruz. It's a very peculiar pattern which often shows in the applications where they list the places they've sent their transcripts. That is, we're considered somewhat in the category along with Reed and Pomona and Carleton and Grinnell and all. And often you'll see three private institutions and Santa Cruz as the four places the transcript was sent. And many of these people, if they're admitted to the private institution of their choice, will turn us down, even after paying a fee here of \$50 admission or something.

Calciano: A fee here?

McHenry: A fee here. In order to hold their place here, they'll

pay up and put money on the line by the deadline and then be admitted late to Stanford or someplace else and decide to go there. So we have this factor that operates much more than any other campus, and it's an erratic factor. And it's a very difficult one to cope with. Now the first couple of years, we tended to lose ... we did a questionnaire to people who were admitted and didn't come and asked where they had gone, and then my recollection is that Stanford took the largest number of them. Now curiously enough, the University of Santa Clara took quite a few, and I suspect there was an argument within the family -- Mama wanted him to go to a Catholic school and Papa said, "Well, it really doesn't matter. Let him decide," and then finally they went to a Jesuit institution. I don't believe we did a survey this last year, I don't recall, but I have a strong feeling that we're getting a higher and higher proportion of these people who make the decision to come here rather than go to the private school that is on the transcript. We have a beautiful girl up on the campus that you may have met -- Jill Farrelly -- she's a UCLA faculty brat. I remember very well the day she was born. My wife was recalling the other day that she had a baby shower for her mother, and Jill arrived a week early, the night

before the shower. (Laughter) It was canceled, and it's so nice to have her here and her older brother, Wally, is here also. Well, Jill applied two places, Radcliffe and Santa Cruz, and she was admitted at both, and then she had the pleasure of being the first girl of whom we knew to turn down Radcliffe and come to Santa Cruz. (Laughter) The family couldn't afford to send her to Radcliffe probably anyway, and there were other reasons, and her brother was so happy here that she was determined to come. We had the first year a fellow who turned down admission to Harvard to come here and to be in with the pioneer class. And increasingly we're getting these, and sometimes....

Calciano: Well, why do they apply to schools like that if those schools are their third or fourth choice?

McHenry: Well, in Jill's case, the reason was that she wanted ... well, in the first place, they're not sure they're going to make it through this spanking machine here, and in the second place, she wanted to show that she could do it, that she could be admitted. Now we got some confidential information from Reed, which is a very good college, as you know, in Portland, and Reed tabulated in their admissions office, just as we did, where people went who had been admitted and didn't come. And of all the institutions in the country that

were listed, Santa Cruz was number one. It was something like 21 people that Reed expected to come decided to come to Santa Cruz instead. And I think Stanford was second with 19 or 20 and so on. And it's kind of interesting to see a pecking order developing this way. But one of the big factors in it unquestionably is whether a family could afford Reed or Stanford. And sometimes the financial part of it plays a role if parents say, "Why don't you go to Santa Cruz because it'll cost us less."

Calciano: Yes.

McHenry: On the other hand, I think in many of these families, they want to do what's best for the youngster, and they're willing to make the financial sacrifice, and a large share of the parents of our students have saved up money in advance to put through four years or more.

Characteristics of Incoming Students

Calciano: One of the four sophomores I interviewed two years ago -- I was following through to see where she was now -- has transferred to Stanford from here. Are we having very many transfer out of Santa Cruz, or not?

McHenry: Yes. Transfers, dropouts, and ... I still don't know

whether it's any more than the average of, say, other campuses of the University or campuses across the country. There's a lot of roaming, and it's increased a great deal in the last generation of students, and quite a few of our first graduating class here that'll be coming up -- first four-year class in June -- quite a number of leading members of the class have spent one or two quarters elsewhere, Berkeley or UCLA. And some of them say, "I'm going to discipline myself," or, "I want to see if I can make it on an A-B-C grading system." Some of them deliberately feel that there's a better chance for medical school or law school if the one quarter they spent at Berkeley, they made all A's.

Calciano: Yes.

McHenry: And they're validating the Santa Cruz system. And then there are an awful lot of kids these days who develop psychological problems and get turned off, and the girls particularly. And then I think that we suffer some from the lack of a proportion of women to men more like that at, say, Stanford where there are about three men for every woman. And there are more graduate students and older fellows there. Quite often, I think, the young man of seventeen who comes here as a freshman is quite immature -surprisingly, a number of

them have never had a date in their lives and are awfully scared of girls. And some of these girls at seventeen are very aggressive, and they would match up much better with fellows of 20 and 21 that you find in graduate schools and professional schools in a mature university. And I think this is a phase that I hope the campus would grow out of in a few years.

Calciano: Because we'll have the graduate school?

McHenry: Yes. I'm especially anxious to have engineering and business, and both of those have been deferred by various kinds of directives. But this is, I think, troublesome. Our student body is unbalanced not only in terms of age -- ours are very young, or sex -- we admit a girl for every boy -- but one boy isn't enough for a girl. (Laughter) And then there's the unbalance that comes from having an institution that is almost 100 percent liberal arts in which there's a heavy emphasis on the humanities, and you get a disproportionately large element that has no vocational objective whatever; just drifting around and trying to find truth with a capital "T".

Calciano: You can see that in some of the categories that have dropped this year with the kids on the [ACE] survey -- you know, "Goals in your life: Do you want to be an authority in your field?" -- that category had dropped

almost 20 percentage points.

McHenry: Yes.

Calciano: Which was intriguing to me.

McHenry: Well, you've heard me say that the typical youngster coming here doesn't really know what he's going to major in, but he's sure he's going for a Ph.D. in it.

(Laughter)

Calciano: Right. (Laughter)

McHenry: And you look at the statement of majors, and sometimes they'll change five times in four years. They get a teacher who enthuses them in one thing, why they get started reading philosophy or doing history and they jump around a lot. And we have here fairly light majors; for example, to major in a subject quite typically you need only about eight upper division courses out of your thirty-six. So in a way, everybody's a kind of a general major, and there's not a great deal of penalty for moving around except in your senior year, perhaps, because theoretically you can do the whole major, if you have the prerequisites, in your senior year in nine courses.

Calciano: Right. There's a rather strange editorial in The City on a Hill Press a few weeks ago, I don't remember which issue, and I'm not sure I perceived its entire

meaning, but it was something about the kids are afraid to leave the womb and they are all coming back or hanging around or don't want to go out and become part of the world. Is there a tendency towards this?

McHenry: Well, there may be. I wouldn't be a very good authority on it. I think there are youngsters who are graduating who feel as if they were being shoved out in the cold. And maybe it's this remoteness and the college atmosphere, I don't know, and the fact that a good share of them are quite close to faculty members. And I do notice on the part of some of the graduates, a strenuous effort to get jobs on the campus -- in the Library or in colleges or something of the kind, and a tendency for them to come back. For example, one of our most ubiquitous students who graduated last June is a graduate student at San Francisco State, and of course he has a lot of time on his hands,* (laughter) but I'm always seeing him. This is kind of home for him, and he tends to come back. I'm really not a good one to comment on this. There's one aspect of it I might add, though. If you follow these ACE questionnaires across the line....

Calciano: That's the one I've been quoting from?

* Ed. note: At the time of this interview, the students at San Francisco State were on strike.

McHenry: Yes, the freshman study of the American Council on Education ... you'll find that a very important proportion of our people say they want to do something in Vista or Peace Corps.

Calciano: Yes.

McHenry: And yet the number who actually go to either of them is infinitesimal.

Calciano: Oh really!

McHenry: It's what one of my sons said about his older sister one time: big talk, no do.

Calciano: (Laughter)

McHenry: It's interesting. There was one guy in psychology I remember who went off to the Peace Corps -- great big noise -- and served a few months and quit and left for South America. And ... I'm trying to think of the name of the girl who was around the Library so much, who made a great ... even before she had her degree -- she's married now -- she had newspaper releases that she had joined the Peace Corps and so on -- she never did go. I don't think she even went through training. And there are a few who've made it, but relatively few. And I don't know what this is, but there's a very serious discrepancy between aspiration and actually

doing. But these are very troubled, peculiar times; I've never known a time when students were so knotted up over things -Vietnam and various other things, and generation gap, and a feeling that's essentially nihilistic -of not believing in anything or really firmly.

STUDENT ACTIVISM

Negative Attitudes

Calciano: I've been spending the last three nights reading back issues of the various student newspapers -- Libre, This Week's Issue, and so forth -- and I keep being struck by the, as you say, nihilism or negative attitudes, and very few positive remedies come forth for solving these things they complain about; I'm such a pragmatist myself, that I guess I'm just completely out of tune with some of those attitudes.

McHenry: Well some of those people are awfully good, you know. Russell Smith, who often edits the Libre....

Calciano: Yes, I liked him.*

McHenry: ... is one of the brightest kids around here, but he's

* Ed. note: He was one of twelve students interviewed by the Regional History Project in 1967. Four months after the above session with Chancellor McHenry, twelve students in the class of 1969 were interviewed; Russell Smith was one of them.

not a constructive kid. And I don't know why; it's a curious thing, because he has a very high IQ -his SAT scores are remarkable -- and you would expect a great deal more from him. And yet he seems to me, especially this last year, he's just become a kind of a bitcher, a chronic bitcher. And I don't know if he'll ever amount to anything or not. His dad is a kind of a semi-manual employee of PG&E. I happen to know the boy, because he was on the Inter-college Board, and I got acquainted with him. There's another lad called Ed Salt. He's one of those who went off to the Islands, the Carolina Islands, and lived with a Negro community and tried to be of some help -it's something like Peace Corps work, but domestic, and it was something that Herman Blake had sort of set up because his people were natives of those Islands and our people have followed through, and yet I think what Ed writes for Libre is much more the bitching type of writing, and this seems to be very much the route of the underground papers or the mimeographed papers right through -- not very much in the way of constructive suggestions.

Calciano: The thing that I can't tell by just sampling the press is how representative this is of all student opinion, because you know in our own local newspapers, the

people who write the letters to the editor are always those that are agitated about something.

McHenry: Yes, yes.

Calciano: And I wasn't sure just how great a percentage was represented in this kind of a thing.

McHenry: I think that there's a real doubt about whether they're representative of very many, but it's hard to say. And since these are almost the only opinions being expressed, it's very difficult to do, to penetrate and find out. And I've been ... my morale's been pretty low for the last few months about the general trend of the campus, and perhaps this nihilistic quality, and some of the faculty have been trying to cheer me up. Monday night I spent with a group of faculty that are primarily upper assistant professor and beginning associate professor level, from three different colleges; six or eight fellows invited me down to the house of one of them. And they spent most of their time trying to bolster my morale, arguing that the very great majority in the students are achieving, are grateful for the opportunity they have, are pleased with the setting, and while everybody says the core course could be better and this and that, nevertheless.... And they argued that the great majority in the faculty is likewise. And yet

the mail I get and where I sit, there's this constant stream of bitching. And one of the most irritating things that I have are kind of poison-pen letters, sometimes signed and sometimes not, that come from students and anonymous people, or the planting of rumors -- I suppose to see whether I'm going to lose my cool or not. Just a minute, I think I've got one, a phone message ... this is a typical one, the kind of a thing that one learns to live with. This is a note from my secretary ... I'll read it quickly.

Calciano: Yes.

McHenry: "The boy you saw standing at the desk this afternoon was . He came in for a couple of reasons, one of which was to tell you that the students plan a strike on Tuesday, February 4th, and they plan to march from the campus to University House and camp out all night on your lawn with candles, etc. I asked why and he shrugged and just said, 'Just to protest.' Then he said, 'I thought the Chancellor really should know. It's not fair to have something like this happen when you aren't even warned about it.'" Well....

Calciano: (Laughter)

McHenry: ... this is a night when we're entertaining 30 students from Stevenson College, and they probably ...

this could be a rumor just to be upsetting, you see, a planted sort of a thing. Maybe there's something to it. And if there is, maybe they chose Tuesday night because they knew we'd be here. But this is hardly calculated to make life serene, you know. And almost every day some ill-mannered letter comes in the mail from some group demanding something or other. And it's a ... if I were to judge the state of student morale from this kind of thing, I'd say it was very poor and that perhaps faculty morale, from the bitching that goes on, is poor. And yet my colleagues who are very good judges say that it's good and things are in a healthy state and the great majority is all right.

Malcolm X College, continued

McHenry: But the question always is, "Is there enough of a group of troublemakers to spark something?" And I guess we'll see tomorrow about this time when my answer to the Malcolm X thing comes up.

Calciano: Oh. I didn't know it was going to come....

McHenry: There's a press conference scheduled at 10:00 in the Barn Theatre.

Calciano: Oh!

McHenry: And almost anything could happen, including a demonstration outside, or something of the kind.

Calciano: I guess I have not been reading the right things. How is it that now you're answering about the Malcolm X thing?

McHenry: Well Tuesday, yesterday, the Committee on Educational Policy, released its report....

Calciano: Oh, I see.

McHenry: ... on these proposals. And you haven't seen the Libre and so on?

Calciano: No, No. I thought I'd seen the last one, but I guess I haven't.

McHenry: They released it on Tuesday. And as usual (laughter) the thing got out ... oh, I got the wrong file ... as usual, the thing got published in Libre before it got to the faculty.

Calciano: (Laughter)

McHenry: Well the essential facts are that just before I left for Africa, dated December 4th, a letter came from the Committee on Educational Policy that made recommendations on the proposal for more in the way of Afro-American studies. And I'd asked them for a report on October 4th, and they produced it on December 4th. I made an acknowledgment on December 10th and dealt with two recommendations. But the first

recommendation, in summary form is: "We believe that Afro-American studies can better be pursued at UCSC in the context of a college than in a board of studies. We therefore recommend that the emphasis of College Seven be changed from urban studies to the study of minorities in the United States, with an initial primary focus on the black minority." And that'll be the main point of discussion. And the Libre that came out yesterday was edited by Richard Townsend who is the first Negro student I recruited here from the Watts area. And he ... you'll perhaps see this before long, but he reviews this situation and says, "On this coming Thursday, Chancellor Dean McHenry is expected to deliver the long and patiently awaited [emphasis is Chancellor McHenry's] reply to a recommendation made by the Academic Senate's Committee," and so on. He then goes into the question of the name on which the committee is silent and whoops it up for Malcolm X. And then he says, "There is a reason why this point was left out. On January 7th, 1969, Black Students at Brandeis occupied Ford Hall ... and renamed it Malcolm X University. Students at MIT formed Malcolm X University Solidarity Committee in support of the renaming," and so on. Of course the report was written December 4th, and this event occurred January 7th ...

but don't confuse us with facts.

Calciano: (Laughter)

McHenry: And, "The Chancellor's response to the CEP recommendation will reflect the degree to which he has been forced [emphasis is Chancellor McHenry's] to recognize the idea that Black People have proposed," and so on.

Calciano: You can't win. (Laughter)

The Chancellor's Relationship with the Students

Calciano: Well how do you view your relations with the students?

McHenry: Well, almost non-existent, I should say.

Calciano: Well, that seems to be their feeling too. I hear a lot of comments to the effect that you remain in the citadel, you will not descend, and so forth and so on. I was wondering a) aside from the fact that you're very busy ... but why you tend to stay apart a bit, and then b) why you appeared at the Cowell College Forum in mid- ... was it in November? ... to answer questions. It was a rather noticeable change of policy.

McHenry: No. I've always gone wherever I've been invited.

Calciano: Oh.

McHenry: And that was the first time I was ever invited.

Calciano: But couldn't you have been invited lots of places if you'd let word leak out that you were perfectly willing to be invited?

McHenry: Well I've ... I haven't begged people to invite me, but I've indicated to the Provosts over and over again that I felt that the college was the domain of the students and that was where the contact could take place. I've never declined an invitation that I possibly could have accepted, except in one format -- when a mass meeting was arranged and pretty well rigged. It was rigged in a way that -- inviting Moore and various other things -- that I felt it was not under proper auspices for a proper hearing. But I don't believe that I've ever ... I was saying to the young faculty members the other night, "I've never been invited once in the four years, three and a half, to meet with the fellows of the college, of the faculty. And the number of invitations from students in colleges could be counted on the fingers of two hands in three and a half years. And of course I could invite myself, I suppose. But I think that it's scarcely in keeping with the dignity of the office.

Calciano: There seems to be somewhat of a gap here. I don't have

the ... I have the feeling that perhaps these invitations are not forthcoming because the people feel, "Why bother. He'll refuse anyway," as far as the students are concerned.

McHenry: Well, they may well ... but if they discussed it with their Provosts ... if they wanted me, really, I think they would ask. And I don't see any way out of the dilemma except for the colleges to take the initiative. Now there's another aspect of this, and I may be wrong about this ... I think in a decentralized institution like this, that there ought not to be a personality cult of the Chancellor. I think he ought to remain somewhat anonymous.

Calciano: But you're not really. There's sort of developing a negative cult among some of the students.

McHenry: Well a great many people don't know what I look like.

Calciano: Right.

McHenry: I give people rides up and down the road, and they have to ask who I am.

Calciano: (Laughter)

McHenry: No, quite seriously.

Calciano: Yes.

McHenry: But if the collegiate university is going to amount to

anything, the focus has got to be the college. And I think one of the reasons that I haven't been invited to the colleges is that the Provosts want to ... well ... they want center stage, which is proper. And they don't want to be in any way cast in the shadow. And I think this is right. I think I talked this over, even before Cowell College opened, with Arthur Coons, my great friend, the late Arthur Coons, who was chairman of our master plan survey team. And he disagreed with me very strongly. I said, "In the college, the Provost is the host, and when I go, I'm the guest. And I don't want any protocol that insists that I be at the head of the table or even at the head table. I'm going to go as an invited guest, and I want to be treated just as anyone else is." But he warned me, "It's all wrong. You've got to let them know at all times who's boss. And you've got to insist on protocol under which you're the head and always when you go to the college." And I may be wrong with this, but I think it's going to work better in the long pull even if I have to take a lot of guff.

Calciano: Yet it seems by doing this that you set yourself up as the prime target, and perhaps if you had a chance for more personal contact with the students, it wouldn't occur ... perhaps it still would, I don't know.

McHenry: Well, I talked it over very carefully with one of my former students who is a leading psychiatrist, and he tells me that they need, when they're away from home, a substitute, a substitute authority figure for their parents. We figured out that maybe it's better for them to identify with the Provost and have somebody else who is the ultimate villain.

Calciano: But you aren't ... you don't think you're taking a risk that some of these more dissident groups are going to snowball into a real confrontation?

McHenry: Well, it could. It could. But I don't know what to do about it.

Calciano: When you did go to the Cowell College Forum, how did you feel your reception was?

McHenry: Well, I thought the college didn't do the proper job of handling it. It was set up of ... and I was a little bit like the man who stuck his head through the hole and people could throw apples at him. I didn't get mad, and there was a big table of black hair, black beards, and long black hair, and they were up with militant questions, and they sort of monopolized the thing. And the moderate people who were there were just kind of shunted aside, and I'm sure it was a very small minority, one to two percent perhaps -- they came from other colleges hoping to embarrass me.

Calciano: Oh.

McHenry: I really think that and Page Smith said afterwards that he felt they should have done more to have set it up and made sure that at least good manners were in effect.

Calciano: Now you said that you're going to have thirty students here from Stevenson. Is this ...

McHenry: Well, we entertain a party of students about every two weeks.

Calciano: You do?

McHenry: Yes. And it's a dinner, and they run from 25 to 30.

Calciano: That never seems to get into the press. (Laughter)

McHenry: No, and I don't think it should be.

Student Political Activism

Calciano: No. But I mean the fact that you are making a great effort on your part to have contact with the students. Of course we've already mentioned the fact that this generation of students is a bit different than previous generations. It is more political, more activist ... one thing I was wondering: how do you

feel about the students carrying their activism off campus in sit-ins, picketing, so forth and so on, and going to other campuses?

McHenry: Well I think if they do so as individuals, it's up to them. I think it's unfortunate when they represent themselves as coming from the University. It's bad in public relations and substantially in effect it ... take the grape boycott -- I have a tremendous emotional sympathy and great personal admiration for Cesar Chavez, and no grapes have been served at our table for more than a year ... and yet when Peter Braun, now at Merrill, organized this park-in at Lucky's and some of the other markets, it tripled the sale of table grapes in Santa Cruz. And they generated an enormous amount of ill will towards the University. And when I say this to Peter, he says, "Well, we're making converts; in the long haul it's going to do some good." But really all they've done is get rid of a certain amount of their own aggression and frustration. They haven't helped the cause any. If they'd go out and work on Saturdays and contribute the money they earn to the strike fund, it would be a lot more constructive in my opinion. And I can't believe that they're so stupid not to see this.

Calciano: But yet they're not doing it.

McHenry: No. Well they ... this park-in and all was just calculated to get the dander up of people, of very moderate people who might have been sympathetic if things had been handled politely. Shave off the beards and dress like human beings, and hand out circulars in town and ... but obstructing sidewalks and filling up parking lots with their jalopies and all this is just calculated to make people detest them. And I can't understand it; perhaps it's because I never studied abnormal psychology.

Calciano: (Laughter) In dealing with political activism, to what extent are your hands tied by the Regents, by Statewide restrictions and so forth?

McHenry: Oh, they are greatly tied. You can't ... there's very little that an administrator can do. When there are specific violations of University rules, you can bring charges. But you can't ... there's very little that can be done. And whatever is done, or whatever rules there are, they figure out ways of circumventing them. For example, tonight and tomorrow night, there are kinds of meetings that are being scheduled by various groups, usually the same group of radical students who dominate each one of these -- student mobilization and various others, SDS -- and they'll say there's going to be a meeting and so and so's going to be in the

audience. So and so, who is a striking professor from San Francisco State, will be in the audience and will answer questions or take part in the discussion. And they're avoiding filing of papers listing them as speaker.

Calciano: Yes.

McHenry: And even if they put in the papers for the speaker, the only grounds on which you can deny the right to speak is that the facilities aren't available or the person, in the opinion of the Chancellor, will not contribute to the educational objectives of the institution or something like that.

Calciano: Well now, didn't you, or someone in your office, deny last year the permission for a Black Panther member to speak?

McHenry: No. We held it up ... that was Cleaver. We held it up, getting legal opinions on whether we could deny it on the grounds that he was a convicted felon, and in the course of the delay, they withdrew -- the sponsors, Mrs. Michael Fader, withdrew the request for Cleaver and they brought Bobby Seale. And we specified some things: one, they couldn't bring arms on the campus, and ... but Bobby Seale did come. As a matter of fact, he was about three hours late, and some people waited until he did come.

Calciano: Hmmm.

The Impact of Student Political Activity on the
Community

McHenry: But there was no denial, but a postponent, until we worked this thing out. But the legal opinion is that we can't bar a guy because he's a felon. And in many of these instances, we don't see them at all; they are handled at the college level. Leary, for example, was invited apparently by Professor Abraham, introduced by Professor Lee, and using facilities provided by Merrill. So we had no notification at all. Now the rules are such and the laws are such that it's very difficult, but the public doesn't understand that. When I go to Kiwanis Club, "Why don't you fire all those professors? Expel all those students." And I say, "On what grounds?" "Well, they're troublemakers." And you circulate in medical circles, and you know the attitudes of some of these people.

Calciano: Yes, I do. (Laughter)

McHenry: They think we're soft on them. And yet as the lawyers tell us, "You wouldn't have a legal leg to stand on.

We couldn't prepare a defense."

Calciano: And yet, well I always kind of laugh, because I am exposed to all the Peace and Freedom people in the Library and then all the kind of conservative types in the business and professional community, and I notice that at the same time the activists feel that you are fronting for Cunningham*, who's a political conservative, and that you're being obstructionist, repressive, and so forth; the conservatives feel you're being weak and overly liberal. It seems no matter what action you take, you're going to displease a vocal few, one side or the other.

McHenry: Yes. Well, I was a card-carrying member of the American Civil Liberties Union before most of the young faculty were born. And I was a member of the American Federation of Teachers before most of them were born.

Calciano: (Laughter) They don't know it. I've also heard people make statements that there's a policy to make difficult the establishment of any controversial organization on campus, that there's a movement afoot (and this was several months ago this was told to me) to make only college-approved organizations allowed, and this would mean that the number of supporters for

* Thomas J. Cunningham, General Counsel of the Regents.

any group would have to be drawn from one college and also that the publicity could only occur within the college and of course the purport of all this was that it was unfair suppression. But now I'm wondering, what are your comments on this?

McHenry: Well nothing's been done. Roger Heyns and I have talked a good deal about just not having any campus-wide registered organizations. And if we did this, if we just gave up registering organizations -- it doesn't mean anything; they file the most ridiculous constitutions and don't file membership lists...

Calciano: I thought they had to have a minimum number of members to....

McHenry: No.

Calciano: Oh.

McHenry: They pay nothing, so they file just dozens of them, and since you don't have any regulation over them, why they just.... We're asking these questions; Roger Heyns and I particularly among the Chancellors have been asking, "Why?" "And in Santa Cruz why not let the colleges do the whole thing?"

Calciano: And would they be limited then on their publicity to only within the college?

McHenry: I don't think it would on publicity. They'd be subject

to the same restrictions that they are now -that is, that they're not supposed to announce a speaker until he's approved, which is more honored in the breach than in the observance.

Calciano: So this is really not an attack on the activists?

McHenry: Well, it might curb them some.

Calciano: Well in what way?

McHenry: Well it would ... they like to move around, and if there are four colleges and there's a fifth possibility of a campus-wide meeting, they still would like to use the Upper Quarry or something as a meeting place, or use facilities that are under the control of the Registrar. Now it might handicap them some. One of the advantages for me of not having any registered campus-wide student organizations is that I then would not have responsibility, and when I get complaints that Leary spoke, I could simply say, "Provost Bell provided the facilities, and I'll ask him to answer."

Calciano: Yes. Are you also aware that the activists feel that you have surrounded yourself with the military, because Hyde, Shontz, Gilbert, Mortenson, Rees, and several of the other administrators are either on reserve or....

McHenry: Yes. Moore has mentioned this two or three times.

Calciano: Just out of curiosity, how does it happen that such a high percentage of the top administration do have some military connection?

McHenry: Well, in the case of Hyde and Shontz, they, of course, earned this, and it was no factor at all in their appointment. They served in World War II and kept their reserve status active. In the case of the others, you can get tremendous bargains in talents by people who retire from the military and settle here and need a few thousand dollars in addition to their retirement to do well. And a man like Charlie Gilbert, for example, is a wonderful fellow -gentle; I don't think that any one of them, of these men who've retired, Zenner is another one, I don't think you could look at any one of them and say, "That's a military type." They're gentle and soft-spoken and anything but the arrogant colonel. I didn't know, when I invited Shontz to come, that he was still in the active reserve. It is a nuisance; it is with Harold, too, because they go off for two weeks of the year, and sometimes when we've got a crisis on, why somebody's out -- it's his drill day, and he's spending Sunday over at Mountain View.

Calciano: Yes.

McHenry: There are certain other people with military back-

grounds, too. Harry Berger was a Marine.

Calciano: (Laughter) You never hear about that. One just hears about the "Little Pentagon," as Central Services is sometimes called.

The Regents Meeting at UCSC, October, 1968

Calciano: Would you care to make any comments on the Regents meeting that was here October 17th and 18th? We've covered the two professors, but I'd like to ...

McHenry: Yes. I've written an article for the Cowell Alumni Journal, which should be out by now, about impressions of it, and you might like to incorporate that.

Calciano: Yes, I would.

McHenry: It's kind of a Pollyanna approach, I think -- the conclusion at any rate. I was scared that there would be some episode that would cause it to blow. I think a mammoth disorganized effort was made by students and staff to cool it and to make sure that the real hotheads, some of whom were imported, didn't let loose. I think they came on the brink of violence a couple of times, and there was no doubt but what there were agitators saying, "Let's rush the door. Let's do this, and let's do that." I think it was the most turbulent meeting in the Regents history. They've now

decided not to meet on campuses.

Calciano: Oh, have they? Oh! Because I thought we were facing another one in April. (Laughter)

McHenry: We were, but they've decided to meet at airports and University Hall. But there was quite a bit of trouble around the outside of University Hall in Berkeley last time -- eggs spattered on the Governor's car and ... but I thought we were awfully lucky to get away without violence. There are a lot of things I'd do differently if it happened again. I'd have more plainclothesmen there. There ought to have been more identification of people.

Calciano: Who shouted the obscenity at the Governor in the Friday meeting?

McHenry: At least four people here saw the person and identified who did the shouting. Not one of them got his name. One newspaper said he was an extension student from Berkeley. The police and various other elements in our picture were very poor about reporting what happened. It took me almost two weeks to get out of the police the names of the people who sat down in front of the bus. And on the whole, people were so busy trying to persuade people to cool it, that there was no recording of facts, and so that when it was all over, there was practically no evidence.

Calciano: Is that why Shontz's memo of October 21st went out to the police and Provosts?

McHenry: Well ... yes ... and I think that if Howard had thought about it a little while, he wouldn't have done it that way, but it went around the bulletin boards, you know, and a good many people froze up. But it should have been done by means other than that -- as Howard recognized it afterwards. But the whole episode -- I think it did Santa Cruz a lot of harm in the public eye. And I still get resolutions from Boards of Supervisors and Chambers of Commerce around the state that stem pretty much from Rafferty and the Governor's statements about what took place here ... and they were greatly exaggerated.

Calciano: Some of Rafferty's are out and out lies, really, aren't they?

McHenry: Well ... I suppose so.

Calciano: Well, all I have to go on is the accounts I read of what happened here, and the accounts I heard of his being pummeled by the crowds and so forth. Was he pummeled?

McHenry: Well ... the KSCO man, Dick Little, swears to me that he saw a Black Panther or someone jump on Rafferty's back. Now he's the only eyewitness who's ever asserted this. Nobody else, and indeed we have some testimony

from people in the Crown office that Rafferty's staff had been drinking pretty heavily -- holed up in their office -- and in general ought to have been censured for their misbehavior and ill-conduct. And I don't know what's true, but I didn't want to get into an argument with Rafferty, and it seemed better just not to respond. But it was not a gentlemanly or a ladylike way to receive the Regents, and I was very much disappointed that it went as far as it did. But the Pollyanna part is that -- and that's the conclusion of this Cowell Alumni article -- was that a genuine concern was evidenced. It went up to the brink of violence, but didn't go over. And that the Regents in their voting showed a moderation that had not been present ... now there's an extra four or five votes on the side of moderation that weren't present but once before. And I think that some of them were impressed by the earnestness with which this case was put. Now a lot of it represented deception -- students deceive themselves. They assumed that the Cleaver ruling was an attack on student-taught courses here. It was not. And the thing that threatens student-taught courses was the fact that because of the Cleaver thing, the Committee on Rules and Jurisdiction looked at these rules and said, "Look, we've been operating in

violation of the Academic Senate rules." And that's why there was a crisis on student-taught courses. But I don't think that penetrated the craniums of a handful of students. No matter how much you tell them, why, it has....

Calciano: They're all sure there's a different motive.

McHenry: They think there's an attack on academic freedom, and they don't really listen. And I think this is one of the big complaints about this generation of students. And the University's supposed to be a place of reason and calm collection of facts and decisions based on facts, and instead these last two, three years there's been a tendency to value an emotional outburst. "Don't bother me with facts."

Calciano: I've heard so many versions of the suspension and unsuspension of that girl, Allyn Shetland ... did she break into the room, or was she pushed in just by the pressure of the crowd, or....

McHenry: It's very difficult to tell. She surely wasn't pushed in the front row of seats. This was 150 feet. And she certainly wasn't required to sit down and refuse to move. There would have been no episode if she, when I asked her to, had left. But she refused to leave. On the spur of the moment, I thought the thing to do, was to give her an interim suspension until such time as

her Provost tried her. And I did so. And then she went out and announced it to the crowd, and then the Senior Preceptor, Noel King, and Regent Coblentz asked me to modify it, and I did so and remanded her to Provost Bell, and he gave her a warning, and that was the end of it. I was pretty angry. This had never happened in the history of the Regents -- breaking into an executive session. If I had it to do over again, I would see that somebody explained to the crowd outside exactly what an executive session was, and why it wasn't possible for everybody who wanted to see, to be in the room even in normal sessions. A lot of the trouble arose from the fact that people had no idea of the rules of procedure -- the laws and the like. And agitators, Steve Chain, one of our graduates of last June, was the worst probably. Went through the crowd and said, "Let's break the door down, and let's do this and that." Steve hasn't returned. He was handed a letter under the Mulford Act; he handed it back and disappeared, and he's never come back, so far as I know. He tried to pull out a card from the Highway Patrol saying he was a correspondent of Ramparts magazine, but he was not allowed in the meeting hall on the Friday. And Regent Dutton remonstrated with me for taking it on myself to bar the press. He was not

an accredited newspaper representative; he hadn't presented his credentials for a badge. And he held the door physically and those kids rushed in.

Reagan Appointments to the Board of Regents

Calciano: What is going to be happening in the Regents, do you think? Reagan has made two or three more appointments I hear.

McHenry: He's got five new people on the Board, and I think that he's got an effective working majority now.

Calciano: Now that they [the conservatives] are in a position to do something, will they do anything?

McHenry: I just don't know. We're waiting.

Calciano: It's often more useful to be in a minority position (laughter) as far as propaganda is concerned; all of a sudden when you're in a position of having to act....

McHenry: Well he's got the responsibility, and some of these people are terribly good. Dean Watkins, the man from Watkins-Johnson, has been a professor at Stanford in electrical engineering and is a fine man, as fine as you could find.

Calciano: Well, that's good.

McHenry: And Smith, the man who succeeded Mrs. Chandler, he's a

wonderful lawyer, a conservative frame of mine, but a UCLA graduate and Harvard Law ... and these men are high quality.

Calciano: And Campbell?

McHenry: Well, I think Campbell is one of the lowest quality of anybody we've had on there, and it's a very unfortunate appointment. But he was already on before this last wave of people.

Calciano: And he was put on for a full sixteen years, wasn't he?

McHenry: Yes. He has fifteen more years.

Calciano: Well, I think we'll terminate now, unless you have anything else you would like to add.

McHenry: No ... I think on the Board the hopeful thing is that now with a majority the Governor won't feel so insecure and that maybe the majority will have the responsibility of governing. And there was something important that happened at San Diego at the meeting in mid-November which, by the way, there was an overkill on security -I think a hundred police in various places.

Calciano: (Laughter)

McHenry: The moderates and the Governor's men joined up to form a new majority, and that was a new alignment. There was a nine-to-nine split at Los Angeles in September,

and then on the Governor's hearing, the Governor's proposals here, there was a substantial defeat for the Governor -- I've forgotten what it was, but it was about twelve-to-eight, something like that -and at San Diego, on the acceptance of a moderate report in which Campbell and Finch had participated as members of a sub-committee along with a majority of moderates, the thing was something like sixteen-to-four, of five ... and the four or five included Norton Simon, Bill Roth, Bill Coblentz, Fred Dutton, and, curiously, Mrs. Chandler. But it was moderates, plus the Governor's people in a new majority, and that may be the pattern of the future.

February 26, 1969 9:15 a.m.

GENERAL STUDENT LIFE

How Students Select a College

Calciano: Last time we were talking about students at UCSC ... I was wondering how, at present, and how, in the future, is it determined which college a newly enrolling student is assigned to.

McHenry: Well, they're given a choice of three colleges. They're sent a pamphlet which you see is largely a

part of the catalog, a reprint of the catalog, it's the ... I'll hand you one over here. It consists of the description of each college. And they're asked to make a choice, first, second, and third, and then these are sorted out after they're admitted to the University, and in all cases possible we give them first choice; if not first, usually second. There may be a few instances of third now that we have five colleges going for next fall.

Calciano: Which is the most requested college?

McHenry: Well I really don't know. I suppose I'd have to ask Mr. Shontz. I had some feeling that Cowell, up to now, has had the most requests, because it has the longest tradition and has had a special style and character of its own. My impression is that Merrill also had a pretty heavy draw because of the publicity it got. But a lot of that came fairly late, and I'm not sure that many of those people didn't request Merrill after they had already been assigned elsewhere.*

Calciano: As each new college is opened some students are transferred over from other colleges, but am I right that generally transferring is going to be discouraged? You want a student to be in the one

* In the early 1970s, Crown had the highest number of first choices in proportion to its available places. In absolute

college for....

McHenry: Yes. Transfer takes place only when both provosts agree. And there isn't usually very much ... there aren't very many requests. The demand is not great to make transfers. And the provosts from the beginning have felt that one shouldn't transfer because he changes his major -- that the emphasis of the college really made no great difference in what a student could major in. One can be a philosophy major in Crown, for example, or a physics major in Cowell.

Calciano: Well if there aren't many requests for transfer, how are you seeding Colleges Three, Four, Five as each comes on the line?

McHenry: Well the seeding takes place primarily in resident assistants. The RA's are drawn largely from the colleges that are already established. Some junior and senior students transfer over as a cadre. As it worked in Merrill, for example, perhaps a dozen or more junior and senior students were chosen from the other colleges, and they came in as resident assistants; they advised the provost during the summer, and some of them actually had jobs on a Department of Labor grant. So most of the feedback from students to the new provost came through these RA's. And Dr. Hall in

College Five has planned to do this also. And the students are more aggressive now about providing free advice to new provosts.

Calciano: (Laughter)

McHenry: For example, yesterday in the Inter-college Board, this was one of the items on the agenda, perhaps one of five. The organized students wanted to know what they could do to help in College Five, and we're arranging a meeting between them and the provost. What form this help will take, I don't know, but Dr. Hall does plan to make some fairly early selections of resident assistants. But beyond that I don't think there'll be a great many transfers in. There are some requests, that he's resisting, for having sophomores transfer in -- people with sophomore status; he's concentrating almost wholly on freshmen and juniors.

Calciano: Speaking of College Five, I don't recall whether it was in The City on a Hill or Libre, there was a comment talking about how provosts decide how college focuses are determined, and there was a statement that College Five has the largest potential for a big provost-student split or confrontation.

McHenry: I didn't notice that.

Calciano: There's nothing that you were aware of then, either that ...

McHenry: No. I don't know what that could have been based on.

Calciano: I didn't happen to copy it down on my [question] cards. I could find it for you later if you like, but....

Student Residence -- On-Campus and Off-Campus

Calciano: I've seen some references to the effect that we're considering cutting down on the percentage of students who will be residents in that college.

McHenry: Well, there's been no action taken yet, but I have expressed some doubts about providing as high a proportion as we have been providing. The older students do tend to drift away from residence, and many of the pads they've developed up the canyons and down at the beach are quite attractive for older students, and I've always felt that at least a third of the students would not want to live in and that it might get higher than this. I've been opposed in this by some provosts, especially by Provost Thimann, who really would like to have a hundred percent of his people live in Crown. I don't think there's any way you could get them to do so. Some are bound to be married; others are bound to get tired of dormitory living and want the freedom that comes from living in

their own digs. And this is a community that's got exceptional facilities for youngsters who want to have their own houses. For example, Mrs. McHenry and I were at dinner a couple of weeks ago at a house on Pilkington down in the beach area. I think there were three men students who had the house. It was one of those old beach houses that was reasonably well equipped. I mean it had pretty good heat, and it probably had three bedrooms someplace.

Calciano: (Laughter)

McHenry: The boys paid \$80 a month for it. And with utilities and even transportation they probably were getting off on housing as cheaply as they would on the campus, and moreover, they had a good deal of independence that they wanted. And while it's nice if youngsters do want to live in all four years, I think it's inevitable that many of them will want to spend a year away, and that we therefore ought not to overbuild the dormitory facilities and then have later to enforce some kind of a parietal rule. When the Regents borrow the money for the dormitories, they do pledge themselves that if occupancy is not maintained at a proper rate to pay for the amortization, they will require students to live in.

Calciano: Oh.

McHenry: And I hope we'll never get to that point.

Calciano: But I'd gotten the impression that you might like to actively encourage more students to go off.

McHenry: No. I think it ought to be left to them to decide whether they want to go off or stay on. I really wouldn't ... my own preference would be that most freshmen and sophomores stay on. And that many of the older students stay on also. But I don't feel strongly about it. I think that student preference ought to play a big part in this, and there are some students for whom living in those cramped quarters and in such close relations with others is very difficult. And there are others who much prefer to live in a tight society that these houses provide. We've cut down the size, in the plans, of College Seven, which was originally scheduled for 800, and we've recently reduced the planning figure to 700. We didn't originally cut down the number of dormitory rooms, but I think that's going to be done also. The time may come, in order to keep the residential houses full, when we have to give preference in admission to people who will live in. And that will usually bind them only one year, however.

McHenry: But I foresee this as a real possibility for inter-college transfers. That we might prefer those who are prepared to undertake the real residential college association for at least the first year. And this year for the first time we have far more junior transfer applicants than we can accommodate. And this is going to mean a crisis in our relations with the junior colleges. Previously we've been able to take all qualified people from the junior colleges, and it won't be so this fall.

Calciano: In your public relations with the JC's have you already sent out word that this is going to happen?

McHenry: No. We haven't known what the exact numbers would be yet, and we don't want to discourage late applicants. The junior college people tend to apply pretty late after the normal closing date, and we don't want to spread any alarm in this.

Calciano: Yes.

McHenry: They can always ... if there's still room at Riverside and in other places, in some cases we can transfer the applications over. For people who live locally, however, it's sometimes a great hardship to do this.

Calciano: Do you give some preference to local residents?

McHenry: I believe so. We did originally, and certainly there is a clause that if there's hardship in going away, local people do get some preference.

Student Enrollment and Campus Building Projects

Calciano: What is our enrollment pattern going to be now that Proposition 3 is defeated?

McHenry: Well so far it doesn't look as if it were going to be affected. All of the buildings that we had planned on as being authorized in 1969 are in the Governor's budget except the Library Unit II. Everything else is there. We're very fortunate on this, because we carry a fairly big building program with relatively little state money because the loan monies and gift monies are such a high component of the total. But surprisingly, the state's fiscal picture improved so much, we're going to run a surplus now, and the Governor's budget does include all of the buildings that we'd planned on. The Social Sciences Building is in there quite securely as are all of the equipment items for the buildings that are under construction or about to be under construction, and the construction money for the state portion of College Six, and even

working drawing money for College Seven ...

everything. We'd agreed to postpone the Library about a year anyway. So in effect, all we'd hoped for is in the Governor's budget. Now if that can keep on, and the State doesn't reduce taxes too much, I don't see why we can't keep our normal growth pattern. Actually we've stepped it up a little bit. I was back looking at the Academic Plan the other day, and I noticed that as we originally planned this place, we had, I think, three gaps in the first ten, fifteen years in which we thought we would not -- perhaps I'm thinking of the building program as well -- but originally we thought we'd have some gaps, years in which we would not build a college. As it has turned out, we closed one of those gaps. We hadn't expected to open College Four until a year later -- that is, instead of '68 opening, we had planned a '69 opening for College Four. Well, we closed that gap. We have another gap in 1970, and that's the one that will be between College Five and College Six. And the building program is now set up. There are no further gaps on for maybe a decade.

Calciano: Well your enrollment pressure is greater than you anticipated.

McHenry: Yes, it is. And somehow we've been able to get all these fragmented ends together on time or ahead of

time. And it's rather remarkable when you look back over it, because we hadn't any great confidence we could do this.

Calciano: Now when you say these buildings are in the Governor's budget, does this mean that the state portion would be financed out of regular revenue instead of bond revenue?

McHenry: Yes. Or Tidelands Oil revenue is another source. And from which it comes it really doesn't matter, just so it's money appropriated by the legislature.

Calciano: Have we fared better than the other UC campuses?

McHenry: Yes, I think we have. But I think largely because of this factor of loan money ... that we borrow so much for the dormitory facilities and student-union type facilities that are in the colleges. Many of them are crying bitterly, and you may have noticed in the University Bulletin that President Hitch has said that, "We can live with the Governor's operating budget, but we can't live with the capital budget." I'm handing you the little piece of the catalog describing the colleges, and each student receives one of those at the time of admission and makes his choices.

Calciano: Oh yes.

McHenry: They're choosing blind in many ways. A description can't possibly carry a full sense of what it's about. And if we were to do this up well, I think we probably ought to have more stress on the architecture and the room arrangement and that sort of thing...

Calciano: Yes.

McHenry: ... which is an important factor.

Calciano: The livability.

McHenry: Yes. Particularly for students who can't visit the campus.

The Increasing Student Control of University Functions

Calciano: As has become quite obvious in the last few months, students all across the nation and at our own campus have been agitating for more control of University functions -- control of the food committee, sitting on academic committees, and so forth. Do you have any general comments to make about this before I start peppering you with specific questions?

McHenry: Well I think it's probably a healthy development. I only hope they recognize there are certain limitations to student background and ability to judge. This generation is quite inclined to go dashing into areas

that they know very little about, and I only hope they exercise a certain amount of restraint. But it's interesting to watch the faculty squirm.

Calciano: I was wondering how the faculty was ... (Laughter)

McHenry: The faculty here, I could say, and in many places, have sort of stirred students up to this. And there really isn't any substantial area for student power except by getting into academic matters, and the faculty has long protected this preserve for itself against the administration and all other comers. It's very interesting. You may have read that the Board of Studies in Government now has a parallel body called the Student Board of Studies.

Calciano: Yes, I saw that. Is it self-created?

McHenry: Yes. They met and then they chose a committee by lot, and they even set up a whole lot of subcommittees; I understand from Karl Lamb that one is called the Hiring and Firing of Faculty.

Calciano: (Laughter) Is the Academic Senate sort of in a position to put up or shut up now? They are beginning to seat one student on a couple of committees or something. Is this....

McHenry: Yes. They've had students on the Committee on Colleges before. There is a graduate student on the Graduate Council. Students now want a place on the Committee on

Educational Policy and the Admissions Committee and various others. They're working with the Chairman of the Committee on Committees and with the Chairman of the Senate, and it's all in all a very educational process I think. I did point out to the Inter-college Board yesterday that several (I should think most) of the administrative committees of any interest to them have student representatives. Their attendance records are poor and many times, even though they're carefully selected, the people don't really get acquainted with the subject matter until they're gone. And that is an unfortunate characteristic of the youngsters -- that no matter how good they are, they really can't make much contribution before it's time for them to graduate and be off. I hope it's a passing thing. I think it's well that students are consulted; I mentioned to the Inter-college Board yesterday that if they only accomplished one thing out of all this, and that is to provide some fair and effective method of judging the teacher, this would be a great help. So often these methods that are devised, or particularly results that are publicized, are just cruel and will really destroy a young teacher before he gets hold of his techniques and so on. I've known of instances at Berkeley in which the only report received on a fairly

large course was one dissident student, and he poured out his venom, and it was published without being edited or criticized. And here was a distinguished professor being judged for publication by a single student who may not have been very good, and an anonymous one at that.

Calciano: The Harvard undergraduates have questionnaires all over the place at the end of spring that the students can fill out and a great number of us did so. And then this was printed up -- the course's name and comments on it -- sometimes cruel comments, but it was a very useful vehicle for the undergraduate trying to find a way through a large body of courses. I'm surprised that some such thing hasn't sprung up here, because this is one of the few ways that students really have a chance of making their views known ... if a large enough body of students are sampled, not just the cranks or the complainers.

McHenry: Well we're so small that a good deal of this comes in hand-me-down discussions.

Calciano: Yes.

McHenry: And people live so close together and get advice from one another. Most of these come when institutions get to be eight or ten thousand in numbers where you couldn't get the word around. But I wouldn't be

surprised if it starts here sooner than that, because there's a good deal of interest in it.

Calciano: Yes.

McHenry: I think the most effective way, of getting the word out, is to make the appraisal results available to the instructor on a private basis. So few teachers understand that they've developed irritating habits. It might be something as superficial as rattling coins or keys in your pocket all the time. Sometimes men will teach for years and not realize they do this, and this drives people crazy in the class. And there are other things of this kind, that if a student had an opportunity to write it down anonymously would help a teacher. You can't get rid of professors with tenure anyway, so why just chastise them; why not give them some suggestions that will help.

Calciano: At every college, kids complain about the food, but here it seems to have taken a much more sophisticated organizational approach, and the students did help negotiate the contract, is that right?

McHenry: Well the contract's being negotiated now. I think that student preferences of various arrangements such as twenty meals, sixteen meals, and various other options, obviously ought to play quite a part in the contract. In the actual award I don't believe that the

students can be involved, that legally it's the responsibility of the business officers and they'll have to use their own best judgment after they get advice. The thing that happened here is that this dining council, which has become quite an effective body, has had a dissident group that's come up and protesting and filing petitions. And I don't know whether it's just a person....

Calciano: Now wait ... the council has got a dissident group within it?

McHenry: Well ... I think that there were one or two members of it who missed a meeting, I'm just not sure (Charlie Gilbert can give you this) but, at any rate, a rival group was formed, and they were denouncing each other, and each one claimed to be the spokesman for the students and so on and would come into my office and leave me letters and petitions demanding this and that. And I just wrote each one and said, "This matter's been wholly delegated to Vice Chancellor Hyde and his associates, and the only way you can make yourself heard is to negotiate with them." So they stopped storming my office.

Calciano: (Laughter) Even the student establishment is under attack from other students.

Student-Taught Courses

Calciano: What is the status of courses taught by senior students?

McHenry: Well, it's kind of in a limbo. There are some being taught now, I don't know how many, this term.

Calciano: For credit?

McHenry: For credit. The Committee on Rules and Jurisdiction of the Senate, which is headed by Glenn Willson, thinks there's doubt as to their validity. The Senate regulations statewide insist that a person be properly qualified with degrees and so on before he teaches. And they're covering this by means of having an instructor in charge who'll sign the grade sheet and so on. Then he delegates to the apprentice teacher. We've been trying to get student teachers recognized as apprentice teachers and the University has not yet acted on this title code matter. But I think our division of the Senate is trying to get some special approval from the University-wide Senate. The whole thing is just pending now.

Calciano: What would you like to see happen?

McHenry: Well, I'd like to see the student-taught courses authorized. I think that there's going to be a continual problem of letting abuses creep in.

Calciano: It's a lot of work to prepare and teach a course....

McHenry: Yes.

Calciano: ... and some of the students I'm sure would do very well if they can get their water wings, but others might not.

McHenry: Last spring there were three courses taught in Stevenson and one of them was by Richard Chatenever, who's back now as a graduate student in literature, and it was pretty much a straightforward lit course ... not unconventional. And the comments were universally good. It must rank as perhaps the second best course to the one that Victor Nee did in history just before he went to Harvard Graduate School. And then there was another one taught on Vietnam, and the student who taught it didn't seem to have any special background on it, and student comments ran along on -- "We all agreed on the first day and nobody ever presented the other side" and so on. And a young teacher, no matter how deeply he felt on the subject, really ought to have read deeply enough so that he could present the opposite side or get it presented. And a skilled instructor would do this. Another was on Marxism, and the chap who taught it, the comments were almost completely lacking (They follow the routine of getting student comments for instructor and

supervising instructor comments.) I got all these out of Stevenson College during the summer by demanding them. And then ...

Calciano: Demanding comments from the students?

McHenry: No, no. The regulation requires comments by the students.

Calciano: These are re^quired on our student-taught courses?

McHenry: By the Senate, yes, on student-taught courses.

Calciano: I see. Okay.

McHenry: And then an evaluation by the instructor who supervised it. Well these were honored in the breach ... and the file was pretty empty. Of course nobody expected it to be demanded, and during the summer the fellow who taught the Marxism course was arrested on a narcotics charge in town.

Calciano: Oh my!

McHenry: And it would seem to me that he must not have been very carefully selected to play this role. At any rate, they're back again now, and I think that if the rules the Senate puts down are observed, I think it may be well worthwhile doing. But the battle is between the divisional Senate and the statewide Senate now, and squaring the rules so that they fit.

Student Tutoring Projects

Calciano: A lot of energy and publicity and so forth in the first couple of years went into the student participation in the tutorial project. It seems to have metamorphized or something. I hear nothing about it now, and I can't find out much about it. a) what did you think of it in the first place and b) what's happened and why?

McHenry: Well, I think it's a wonderful opportunity for the young people in the elementary schools who need help and it's good for our students. And two, I think it's going strong.

Calciano: It is?

McHenry: I don't know that it's grown proportionately with the size of the campus, but it's bigger than it was at the beginning. And I think it's doing quite well. They just haven't claimed the publicity, but if you come up on Saturday morning, you'll find those little people everywhere.

Calciano: Well the last comment I've had on it was a student I drove up, you know, from the lower campus, and this was earlier this fall, and he was concerned because he

said the University was going to withdraw all funding from it and it might fold. Now is this student misinformation or was there something ...

McHenry: No ... I don't know of any change in the funding part. We've always raised a certain amount of money for it in the staff, and it's been matched by the Regents on a very generous basis. And I think the program is in good shape. I couldn't tell you who's in charge right now, but I think it's going. I see them here on Saturday mornings, and it's a quiet bit of service work that goes on and on, and there are quite a number of things of this kind that are not recognized or publicized. For example, one of the most important things the youngsters are doing is tutoring the California Youth Authority inmates.

Calciano: Right. Yes.

McHenry: And I don't know how many of them there are, and I've been pressing Joan Ward to get out a press release on it. It seems to me that it would be worthy of a press conference and photographers and really to spread this...

Calciano: Maybe a Sunday front-of-the-second-section spread in the Sentinel. It would be a good idea.

McHenry: Well and there's no doubt but what the San Jose papers would take up this sort of thing, too.

Calciano: Yes.

McHenry: It's one of the more encouraging things that these youngsters, these young people, a lot of them are only seventeen, eighteen, many of them haven't finished elementary school, who are incarcerated, take to these intellectual kids so well, especially the girls (laughter). But they're teaching these youngsters, these inmates, to read and to do things, and of course some of them are even going to Soledad, to the penitentiary at Soledad, and helping. But these things never make the front page of the Sentinel; only threatened violence or vigilantes make the front page. You saw our Woodrow Wilson Awards made page nineteen.

Calciano: Yes. Nineteen. But they had it on the front of the second section of the Register-Pajaronian though, with a good headline. But yes, if I hadn't been looking for it, I wouldn't have found it in the Sentinel. One day I was getting quite upset because I had just been talking to a whole bunch of the activist, nihilist-type of students and so finally I just walked up to Merrill College and sat down, and I happened to talk with a student and he said, "Oh I went through my picketing state last year. This year I'm tutoring some students, or EOP people, in San Benito County," and it was such a refreshing change of pace, but the

townspeople just never quite get the counteraction.

Student Newspapers: "The City on a Hill" and "Libre"

Calciano: What is your opinion about first, The City on a Hill Press and then the unofficial papers?

McHenry: Well, The City on a Hill Press has been up and down a lot in its short existence. It seems to me that it's not a very interesting paper now. I think its earlier version was too much a journal of opinion and too little a journal of news, and now perhaps it doesn't have enough opinion in it. You'll remember one time they took up as much as a third or maybe even 40% of the space with letters to the editor, and they were often long and gripey. (Laughter) And the letters to the editor have pretty well disappeared now, and they have news items. But actually it's coming out very well. The advertising has got more organized. There's a very good media council; Greg Ward is the editor this year and Greg plays rugby and does lots of other things too. I think the paper shows signs of having less than one day's work on it each week. There's very little reporting in depth, and they tend to let the Libre scoop them on almost everything. Now the other papers, they vary widely, of course. And I think that the Libre has got the makings of a good tradition. The

thing that bothers me about all of them is, one of them is, that they are always testing to see whether they can get some four letter words in without getting their heads chopped off.

Calciano: (Laughter)

McHenry: And I've tried to draw the line pretty strictly, but once in a while it's violated. But usually the Provost will bear down on them at the right time, and they come back into line. I think some of the reporting is substantially irresponsible. That is, a person who gets out a Libre works all night on it maybe, writing a story and then cutting the stencil, and it's out at dawn. He tends not to do any interviewing; typically he just writes down rumors that he's heard; and then it comes out and then they put this saving clause in there -- if there are any mistakes or errors, it'll be corrected next time. But the way it's done, they just launch a rumor or a series of them, and they gain currency, and then people say, "Well everybody knows that. I read it. Everybody knows that." And many times these are repeated two, three, four times and are never corrected in people's minds. And I'd like to see the college papers adopt a code of ethics that would indicate that they had to get the facts and they had to check first. Whether it can be done, I don't know.

The Intervisitation Controversy

Calciano: I wanted to ask you about intervisitation. You fought it for about two years and then you changed your position on it. Would you like to go into a little bit of detail on it?

McHenry: Well I think all the original Provosts and I felt that we would have a better community if we didn't have intervisitation. The changes were so rapid in other institutions, especially at Stanford, that it was quite impossible, they felt, to hold the line. And last fall I delegated it to the Provosts, this whole matter, subject only to what is popularly called babysitting.

Calciano: (Laughter)

McHenry: That is that during hours of intervisitation, it was necessary for either the resident preceptor or the resident assistant to be on duty. And what's happened this year has been rather little agitation for change, except in Merrill. It's like a trade union ... the union looks at the four motor car manufacturers, and they say, "Well, which one is in the weakest position?" and then they'll hit that one. Maybe it's American Motors or Chrysler or somebody and hit that

one with a strike. And the agitators on this one have hit Merrill, because Merrill showed signs of weakness. They gave last fall and had more generous hours than the others, and so they hit Merrill hardest. And it's been very upsetting to Provost Bell. He's been ... oh, hinting when he met with the faculty and students that he might resign and various other things over it.

Calciano: Hmmm.

McHenry: And Sunday he came up and told me that he thought he had worked out a concession that would keep, satisfy the thing, and that would be acceptable to the other Provosts. But it's just another one of these things that expand it a few more hours a week.

Calciano: Well, the students have felt for two years that they were absolutely against a stone wall, you vis-a-vis them. And I just wondered what triggered your decision to turn it over to the Provosts?

McHenry: Well, I think it just took entirely too much time and nervous energy so far as I'm concerned. It's their business, but I'm concerned about the external reputation of the campus. A few episodes, and we had one this last fall, that had it been publicized widely in the newspapers, might have cost us dearly in terms of appropriations and public support. But this is the part that makes me nervous. But there's no use in my

worrying about each individual house within each individual college. I think that the Provosts will just do the best they can with it. And so I've tried to put it out of my mind and to say if they have problems, "See if you can't talk it over and work it out."

Calciano: (Laughter) Well, Bell is in the position that you were a year ago.

McHenry: Well, he's played the Munich game, and he's now reaping the whirlwind. I think the others have worked it out pretty well. Youngsters don't like rules of any kind, and they're bound to be testing all the time to see how far they can go. Provost Smith and others have just recognized this from the beginning and have said, "Here's the line." And by and large Cowell kids respect that line. But other Provosts have different styles and ways of doing things. And I don't know what's right. The mores have changed so rapidly that ... and in many cases now the families don't support strict rules. I'm amazed at mothers ... how frequently they condone all kinds of behavior on the part of their eighteen-year-old daughters. You notice in the national press all these stories about shacking up; it's often the girl's mother who is sympathetic with the shacking up. And that seems to me very odd. Well,

privately I don't moralize about kids shacking up if they're old enough to know what it means, and if they do it off campus, because they're free agents. You can't tell young adults anything anyway, but on campus I don't think it ought to take place.

Calciano: One of the students I was talking to -- I wonder if you would agree with this -- says it seems that each new college, that the new college each year, is the one where most of the activism is and most of the protesting, picketing, and so forth, and after a year of it, that college kind of settles down and most of it focuses in the next new one, this year being Merrill. Do you think this is a valid conclusion?

McHenry: Might be valid for one year, but it certainly wasn't true of Crown when it was the new college.

Calciano: Well, he was a Crown member, and he felt that it was doing it last year, but....

McHenry: Well I think Crown was pretty closely controlled by the Provost, and I think there's less activism in Crown than in anyplace else. It may be so, but I'm inclined to think that if there's a strong Provost, and Hall will be in Five, that the first year is one of getting acquainted and oh, sort of paternalistic leadership on the part of the Provost. I think Merrill's a sport in part because Bell comes from a

background of meeting of the minds, Quakerism, Friends Meeting type thing -- that you talk out everything as if everybody were a rational being.

Calciano: I don't think this student meant that within the college itself that there are contests; he meant that the nucleus of a lot of the activism around comes from the students of whatever the new college is. It was a new thought to me, and just wondered how valid it was.

McHenry: No, I'd say there are hard-core activists if you.... There are probably about twenty-five hard-core activists around here. And I would say that out of twenty-five, about twenty are divided between Stevenson and Cowell, the really hard-bitten, tough guys.

Calciano: Are they mainly off-campus or on-campus?

McHenry: Well, they live off-campus primarily. And there're two or three in Merrill, maybe five in Merrill. And at least one of them, Peter Braun, is an RA. He's the one who led the grape boycott that so much increased the sale of table grapes in this town.

Calciano: How's the Office of Inter-college Campus Representative working out?

McHenry: Campus Representative ...

Calciano: Well the one that Ho Nguyen ...

McHenry: Oh. Well, it's sort of the external representative of the students and the student body president and all. Well, all right. I think it's been held successively by Barbara Corona and Russell Smith, Ho and he's resigned now and Drummond Pike has taken over.

Calciano: Was Russell Smith one?

McHenry: Yes.

Calciano: Oh. I thought Ho was the first one.

McHenry: No, Russell Smith was last year, last spring.

Calciano: Oh, I didn't know that.

McHenry: And then Ho. Well, a lot turns on personality. Barbara Corona was sort of Establishment, and she readily made acquaintances in the Regents and they liked her. Russell Smith was a little rough around the edges, smart, very bright, and his personality comes off pretty well with the Libre he edits. He's got a grumbling side to him, a whiny, grumbling side that limited him severely in this, and also, socially he wasn't particularly adept in his relations with the

Regents, and I think maybe he didn't have quite the polish that would have set him off with the other student presidents. Ho was respected. He may be, deep down, a real radical. It's very difficult to say. He's almost like a doll, an oriental doll. I don't know what his views are. He's North Vietnamese, and I think maybe he's really sympathetic with the other Ho. It's hard for me to tell. We've never been able to talk politics in this sense.

Calciano: You said he was respected ... did you mean by the Regents or the students?

McHenry: By the students. By the students. And the Regents see him as a kind of an interesting, unique figure, but he isn't very articulate, although he's improved a great deal in the few months. And he got off to a bad start with the Regents right off by writing, and I guess it was in the Libre, somebody put it in with his name on the byline, an attack on the Regents for being corporation directors and so on -- one of those neo-Marxist things that always make me so angry. Instead of judging people by what they do, you judge them by their association and so on. And I wrote him a sharp letter about it saying I had hoped to introduce him to the Regents and have him accepted as a spokesman for the students, and now he had made this very difficult

by this unwarranted attack. And I asked him to think awhile before he did things of this kind and so on. I'm sure I offended him, but I think he had it coming. Somebody did it for him, probably, and he signed his name. His father, who teaches in the Defense Language Institute West, the Army Language School, teaches Vietnamese, apparently told him he had to get back to work and quit playing around with student politics and he obeyed.

Calciano: That's why he resigned then?

McHenry: Yes. And Drummond Pike was taken on. And Drummond is an emotional guy, but he's smart. And he wrote me a stiff letter, the first time, after he was selected representative, he wrote me a burning letter about persecuting Abraham and Bonic. And I wrote him an equally sharp letter in return, and then he said, "Oh, you misunderstood me" and so on and so on. This all occurred in the last month, and I think we've got a basis for understanding. Pike's an aggressive fellow and is pushing student power, but that's fine. And I think, ideologically, he is not of the Far Left. And I have a hunch that he'll establish liaisons with the Regents in his time. I introduced him to a few this last time, and he handled himself well. His mother actually works for the University; she's in

psychiatry, a psychiatric social worker, at Langley Porter, at the UCSF Medical center.

Calciano: The whole student government thing here was sort of non-existent for quite awhile. This intercampus representative, or inter-college representative, had to arrive of necessity, I gathered, because we needed somebody who could be a spokesman.

McHenry: Yes, it's convenient to have a consultative body, and the Inter-college Board is probably as good as any that could be devised. I think I made one error in this; when they were trying to get organized and get set up, I offered to allocate to them six dollars a year per student -- there was an extra \$2 in the fee increase; they were paying \$78 a quarter and then it was rounded to eighty dollars. There was a \$2 item in there at the time this last year. I offered to allocate this for campuswide student activities and publications and turn it over to the Inter-college Board for one year with the understanding that if they'd find their own basis of financing through a compulsory fee or whatever means thereafter ... this mother actually works for the University; she's in too big, too much. And I think he was right. I should have done it at \$1 a quarter instead of \$2 a quarter. It's made it possible to get the immediate council on the

road, and to get somebody to solicit advertising, and getting the campus publications, and they're financially, as I mentioned before, in pretty good shape. But it has put the Inter-college Board in a kind of a granting agency role. If somebody wants a speaker, mobilization or draft resistance, or somebody, they come to the Inter-college Board and ask for money for the speaker. So, in effect, out of incidental fee money, speakers are being brought here without very much reference to this requirement of balancing a variety of viewpoints over a considerable period.

Malcolm X College, continued

McHenry: And it's been a worrisome thing, and we had, since this is going into the archives, we had a problem not long ago of they approved a payment of \$200 to publish the brochure for Malcolm X, the college of Malcolm X. And we've had quite a bit of trouble with the committee for the college of Malcolm X anyway, because they put out a money-raising form that implied that they had the authorization from the University to raise money in its name. And we got that withdrawn, and they published another one that was, according to law, it was really a violation of the law. And then we

came to the point of where they were actually using University funds to publish a brochure for a project that, well, is kind of repulsive to the Regents and has been a troublesome thing for the rest of us who've tried to raise money for other things and having it dry up. And in the end, the payment was held up by the accounting office; it was a policy question, and we solved it by my paying the bill through money I donated to publish the brochure about Malcolm X.

(Laughter)

Calciano: Malcolm X. (Laughter) How funny.

McHenry: Mrs. McHenry and I, we keep an account that we call anonymous donor, and we paid the thing through anonymous donor on condition that the college board would contribute the equivalent amount of money to the EOP program. So that one's solved, but who knows what'll be the next one. They'll be paying Tom Hayden or Louis Leary or something, and it's very troublesome.

Calciano: Since we've mentioned Malcolm X, have your feelings about it changed at all in the interval since I last talked with you?

McHenry: Well, I don't think so. I think the techniques have changed some. I did decide that the only way to get this on a constructive line was to gamble on Herman Blake. And I think it's a pretty good gamble. He could

turn it into a flaming black nationalist thing. I think he's a constructive guy. I know he's under terrible pressures from the black community. But he's resisted them before and survived. He's got high intellectual standards, and, well, I think we're shipped for some kind of a voyage to see what he comes up with. But I think he understands perfectly well that what he comes up with has to be acceptable to the Regents.

Calciano: Yes. He's worked within the system long enough to know the ropes. Yes, I was very pleased to see that appointment, because I thought it might pour a little oil on troubled waters.

McHenry: Well, I don't know; I wrote to David Reisman afterwards -- he's at the Behavioral Center this year and has been very helpful to me and Page Smith and others in this and many other regards. He's sort of father confessor to this campus. He came over a week ago Sunday to talk about it before the Senate meeting, and when I wrote him afterwards, the last line of the letter said, "The best interpretation was that maybe we'd have kind of an evolutionary settlement of the whole thing in Herman's hands. The worst was that we had bought some time, and maybe at the expense of borrowing future trouble." And I don't know how it's

going to turn out, but it ... a lot will turn on whether Herman and his committee can draw up a program that has got breadth to it. The very idea of studying just the Negro minority in the United States seems to me anti-liberal in educational terms. I think they ought to study minorities everywhere under all the circumstances, and I think that Herman's inclination will be this way when he gets into it. But I can't prejudge what they're going to do. I've given him quite a free hand in selecting the members of this committee. We agreed on faculty members, and I've given him a free hand to figure out what students he wants representing what groups, and it's going to be a committee of eleven with Blake as chairman and five faculty people, four students and one community -Sy Rockins of Watsonville.

Calciano: He's head of the NAACP chapter. I don't know him, but I know who he is.

McHenry: Is he black?* I don't think so.

Calciano: I don't know.

McHenry: I don't know either.

Calciano: (Laughter) I've read his name many times; I've never seen a picture.

* He is black. I met him shortly afterwards and have seen him often since then. -- D.E.McHenry 9/17/75

McHenry: I think he's not. But he's a much-respected figure there. I think he works for the city of Watsonville, maybe Sanitation department. They give him lots of time to work on local affairs. At any rate, Herman wanted him, and I think that's why.

Calciano: At your news conference when you were announcing your proposal to make an ethnic studies and cities college... I know every time the subject of the name came up and several other times you said that you felt that was a decision to be made by the Chancellor at that time. And this phrase crept in several times, and I wondered whether you felt that you would not be the Chancellor at that time?

McHenry: Oh I think I intend to retire when I'm 60, and that's within two years.

Calciano: Oh. And this is something that you felt for quite some time then?

McHenry: Yes. But I don't want to leave my successor with a burden that he can't carry.

Calciano: Why did you select the age of 60?

McHenry: It's a good time, and I will have been at this campus for close on to ten years, and I think that's long enough. I've got a lot of other things I'd like to do.

Calciano: We mentioned the Woodrow Wilsons a little while ago.

For the sake of the record, I'll say we got six Woodrow Wilsons and six honorable mentions which is a fantastic percentage for the size of our student body, and as you said in your press release, it was definitely the best percentage in California, and perhaps in the nation. This seemed, on the face of it at any rate, to settle once and for all the pass-fail question since these were four-year students. But I did wonder how many of them were transfers in at the second year level, and had some of them gone away for one quarter in order to get some academic grades on their record?

McHenry: Well I haven't looked into that, but I do intend to. I think that the five in Cowell were our students from the beginning. And that may be true of Steele, the Japanese history major in Stevenson. But I think at least four of the six were our students in the beginning. And I think most of them have not gone elsewhere, but I'm not sure. I don't think it settles once and for all, I think it's a favorable indication. And it's interesting that when you get into that kind of a review, involving letters and interviews, that our people do come up very well. We still have these problems in professional schools and graduate schools

of getting them past the original office or admissions committee. And we do write lots more letters for students here than other places. And part of that is really due to the fact that instructors know people personally and feel moved to. Another one is, you may be surprised to hear me say this, but we make letter writing relatively easy here by having a dictation system. You know in any office where a faculty member wants it, he can have a dictation unit. And he can write letters in the middle of the night if he wishes.

Calciano: How nice.

McHenry: And that little mechanical brain that exists in each college and in the sciences makes a lot of difference, this burden of writing recommendations.

Calciano: Yes. As I look back on it, there's not a single person, I don't think, at Harvard or Radcliffe that could write a recommendation for me. My graduate school professors know me, but you certainly have a chance here to make a much broader and more in depth recommendation for your students with all the evaluations on file and....

McHenry: Dr. Hitch announced to the Regents these results, and it was quite interesting when he, the first time he mentioned it, which was the dinner with the Chancellors at the Claremont Hotel on Thursday night.

He announced Berkeley twelve, UCLA eleven, Santa Cruz ... Santa Cruz, he said, with a tone of voice, six, and they applauded. It was very interesting.

Calciano: (Laughter)

McHenry: And then Riverside five, and then four each for Stanford, Occidental, Pomona, and USC. That's all of them in Hawaii and California. So unquestionably I think we were the best in this area. But he announced at the Regents in the A report, the University of California's total was 41. Cornell had 30.

Calciano: Whew!

McHenry: Which is very high. Cornell is an institution very close in size to Stanford. And the difference between Stanford and Cornell was quite unexplained. The City University of New York, CCNY in Brooklyn and Queens and all the rest, had 24. Twice as many as Berkeley or just about the same as Berkeley and UCLA together. And I imagine that when they're all in and we see them, that Reed and Haverford and some other quite small institutions may have better records than we do. But still we're one of the best in the nation. And I was awfully pleased at Ann Griffin's winning the Marshall Fellowship. She's going to Cambridge University, and she's ...

Calciano: I didn't see that.

McHenry: She's a Cowell student, and she was here last night for dinner with some Cowell students. And she's going to Cambridge, and she will be in the new college called Newhall at Cambridge, which was started only a few years ago. And then the alternates did awfully well, too. You may have noticed the distribution of the first choices, the selectees, there were five Cowell, one Stevenson, two literature, two biology, two history. It was a nice distribution.

Calciano: Yes.

The Military Draft and UCSC Students

Calciano: How are our pass-fail kids doing in relation to the draft boards?

McHenry: No trouble. There used to be. When we first got started, there was a rule about standing in class, but just about the time it became acute and we couldn't certify standing in class, selective service changed and said anybody in good standing could stay. And so we've had very little difficulty with that. The people we lost, have lost to the military, have been very few. You may remember there was a student named Skannal, whose sister is here and graduating this year -- her name is Lesley Skannal, she was here last night too -- was killed in the army in Vietnam about a year

ago. He was writing letters to the editor of The City on a Hill Press and they were published quite extensively up to the time of his death ... "A Report from Vietnam" by Cpl. Callibernus or some such pen name he used.

Calciano: I remember reading the letters.

McHenry: I think he was drafted because he took off a year between high school and college and went around the world and worked here and there. I remember the boy quite well. He worked in a uranium mine in Australia, shipped around as a merchant seaman and so on, and I think they, the draft board, felt that he wasn't making normal progress, and he was drafted. Incidentally, another of our former students, a graduate, was killed in Vietnam ...

Calciano: Oh dear.

McHenry: ... during January. His name is Jon Warmbrodt, a graduate of Cowell. He joined the Marines, went through boot camp, and despite a slight physical disability, a kind of one club foot, a slightly club foot, he managed to get an exemption and went to Quantico, and graduated a second lieutenant, platoon leader's class. He was here Thanksgiving and visited with us (we took him out to dinner one night) and shipped to Vietnam later that week, and let's see,

about two months later he was ... a land mine of some kind exploded, and he was gone. I think that's our first Marine officer that's gone, too. He came by and picked up my last set of Marine uniforms; we're the same size.

[Pause]

Sealed Evaluations of Students

Calciano: In reference to this pass-fail business, what is your opinion on the professors having the option of keeping their evaluations closed.

McHenry: I don't really have any opinion on it. It seems to be they might well decide for themselves.

Calciano: But some of the students feel this gives them a chance to give a "pass on condition" type of thing without the student ever having a chance to protest it, but yet I don't really recall many students protesting C-'s either (chuckle) in the straight grading system.

McHenry: Well, as you may know, Reed carries this double-entry system under which they give the student a pass or a fail, but they give them a letter grade under cover. But they don't want to make them conscious of it. Well, of course, they are conscious of it. But they don't get it. It's a great mystery.

Calciano: Oh. That would be frustrating.

McHenry: I think this system's probably better.

Student Psychological Counseling

Calciano: Now in some quarters I hear nothing but praise for our counseling and psychiatric services at the University. In other quarters I hear the comment that we have a lack in psychological counseling and need a great deal more of it. Which side's right, or is there a right and wrong? (Laughter)

McHenry: Well, there isn't really any psychological counseling system yet. Richard Jones was brought here largely as a consultant in this area, and he's filed several reports. And there's a profound difference in outlook between the health service, represented by Ruth Frary, and the provosts. And the chasm is probably growing rather than narrowing, and I've got to get at it this spring -- facing up to some of the problems. Jones reports, in a nutshell ... first he thought in terms of kind of an independent counseling service that would stand between psychiatry on the one hand, which is under the health service, and the kind of warm-hands advising that you get in college. And then he began to worry about where to put it; he's concerned about various things, and in his last report before he

resigned as consultant, was to put it, like psychiatry, in the health service. The provosts are, generally speaking, opposed to this on the grounds that whatever is done there comes under the mantle of confidentiality -- there is no feedback for the student, or to help the student in his program and his work.

Calciano: What do you mean, there's no feedback? The student is talking with a counselor.

McHenry: No. The counselor is in the health service.

Calciano: Yes.

McHenry: Ruth locks up those records and sends no word back.

Calciano: Oh! To the teacher?

McHenry: To the college, yes, and the faculty.

Calciano: I see.

McHenry: And the provosts and the faculty feel that the prime use of this ... there ought to be tip-offs of some kind; even if it's psychiatric, there ought to be at least yellow alerts now and then.

Calciano: I see.

McHenry: But they operate them in the dark. Ruth's philosophy, as I understand it, is that they're there to serve the student, not the University. And she sometimes says, "The students are paying for these services, and

that...." Well, parents are often angry when there's a crisis, because they haven't been told anything. And many of the faculty and the provosts are very angry when a case blows that the health service has known about all the time ... and non-professional members of the health service have been functioning. Now we had a case recently ... this is all on the q.t., isn't it?

Calciano: Yes.

McHenry: ... of a young man who came here with a Regents scholarship; that is, he was very high in distinction in high school. He was a member of Stevenson College; he was very obscure for two years, hardly anybody that lived there knew him; then he left living in, and moved to town. And during the summer a transition -- his parents apparently found out that he was experimenting with drugs. And in December he was wandering around the campus in a stupor, and his former roommates finally got a psychiatric social worker who works out at the health service to come see him, and the verdict given, I don't know whether it was ... the verdict that was given to the parents, finally, was that, "Oh, he was having a good trip, so we didn't do anything." LSD.

Calciano: Oh.

McHenry: The boy took a bus over, or got a ride over, to Los Gatos, telephoned his father immediately, and when his father arrived, he was walking up and down, this bashful boy was walking up and down the street kissing, the main street of Los Gatos, kissing every woman he came to. And they finally ... the police had to put him in irons to get him to Agnews. And the father then reported to us that the people at Agnews thought there was only a 50-50 chance of his regaining his sanity. Well then the whole thing blew, and ... oh, the father was at the sheriff's office, and the chief of police, and why hadn't something been done, and he was very angry with Stevenson College and the health service and so on. I don't have the thing fully put together, but we're going to take it up in a budget hearing with Ruth. But we've got to work out some way in which this kind of a thing would come at least as a warning to the people in the college. And Ruth's so strong on confidentiality, and I can understand how records, and M.D.'s records, ought to be confidential, though there are court decisions now that parents have the right of access to the medical records of their minor children.

Calciano: Is part of her feeling, does part of the feeling stem from the fact that the students might not go there for

help if they felt...

McHenry: Yes.

Calciano: ... that it was going to be broadcast?

McHenry: Yes. And I don't think anybody has ever asked Ruth for the names of girls with pregnancies and things of that kind. This isn't pertinent ... well it might be very pertinent to their academic life; on the other hand, this sort of thing should not be a matter of record in a college ... but there are people with various kinds of mental illnesses around here, and somebody, the RA or somebody, ought to at least have under a glass case, some instructions on how to handle them in given circumstances. In short, I think the health service ought to serve the University to some extent, as well as the individual student. And a lot of our long decision about the future counseling turns on this question of confidentiality; if anything that comes under the health service is automatically locked up, and there's no feedback to the colleges or the faculty, then I think we shouldn't spend a lot of money on expanding that kind of service. I can't see a third center under, say, Shontz, between the health service on one hand, and the colleges on the other. And so we're just at this point of having to make some big decisions. Then I have a lot of doubts in this

area about the psychiatric workload. I get letters from Ruth saying that we've only got so and so, and so and so, and I've never had any explanation of what amount of time the psychiatrist spends with a student. At Kaiser they're on half-hour interviews, and the norm for a Kaiser psychiatrist is 16 interviews a day. That sounds like a terrible load to me. I'd like to have some kind of a norm worked out, or at least.... We don't have any notion, there's nothing in the reports, that gives the number of consultations.

Calciano: Nothing?

McHenry: Nothing.

Calciano: No time studies?

McHenry: CPS would never accept billings this way, you see, and so I've demonstrated a considerable lack of confidence that we've just got to settle these things. We were attracted to Ruth originally because she was a well-known local physician, and she and Jerry* are much respected, and I rather liked the idea of a woman physician handling things ... and I guess the key thing of all was we thought she'd be terribly good at bringing local practioners into the health service. We had the model of Riverside, in which a dozen or more practioners, physicians in the city of Riverside,

spend their whole afternoons-at the health service, which gives you a variety of experience and specialties, and one's a dermatologist, one's this, one's that. And we're as big now as Riverside was when this was launched. And instead of using the health service dollar for this, she prefers to have full-time people or half-time people ... and most of the half-time people who have come, have just used it for a few months while they were building up their own practices and then left.

Calciano: I think you'll find that men like my husband, when they donate their time, they want to go over to Stanford or Santa Clara where it's a teaching situation and where they can -- after they've done their teaching -- go to an hour cardiac catheterization conference or some such thing. It might be difficult to pull in the top flight ...

McHenry: Well it might, but there might have been ...

Calciano: But you might be able to.

McHenry: ... of younger ones who would.... I was not thinking of this as donated time, but paid time.

Calciano: Paid time. Something might be able to be worked out, although I think the image to many doctors is that

* Dr. Jerome Ludden, Dr. Frary's husband.

college health centers are sort of cotton balls and iodine, and that not that much of real interest would come their way in an afternoon.

McHenry: Well it may not be possible, but the plan we originally had, has not been carried out, and I've never known why.

Calciano: I've heard that a higher percentage of our students need some sort of psychiatric help or guidance counseling than students at other institutions. These statistics are hard to come by, and I wondered ... well, are there statistics, and is this true?

McHenry: Well, I've never seen any. I've heard people say this. And I think a lot of it turns on the personality of Barbara, who's away this year, and maybe we had better ... maybe we could get some statistics for this year while Barbara Shipley is gone. My opinion, and this is bolstered in part by a couple of psychiatrists, is that she's too motherly to be a good psychiatrist for students. They tend to follow her around like sheep, and you watch in the dining hall sometime when Barbara comes in. The kids who want mothering are using up professional time, and you could hire assistant mothers a lot cheaper than you hire M.D.'s.

Calciano: (Laughter)

McHenry: Barbara's a peach. But I'm not sure that she's really

tough enough to do these things. In short, I wonder if having free psychiatric services doesn't make it so available, and also it's so fashionable that people go at it the way Hollywood people go to Beverly Hills psychiatrists.

Calciano: (Laughter) It's funny how trends change, from psychiatry being a stigma to being in fashion.

Tuition and Student Fees

Calciano: I have a couple of other questions in the student area. One is that you'd mentioned the thought of perhaps having tuition for Santa Cruz students. Is this possible? Probable? How would it be done?

McHenry: Well, I don't think it's a practical possibility for one campus to have tuition and the other campuses in the University not.

Calciano: Yes.

McHenry: We do have somewhat higher fees on the average, a compulsory \$48 a year for student union and student activities purposes, and the Intercollege Board is going to propose an addition for campus-wide activities and EOP -- probably \$4 a quarter, another \$12 a year. But this has been proposed, a higher tuition, for Santa Cruz alone, was proposed in an address that Allan Cartter, the man who did the rating

of graduate schools in the country, gave in Sacramento a year or so ago. He thought that where there's demand, or there are special services that are provided, that there could be a differential payment of fees. But I doubt this very much if it's a practical possibility. I think that the University system as a whole will have to ride on a common basis.

McHENRY'S EVALUATIONS OF ADMINISTRATIVE AND ACADEMIC DEVELOPMENTS

Important Contributors to Early Planning

Calciano: Also, is there any chance that we're ever going to have endowed chairs like Harvard and Yale?

McHenry: We'd be glad to have them. All we need is somebody to come up with about \$800,000. We're doing all we can to raise money now, and I just don't see where they'd come from. They tend to go to private institutions, and often from corporate sources, or old alumni sources.

Calciano: Yes.

McHenry: We have neither really accessible.

Calciano: My next batch of questions is more on the administrative field, and why don't we leave this to another....

McHenry: As you like.

Calciano: Well....

McHenry: If you want to go on for fifteen minutes, and it doesn't louse up your tape....

Calciano: Oh, it won't louse up my tape; it was just that I didn't want to start on a whole new section if you were running out of time. Well, in the administrative field, there are a number of people who've worked quite closely with you over the last, what is it, seven years, eight years ... and I wondered in what way they have molded some of your ideas and some of the developments ... maybe not much at all, or maybe greatly, or ... Barbara Sheriff, for one.

McHenry: Well, I think Barbara's had a good deal of influence over the public relations aspect, especially in the earlier years in the formation of the Affiliates. And she still has a good many ideas in public relations, though this sector is taken by Gurden Mooser as part of his responsibility. I think her main contribution has been in this area. I think she's a pretty good judge of people. I don't think very many program ideas have come from her, but more procedural things.

Calciano: To what extent has she molded your decisions on things?

McHenry: Well, I don't think that she's had any major

influence. I respect her views of people and the like, and in the evaluation of some non-academic personnel, particularly when they were in our own office, why she's been a very strong influence. A lot of it is a question of time, and in the early days, when there weren't very many of us, of course her influence was relatively stronger, as was, of course, Mr. Clark's and others, because we were quite a small group then. But as the other officers have emerged and taken up titles and been given spheres of responsibility, why this, this kitchen cabinet sort of thing diminishes in influence.

Calciano: Does she draft a fair amount of your letters and memos and so forth for your signature?

McHenry: Yes. Though since Lloyd Ring came, he's taken over more of the oh, general applicability, things of general applicability and so on. That is, well, just take one of this morning's jobs: the rank ordering of applications from the campus in innovations in teaching. He does this. This isn't the kind of thing that Barbara ever has done. It takes somebody who has had somewhat more training and experience in education. And the drafting of things to do with, well, academic personnel, and the allocation of FTE's, and so on ... Lloyd can take more initiative in it,

because he has a somewhat longer experience with educational matters, whereas Barbara's experience previously has been almost wholly in the public relations side.

Calciano: I hear phrases every once in a while, something rather sharp will come out of your office, and people will say, "I don't know whether Barbara wrote that or the Chancellor." (Laughter) Do you always go over the things that go out? And would you say she's sharper than you are, or harsher than you are, or not?

McHenry: Well I think sometimes she doesn't, as I have a wider coverage, and know the people involved, and perhaps have greater sensitivity to their feelings, if it's a personal letter, if it's a direct to an individual, or sometimes to a small group who might be offended by ... then because her acquaintance, while it's very wide in the non-academic area, mine is wider in the academic. And she might write something, phrase something in a way that would be offensive to somebody and may not be conscious of it. But I always look at her drafts and very often alter them.

Calciano: I put that question in for the sake of the archivists a hundred years from now (laughter) who will be pouring over the correspondence and memos and what not and....

McHenry: Well I think the Archives will probably have the original drafts and my handwriting on them. (Laughter)

Calciano: Byron Stookey's name has crept into our interviews a few times, but I'd like to ask you specifically, what do you think his role was, and his strengths and weaknesses and so forth.

McHenry: Well, he's very innovative, perhaps one of the most original men I've ever known in education. Unique ideas, and unusual ones, and a very steady and a good person. He doesn't fit very well into a conventional administrative arrangement. He was not fully qualified to be a professor, and doesn't, despite his experience in the Army, fit exactly into an administrative organization. He's just a unique figure. But he contributed a great deal to this place, and a lot of the quite original ideas -- for example, undergraduate teachers -- came from his own thinking, and he's kept open through the years a lot of options of ways of doing things that would not otherwise have been kept open, I think, without an innovative guy of this kind working close with the faculty. We miss him very much. He could be infuriating, because he goes off on his own; he never learned to write things in anybody else's style.

Calciano: (Laughter)

McHenry: You could never sign a draft by Stookey without changing it, because it was full of Stookeyisms.

Calciano: (Laughter)

McHenry: And so he was always.... Both he and Peter Smith, two of the most original fellows I've had on the staff, have had hobbies to ply. And it's like being married to a talented wife: it's a great pleasure, but it's a trial too. And to keep them happy, they have to have certain pursuits of their own.

Calciano: Yes.

McHenry: Even oral history. (Laughter)

Calciano: (Laughter) Right. Stookey's hobbies being....

McHenry: Well....

Calciano: Like his proposals for graduate studies. Is that what you mean by hobbies in his job?

McHenry: That in part, and community studies ... this thing that's evolving in the San Jose Center, and a great many smallish things. He was really quite set against there ever being a conventional business school here, and he was always working trying to find some other method of applied social sciences, and in a way Community Studies is an outgrowth of that. Business schools have been blocked by the State on other grounds now anyway. And Peter Smith is very much the

same. He had his arts and music and drama sorts of things but he, Peter, was a relatively more conventional administrator in that he could take certain things and put them together in logical form and draft something, often in elegant language. And he did this maybe 60% of the time, and it bought him 40% of his time to do the things he really liked to do.

Calciano: Such as?

McHenry: Drama ... mostly drama. The design of the Performing Arts Building. Little projects like the Barn and the amphitheater and looking for personnel and bringing in foreign visitors in literary areas and so on. Peter was very good at this, and many of the best people we've had these last three years came due to his own interest and follow-through.

Calciano: I think it would be a very valuable thing to have a percentage of your close advisors be the kind of bubbling-with-ideas type. Do we have anybody now filling this role?

McHenry: Well, Lloyd, in a less glamorous way, Lloyd Ring does. And I really hoped that Greenway would, but Greenway has gone so far over to sort of a participatory-democracy-activist role that he's been relatively useless for my purposes. He draws a salary, but I never see him, and we never get anything out of him.

Calciano: When you hit the ceiling over some crisis that has occurred, who is the leavening influence, who simmers you down, your wife, or is there somebody who performs that function at....

McHenry: Well, Calkins is very good at it, since he's been here. Of course my wife has always played this role.

Calciano: (Laughter) I understand that Taka Izumi had more of a creative role in the fiscal office than is usually the case, and played.... Well, what is his role?

McHenry: Well, he's tremendous at sizing up needs and sniffing the air and feeling the way and working to solve the problem, and he makes the difference, I'm sure, of several hundred thousand dollars a year to this campus by the skillful way in which he handles presentations and personal contacts with the Budget Office and so on.

Calciano: The difference of several hundred thousand that we get, you mean, from other sources?

McHenry: Yes. That we might not get otherwise. The way he presents things, and the way he analyzes things, and in many ways, he's probably the best campus budget officer in the system. And he has great abilities to see how to present things and analyze things on the computer and in new ways; he's out in the forefront of this.

Calciano: How did we happen to get him?

McHenry: Well we were trying to recruit the man who had just resigned as Chancellor of the East-West Center in Hawaii. And we failed. He eventually took a chair in Pittsburgh instead. But he said that he had a wonderful budget officer, and wouldn't we like to look at him, and so we sent for him, and it was Taka. And we took to him at once. And he's exceptionally good. He has an assignment broader than the budgeting; the whole of planning analysis he does for Hal Hyde's establishment. He's really kind of an assistant vice-chancellor, but the title is not used, because we each felt that something else would be better, and he's got a new one that's just about to be announced called Administrator, Analysis and Planning or something. But it includes George Shaw's operations in space analysis.

Calciano: He'll be over Shaw?

McHenry: He is already. He has been several months. And Shaw's an exceptional man.

Calciano: Yes. He's another good one.

McHenry: I don't think there's a better space analyst in the whole University system.

Calciano: Did you realize this when you got him, or was he kind

of a sleeper?

McHenry: Well ... yes, he was kind of a sleeper. He came on because I guess he hadn't done well in private architecture. But he's awfully good at statistical analysis. And he's just been awarded an exceptional performance, I don't know what it's called, but it's a cash prize for unusual performance.

Calciano: How nice.

McHenry: \$500 or \$700 or something like that. I'll guess it'll be formally awarded at ... we're going to have a staff luncheon between quarters, a big paper-bag affair or something. It will be awarded then. But those two guys are terribly good, and then you know Shel, don't you ... Sheldon Bachus?

Calciano: No.

McHenry: You remember the girl who ran the files ... Shirley?

Calciano: Yes.

McHenry: Well he and Shirley are married and have a baby now.

Calciano: Oh, how nice.

McHenry: And Shel's a virtual genius on the computer. He's been the guy who has set up so many of these things, including academic personnel computer programs, and gets things about faculty members on the computer. And then Valentine Chun, who is Chinese, was born on

Valentine's Day, is the third member, or fourth member, of that team. And Taka is very good at picking people. These are a wonderful team.

Calciano: It's nice to be able to give such an accolade to the whole group. I see your gentleman's about to come, and my tape's about to go. I don't think I should start a new one.

McHenry: Fine, we'll stop here.

March 13, 1969 9:15 a.m.

Calciano: Last week we started on questions that I had lumped in the general field of administration. It covers rather a wide area, but we were starting with some of the people that you work with, and I was asking what their impact had been on the development of the campus and various policies. When we ran out of tape, you had just mentioned Sheldon Bachus and we'd already talked about Taka, and I was wondering if there were any more in that department that you felt you wanted to mention before I move on to another department?

McHenry: Well, I would think we ought to give Taka Izumi credit for some rather good recruiting. He's the one who selected Sheldon Bachus and then Valentine Chun.

Calciano: You just mentioned the name, but you didn't say

anything about him. I don't even know him.

McHenry: Well, an Izumi-trained man is very good; an Izumi selected and trained man is very good. And Sheldon has had this remarkable proclivity for being able to put on the computer various kinds of administrative processes, and Valentine Chun has taken over a lot of the kind of budget analysis work that Taka himself is so good at, but has less time for now. And it's interesting to me how easily Valentine Chun is able to substitute for Taka and move in and out, backing him up in various ways. It's a well-run shop on the whole.

Gurden Mooser and Fund-Raising

Calciano: What about Gurden Mooser and the University Relations section?

McHenry: Well Gurden is an old pro in the public relations field coming from the Walter Thompson Company, and he knew the University pretty well and has quite good contacts in the business world. His main task, I suppose, in the years that he's been here, has been to get gift money lined up rather quickly, because we had very little time for preparation. While we didn't succeed very well on Stevenson -- we probably put more

effort on Stevenson than all the other colleges combined in raising money -- I would attribute to Gurden the difference between success and failure both with the Crown Zellerbach and the Merrill gifts, and these made a tremendous difference in this institution. Indeed, I think the college idea as originally conceived could not have been carried out without those gifts, and it's given us confidence to plow ahead, even though at the moment things do not look encouraging in the College Five area. But in the Crown Zellerbach, he made the first contact with the Crown Zellerbach Foundation by routine call, and while others of us pitched in and helped when we could, Gurden was primarily responsible for the initial contact and then for cultivation of the Crown Zellerbach people. Incidentally, you probably have heard that the Forest History Society Board has voted unanimously to transfer from Yale to Santa Cruz, and they bring with them some techniques, as you know, in oral history.

Calciano: Yes.

McHenry: And they (this is still confidential) but the Crown Zellerbach Foundation has agreed to put up \$70,000 for a building which will be a gift to the University. A building, they hope, of 3000 square feet. And the

staff and small library and all would move out here.

Calciano: Where would it be placed?

McHenry: Well the siteing has not been settled finally. If it were a permanent building of design that would fit in, it could go someplace in the main campus area. If it's a temporary building, it might have to go someplace in the lower area near the ranch buildings. And that hasn't been settled. The Crown Zellerbach gift would be conditioned on the other main companies that are concerned with the Forest History and it's support ... raising money for an endowment for the operating costs. Apparently Crown Zellerbach's willing to take over the capital cost if the others will take over the operating costs for a reasonable period of time. Now the other gift, the Merrill gift, lots of us worked on, and the contacts that were made were amazingly scattered. My first contact with Merrill, Lynch, Pierce, Fenner, and Smith came when I opened an account in the middle 40s, maybe, late 40s, 1948, in the Westwood Village Branch of Merrill Lynch. And the manager of the Westwood Village Branch at the time was a man called Ed McMillan. And years passed; he's written to me now and then -- I haven't seen him for many, many years -but he's kept track of what we were doing, and when we got the idea of a grant from the

Merrill Foundation he was, by that time, an executive vice-president of the organization in New York. He was extremely helpful in promoting the idea of a gift to Santa Cruz. It's a very effective thing -of course there were lots of other contacts; Gurden used him very well. Then we met Charles Merrill, Jr., who is a leading figure in the Foundation, the family trust, and he happens to have views that are very similar to those of Philip Bell, the Provost of Merrill College. Young Merrill is a member of, indeed is Chairman of the Board of, Morehouse College Trustees in Atlanta, Georgia, and has long been interested in Negro education. So then there were others on the Board, a professor at Cornell who is known to Bob Calkins, the former president of Antioch College, Charles Cole, who is retired in Amherst, Mass. ... had to be reached as a trustee of the Merrill Trust, and Clark Kerr helped us with all of that ... on that front. And all in all we put on a pretty good show, and just a year ago now, a few weeks difference, 13 months ago, the Board met out here and came in two detachments to Santa Cruz and voted this thing. But I think the main credit both for Crown Zellerbach and for Merrill belongs to Gurden Mooser. He's had so many bases to cover that it has been difficult, but since Joan Ward came I think the

press release part of it has come pretty well, though she, too, is overworked and harassed a good deal. But Joan is a bubbly, lively sort of person, and I think does an exceptional job.

Calciano: How about Charles Gilbert and his area?

McHenry: Well Charles is relatively new here. I think he's one of the finest men, and most devoted men, we have. You know that he had a successful career in the Army and retired as colonel. I've always been apprehensive about retired military people lest they spend their time reminiscing and thinking how ridiculous it is to ... the University operates on such a freewheeling basis ... but Charles has been just the opposite of an officious military person. He's gentle and patient, perhaps too patient, sometimes, I think ... listening to other people ad nauseum, and he's been given some of the dirtiest jobs around here, especially the negotiation of the feeding contracts and the supervision of the food service contractors. And this has taken infinite patience in dealing with students who are apt to write terrible things about food service, though they may know nothing about it except from a consumer's point of view.

Calciano: He seems to be a man that would be terribly hard to dislike -- he's just so polite and so genuine. Do the

students ... how do the students react to him, since he is handling all these things that are their cause celebres.

McHenry: Well, I think that the Dining Council he's got eating out of his hand.

Calciano: (Laughter)

McHenry: But there always is somebody else who is a dissident. One or two people can come up and go to a board or a student council of one of the colleges, usually Stevenson, and just raise Ned, and if I understand Charlie correctly, the real trouble that's been caused the last few months has been caused by people who didn't bother to go to the Dining Council meetings, so they moved around independently and started sniping from various directions. But we have the new bids in ... Charlie showed them to me yesterday, and I was very much concerned that these companies would bid very high because of the disturbances that have been made. Apparently only Slater knows about the troublesomeness (laughter) because Slater bid very high, and the others who want to crowd in, including Saga that used to be here, had bid quite reasonably.

Calciano: Good. (Laughter) That's funny ... Slater's had it, I guess.

Shaping Academic Policy; Faculty and Administrative
Recruitment

Calciano: Has Clauser in any substantive way helped to shape the academic policy here?

McHenry: Oh yes, a good deal. He was, of course, in his first work here six months on a visiting basis in, say, January to June of '65, if I remember correctly. He was working almost wholly on the engineering program. And then he became, during '65-'66 the vice-chancellor, academic vice-chancellor. And he had a great deal to do with the shape of the boards of studies and the organization of the divisions, and it's his high standards that have influenced greatly the physical sciences, particularly. And he's just such a wonderful gentleman. You know the story of how the studies had been made by the Coordinating Council for Higher Education that seemed to show that we have an excess capacity in California for engineering education, and so our program was put rather unceremoniously in the deep freeze. And then Cal Tech moved in immediately, as soon as this was announced, and offered Clauser the headship of engineering at Cal Tech. We got him to turn it down once in the spring of 1968, but during the summer I saw Lee DuBridge, the then president of Cal Tech, at Bohemian Grove, and he

told me he was going after Clauser again. And he did during the summer, and Clauser has decided to go and will be leaving here June 30th to become head of engineering at Tech.

Calciano: Yes.

McHenry: Of course it's kind of a tribute to our recruiting efforts that we chose such a leader in engineering education in the country that Cal Tech was willing to take him on. Cal Tech honored him a couple of years ago as the ... one of the twenty-five most achieving graduates over its whole history.

Calciano: Oh my!

McHenry: So they've had their eye on him for a long time.

Calciano: What about Shontz?

McHenry: Well, Howard Shontz is the real workhorse of this establishment. He's probably the best registrar and the best director of admissions, in my opinion, in my years with the University. And he did this at Davis. The thing that attracted me to Howard originally was this reputation of his. I also was attracted by the idea of student life at Davis. It seemed to me that student morale at Davis was the highest of any campus in the University, perhaps, and the most wholesome, and I thought about trying to attract him away from

Davis quite early -- maybe as early as '62 or '63. And then University-wide took him to Berkeley as Statewide Director of Admissions, and I found it not possible to make a pass at him for a couple of years. And then I learned from him that he was very unhappy being away from a campus, and that his boys didn't like it nearly so well at Berkeley as they had at Davis, and in the end, though it was difficult to negotiate with Vice President Kidner and President Kerr, he agreed to come down here and do so, though he did not participate, at least directly, in the choosing of the first students who arrived in the fall of '65. That had been done mostly in '64 and early '65 before he had joined us. And those initial admissions decisions were made pretty much by Page Smith and some of the rest of us sitting around the table from folders prepared by Beth Hall, who has just retired and left here for Cincinnati.

Calciano: I understand that it was really quite a struggle to get Statewide to let him go. What are the ground rules on raiding one campus for another, or Statewide for a campus?

McHenry: Well I think that normally we would expect to, like a rattlesnake, rattle before we strike. And this is often done through the president, or it's done

sometimes just bilaterally by the inviting chancellor, chancellor of the inviting campus, calling the chancellor of the losing campus. And we've had a good many of these, and in most cases they've operated fairly smoothly, though I was in the doghouse with Franklin Murphy for a couple of years over our taking a cadre from UCLA: Page Smith, William Hitchcock, Mary Holmes, and so on. Hitchcock, however, was not elected Teacher of the Year at UCLA until he'd already agreed to come. And Franklin Murphy was extremely frank ... told me that he thought it was awful we were stealing all their people, and then he says, "Who is this guy Hitchcock? I never heard of him before." (Laughter) So he was distressed over our taking key people, but Mary Holmes, incidentally, had already been given notice that she was not going to be retained at UCLA. She'd reached her eight years of ... before she got, not tenure, but what lecturers get, and it's called security of employment. And she'd been notified. And any complaints that UCLA made about our picking up Mary really we couldn't answer by saying she'd been given notice, but she was.

Calciano: Why would they not want her?

McHenry: Well she didn't fit into the scholarly program in art

very well. And she is a brilliant lecturer, there's no doubt of that, but she was not a scholar in the sense that they thought she should be. We also brought Neal Oxenhandler from UCLA in the first group. The French department didn't make very much objection to this at UCLA, and he came here and has served and is now leaving to go to Dartmouth, because he likes to ski. And of course Page Smith was the most conspicuous of these people we took away from UCLA and one of the all-around most able people that the whole University has. And it was Page Smith's departure, I suppose, more than anything else, that triggered these others.

Calciano: Have we had much counterraidering occur here? Other campuses wanting our people?

McHenry: We've lost a statistician to San Diego, and we lost our first accounting officer to San Diego.

Incidentally, in those days, San Diego wasn't apt to let us know until they had recruited them that they were even negotiating. And we've I think, lost nobody else on intercampus transfer. We've taken people from other campuses, not many, but scattered ones here and there. Of course I came originally from UCLA, and my professorship was at UCLA when I was appointed.

Wagstaff came from San Francisco campus. Shipley, of linguistics, came from Berkeley, and quite a number of

administrative staff people came from Berkeley -- Fackler, the Campus Engineer did. And there were others. And we've two full professors coming in this July 1, in psychology, from Berkeley.

Calciano: Who?

McHenry: Ted Sarbin and Frank Barron are coming. And from Santa Barbara, we got the great geologist, Aaron Waters. We've negotiated with people at Riverside, but no one has ever actually come here. From Davis we got both Puknat and Kanes, Martin Kanes.

Calciano: I've asked you this question before, but that was a good nine months ago I think ... in recruiting faculty from across the country, are you finding that Reagan's speeches and actions are increasingly having repercussions, or are they having no effect whatsoever on recruitment?

McHenry: Well, I think that perhaps people are a little less ready to jump in most fields, but I think that we're proceeding satisfactorily on recruiting. The two people who went out the door just after you came were physics people, and we've had our problems in physics, and occasionally people have given as their reason for declining to come that they felt that the state political situation was too unsettled, or that the state administration was hostile to higher education.

But I don't believe it's been a major factor in the declinations, perhaps a minor one. I think that it doesn't rank with the climate, and promise of the campus, and various other things. Of course, if this thing goes on, this ice age goes on beyond the next eighteen months, I think that it may be very serious. I think that the desire for order on the campuses may lead to such extraordinary use of force that a good many academic types will be turned off. So far that's centered largely at Berkeley, but if it ever spread to the other campuses, it could be difficult. Now I think we've survived remarkably well, and while I haven't got it worked out statistically, I think the number of tenure people who have left is so small that it wouldn't be statistically very important. Clauser, Oxenhandler are the only full professors who will have left, and both of those are going on June 30th. We had a rather obscure Nisei chemistry man who came as associate professor and tried it one year and went back to Union Carbide in a research capacity. And we had an historian, Iriye, who was Japanese-born and a fine scholar and very well liked here, who left. He was on the high-assistant or low-associate level. And in both these cases, the chemist and the historian, it was the time taken for college life that was the main

reason they left.

Calciano: Because it cut into their research time?

McHenry: Yes. Each of them had very heavy research programs, and each of them felt that it was a deterrent -- teaching undergraduates and administering to undergraduates.

The Lick Observatory Transfer to UCSC

Calciano: I wonder if you could give me a description of the negotiations that were involved in getting the Lick Observatory transferred to our campus?

McHenry: Well, the Lick people stood independent through eighty or more years of their history. And indeed Presidents Campbell and Sproul thought of Lick, or Mount Hamilton, as a campus. It was often listed as a campus of the University, though a very small one. But Campbell himself was an astronomer, and part of the time, while he was President, he was also Director of the Lick Observatory. They began to be restless about '58 ...

Calciano: Who began?

McHenry: The Lick staff. Donald Shane had served as Director

and is now emeritus from this campus, of course. And when Sproul announced his decision to retire, Shane also announced his decision to retire as Director. And then Kerr came in, and the Mount Hamilton people felt that they no longer had this protection that had lasted through the Campbell-Sproul eras, and their first attempt to link up with a campus was at Berkeley, and they were administered by Berkeley for a period of time ... I can't give you the exact years, but I suspect it was from about perhaps, '60 or '62 to '65.

Calciano: You think this was something that Lick initiated or the President's office?

McHenry: I think it was largely Lick-initiated. They felt they needed some protection, and they affiliated with Berkeley. It wasn't a happy arrangement, because the Berkeley Department of Astronomy was itself independent of Lick, and many of the Lick people felt that they were being undermined by the Department of Astronomy. But there was a period in there, perhaps three years, in which the Lick people had to go to the Dean of Letters and Science at Berkeley for budget review and such things. They weren't very happy about it, and then the staff voted, I think it was in late '64 or early '65, in favor of an affiliation with the

Santa Cruz campus. This was taken to the Board and agreed to. And I think we started administering Lick affairs in '65, and that we got them moved here in '66.

Calciano: Had you fought for this, or....

McHenry: No. It sort of dropped in our laps. It was something that we were glad to have happen, but we wouldn't have fought for it. It gave us some prestige in the world of science that we hadn't expected to have, including three members of the National Academy counting Shane, who had already retired. It also was not entirely a plus factor; it was a minus factor in that its budget, which had reached about \$600,000 a year, was a very large organized research budget to be supported by the State and was one that was particularly vulnerable in case there were cuts. So, it was a good thing for Santa Cruz and the buildup of the science sector. It was a rather large lump to come on to our budget, when we had such a small budget anyway. And in '65-'66, the first year of operation of Lick as a part of this campus -- I don't know what proportion of the budget it was -- but I wouldn't be surprised but what it was a third of our total budget. And then in '66 we moved in an extraordinary way to get them here fast, to get them off the mountain, and the scientists wanted to

move on the campus.

Calciano: Well ... now wait ... you wanted them on here fast ...

McHenry: Yes.

Calciano: ... or they wanted ...

McHenry: Once the decision was made that they were a part of this campus and were going to move here, we wanted to bring it to a rapid conclusion, and we didn't want a long engagement with the bride up on top of the mountain.

Calciano: Why?

McHenry: We felt that if they were here, they'd be a help in recruiting science personnel; that whatever we had to build for them, we might just as well hurry and get done, and we wanted to assimilate them into the campus so that they could take part, those that were interested, in the colleges, as they evolved.

Calciano: Was there some foot dragging on Lick's part?

McHenry: Well, they were a little surprised at ... well, "Why rush it?" ... but they were living up on the hill; many of them had as a perquisite of office the house in which they were living; and they have set ways of doing things. But there wasn't active opposition to it.

Calciano: There was or was not?

McHenry: Was not. But I think they were a little surprised that we cleared the way and raised the money, got the buildings built, and moved them down. And they moved down about the month of November of '66 and took the most of the lower floor of Central Services Building. The star-measuring machine and certain other equipment were installed in NS I and some of that's now been removed to NS II.* I think if they'd been left alone and not urged, they would have waited until now, the completion of NS II, to move in, and they would have moved directly into permanent quarters. But I think in retrospect, the thing to do if they were going to marry up with us, was to get it over with and accomplished. And their families are here, and they built up social connections and all, and on the whole I think it's worked rather well, having the scientists down here and a good share of the technicians down here and a skeletal staff to operate the mountain, at Mount Hamilton.

Calciano: And are all those Mount Hamilton buildings a part of our budget and campus and so on?

McHenry: Yes.

Calciano: A lot of them are empty now. What's going to happen....

* Ed. Note: Natural Sciences I and Natural Sciences II.

McHenry: Well, there's been a tendency ... I'm not sure that anything is really empty. There's been a tendency for the people who are up there, say, working there, the plumber and the electrician and so on, to move into the houses that are available. And I think most of them have got people in them, at least during the top observing seasons, when there are visiting scientists up there. I think most of it's in use. If we were doing it over again, we wouldn't build as many houses, I'm sure. But they're built, and we might just as ...

Calciano: But you didn't build them; they were there ... right?

McHenry: No, no. They were built over a long period of time. Some of them within the last decade or two, however. And once the decision of the science staff was to move away, then we were somewhat overbuilt up there. But some use is being made.

Calciano: Well now, what problems have occurred in settling Lick into our campus here?

McHenry: Well no great ones, I think. Most of the Lick people haven't been terribly enthused about joining up with the colleges, and indeed their contacts with undergraduates are still rather meager. We launched almost at once a Ph.D. program in astronomy, which had been one of the main objectives of their move; and it's attracted some good students, and I think will

continue to do so. I think we ought to be able to take on something like ten new Ph.D. candidates a year, which would probably make an ongoing group of perhaps thirty or so at any given time ... graduate students at various stages. And some of the Lick people have participated actively in campus affairs, served as chairmen of Senate committees and so on. And some of them have been quite active in the colleges, but I would say the majority have not; some because the colleges have not made passes at them, and some because they're not themselves interested in associating with undergraduates.

Calciano: Is there some feeling on the part of the Lick astronomers that the Santa Cruz campus was going to provide more for them than it has; that there are unfulfilled promises?

McHenry: Well, I couldn't answer that. Nobody has told me that. You might be able to find out from somebody else. There may be ... when Whitford was here, and you know that he's on leave and not returning as Director ...

Calciano: Oh, I didn't know that he was not returning.

McHenry: Yes. He is returning as an astronomer and a professor, but not as Director. We're searching now for a Director. But when Whitford was here, there was a great deal of whining; they weren't getting what they

deserved, and so on ... a tendency to ask for preferential treatment. You see, their coming here coincided with the election of Governor Reagan. They came in November; by February of that year, their budget had been cut very severely, their state budget. And I don't believe that a superman could have stopped Reagan from cutting organized research. But at any rate, subconsciously, they associate these cuts with coming to the campus.

Calciano: Yes.

McHenry: And it was in that first two years of the Reagan regime that Whitford as Director used to whine, "Nobody's doing anything for astronomy." But in effect, as I pointed out to him many times, he was asking for preferential treatment ... that astronomy, which had been relatively fat over the years, should be favored over physics and other departments, boards of studies, that we were trying to launch. And I always put it in terms of any expansion of astronomy through instruction and research funds, as opposed to organized research funds, must be done by taking on students and earning. And this was a new concept to them. They had not previously done things on a workload basis. And I pointed out for every x graduate student you take on, this will justify part of another

faculty position, just as everybody else justifies them. They're learning this, and they've had a net increase in staff of two through this means. And instead of having those two marked as teaching professors and the others as research professors, we've spread the whole thing over the staff, and they have split appointments 20 percent on instruction and research and 80 percent of their salary is charged to organized research, so that they all now bear titles in the professorial series as well as in the research series. Now the new big thing that's coming is the NSF application, which is still pending, but on which we think we'll get favorable return, for a program in astrophysics. Our people are primarily observational astronomers from earthbound telescopes, and they have not been strong in theory. They see and record and photograph, and they're in this world of telescopes and telescope builders and telescope users. And now we have one junior appointment, and we hope for a half dozen more, senior and junior appointments, under NSF money, to start what could be a new board of studies, but a whole new sector called astrophysics. And we've had all the visitations of the NSF panels, and we've had informal reports that the thing is now on the Director's desk for signature. It involves a million

or two dollars over a period of three or four years. And the University will be accepting an obligation as the NSF phases out.

Calciano: Right. (Laughter) I was going to say, "Who pays after that?"

McHenry: Yes. ... to phase in. But presumably we'd have the numbers of graduate students so that we'd get the money for the faculty positions on a workload basis from the state.

Calciano: Isn't there also a proposal to get a dark-sky observatory?

McHenry: Yes. Mount Hamilton -- because of the growth of San Jose particularly -- is not as good an observation point as it used to be. And there's been a survey conducted that the Regents financed over the last three years to find the best possible place in Northern California and Nevada for a new observatory. And it's pretty well zeroed in on Junipero Serra Peak in the Hunter-Liggett Military Reservation of the Santa Lucia Mountains, the highest of the peaks in this area. It looks as if it would remain reasonably dark even if Salinas Valley is urbanized, and that this might be the next great location for an observatory. Where the money would come from we don't know. We've got some money reserved or promised by the

Regents for a new telescope in the Southern Hemisphere ... University matching money of several hundred thousand dollars. The deal with Australia blew up. NSF couldn't provide the money soon enough or didn't; the British government took over our role (we were to be in partnership with the Australians) so that was money reserved for the Southern Hemisphere, and we're hoping to transfer it to Junipero Serra dark skies. But we'll still need a substantial amount of federal money to go ahead with it, or private money. One of the notions that we have some hope for is that there may be a naval observatory that could be built side by side, and we therefore could share the costs of building roads into this quite inaccessible area.

Calciano: An interesting possibility. Why is Whitford leaving as Director?

McHenry: Well, I think he feels he's served his term. He's been ten years and more at it. And I think he probably realizes that he is not very effective. My understanding is that the staff met and decided that they should have new leadership. I've never had that in writing, but this is in effect what he told me. And I think if they hadn't moved, I would have. I would have set up a committee to examine the stewardship of office and so on. His personality is very difficult;

it's very difficult to sit and talk with him man-to-man without his getting very emotional. And the thing has been so smooth this year with Robert Kraft as Acting Director. Every other campus just sort of hated and suspected Lick -- the astronomers, I mean. And with Kraft as the diplomat, cooperative and friendly, the whole thing's been reversed in six months. It's wonderful.

Calciano: Yes. I have the impression that the other campuses ... and astronomy departments were very jealous, at the thought of Santa Cruz developing a full-blown astronomy department. Is this right?

McHenry: Well, I think so. I think their concern centers mostly on access to the telescopes on Mount Hamilton. That they've had the feeling that throughout the Whitford regime that a junior astronomer on the Lick staff, whether on the mountain or at Santa Cruz, had much more access than even a senior astronomer from one of the other campuses. And yet Mount Hamilton's supposed to be a Statewide facility. Their complaints are quite genuine. And they're certainly deeply felt, and I think probably there's some justification for them. On the other hand, Kraft has been able to make them reasonably happy and think of us as cooperative and not so competitive.

Calciano: Who will the new director be?

McHenry: Well, we've got a list, and we have a search committee headed by Dr. Charles Townes, the Nobel prize winner, who is a professor at large in the University, and we've got a priority list. And the first two men on it are from Cal Tech. The first one has declined, and the second one we're approaching now.

Calciano: Why not Robert Kraft, if he's doing so well?

McHenry: He doesn't like to ... he doesn't want to do it.

Calciano: Oh.

McHenry: He would please me very much if he'd take the role.

The Planning of the University Library

Calciano: Switching over to the Library, you said many times in the formative years of our campus that the Library is the cornerstone of the University and is to the liberal arts what the laboratories are to the sciences ... so I wonder, what you think of our Library?

McHenry: Well, I'm very happy with the Library. I think that it's one enterprise here that's come off very much as planned. I think that Clark is a superlative leader. And I think that it's one of the best libraries of its sort and kind and stage of development that I've ever heard of. Exceptional

management, remarkable standards of service, usable, friendly, got a mood about it that people like. And I notice when my graduate-student sons are here, they hardly ever visit the Library without coming back and saying, "It's just wonderful, and the collection of books that is there, and the attitude of the people in the library," and so on. And the youngsters who grew up and went to junior highs that ... where librarians were ex-teachers who got so crabby they couldn't teach anymore ...

Calciano: (Laughter)

McHenry: ... and barked at people and shushed them -- it's quite something to have the boys testify to how helpful librarians are.

Donald T. Clark, University Librarian

Calciano: And would you lay a good share of the credit for this to Clark, then?

McHenry: Oh, by all means. Of course he had to operate in a setting that ... in which what he wanted to do was possible, but he chose the people and has done to a large extent, made this setting. I think the University of California supports libraries better

than most institutions across the country, though we haven't anything like as large a library as Harvard or Illinois; in the University system, we have had pretty high standards of library service. They could be better, but by and large I think that Don Clark's done a remarkable job, and I think that he's, with few exceptions, hired exceptional people.

Calciano: Now he was one of your very first appointments. How did you decide on him, and how did you woo him?

McHenry: Well, it was sort of love at first sight.

Calciano: (Laughter)

McHenry: He ... I was ... I don't think I've told you this story. I was at Cambridge, Massachusetts, and one of the people I was going to see to talk about student services was Chaffee Hall, Jr. -- Chaffee Hall's father is a well-known attorney and a man who used to be a volunteer attorney for the Associated Students at Berkeley way back in the time when I was a student. Chaffee, Jr., was a Dean, sort of, of students at the Harvard Business School. I'd made arrangements by mail to see him -- I had many errands at Harvard that time -- and when I got to the Harvard Business School, I found that he had been called out to California because his father had had an emergency operation in Oakland. And he had one of his colleagues look after

me. And he'd left a note saying, "Don't leave without seeing D. T. Clark at the library." So I went over and met Don Clark for the first time. I liked him right off, and over a period of a few hours I learned a lot about him and about the library and his ideas of the library. And also I got the strong impression that he was ready to come home to California. As you know, he'd been a student at Willamette University in Salem, Oregon, for two years, then had transferred to Berkeley and graduated from Berkeley; then to library school at Columbia and had worked in the New York Public and then had gone off to Harvard as Librarian, and he did a Master of Business Administration degree at Harvard and taught. In the early '40s, for example, in the early Wartime period, he'd been teaching a good deal in Business Ad. along with Robert McNamara and other people who have gone on to do other things since then. He took me out to his house that night for dinner with Emily Clark. They had a quite modern house built in a development that had been fostered largely by Harvard and MIT professors, staff members. It was called Six Moon Hill. And it was named after a farm that was at the top of the hill ... and a farmer some time or other, 1918, or '20, or something, unaccountably had gone out and bought six Moon

automobiles. I can remember the Moon automobile.

Calciano: M-O-O-N?

McHenry: Yes. Bought six new automobiles and put them in his barn and didn't do anything with them ... just put them there, kept them there.

Calciano: (Laughter)

McHenry: Well of course it was a wonderful investment, because after thirty years, they became extremely valuable and a collector bought them all, but in the meantime, Lexington and Concord (this is in Lexington) had grown around and the farm was cut up and made up into a subdivision and different staff members had built houses and they had a communal swimming pool supported by their little community and all. Well I was very enthused about Mrs. Clark .. Emily was an Espenshade ... at the time, when I had been teaching as a young assistant professor at Penn State, her father was Chairman of the English Department. I'd never known him, but we knew lots of people in common in State College, Pennsylvania. And in the course of the evening, looking over their books and talking with them, I soon found that Don Clark was a bird man, had tremendous interest in birds; I learned that he had majored jointly at Berkeley in English and Zoology -- a combination I'd never heard of before.

Calciano: (Laughter)

McHenry: And yet he had a graduate degree in the social sciences, applied social sciences. Mrs. Clark had abiding interests in gardening and in botanical matters. Mr. Clark had collected, in the field of poetry ... he was especially interested in poetry, and one particular poet of the West Coast ... well known for the Big Sur, his relationship to the Big Sur ... I'm fumbling for a name ...

Calciano: Jeffers?

McHenry: Yes. Robinson Jeffers, whose brother, incidentally, is emeritus astronomer at Lick Observatory.

Calciano: Oh now, that never connected with me!

McHenry: Yes, yes. And it was an excellent collection of Jeffers that he had. And indeed, we found we had a tremendous number of things in common. Well, it wasn't long after that before we made an offer, and he accepted. And he moved here the same summer we did. We came in July, and I think the Clarks arrived by September of that year. And they bought a place up in Scotts Valley that we'd looked at earlier, owned by a man called Hyde, who had been once the owner of and headmaster of the Anna Head school. They lived in that old place until they had their new house designed by a

man called Morehouse of Massachusetts who designed the present house in which they live. But Clark has been a remarkable person in dealing with booksellers ... and he's had an ability to talk to the computer people and to understand many of these things that most librarians would have been helpless about. He has on his conscience that the bookstore, which we talked about from the beginning as being a Library enterprise, has not been a great success. It's been bad luck in management, I think, and I think now he's got a manager who knows business well enough and can learn enough about books to do it successfully. We certainly were a failure in making the bookstore a place that attracted people and was part of the educational establishment, but I hope we can correct that in the years to come. And we had a rather bad miscarriage of the application of computer techniques to library problems, and particularly the Don Black episode in which Black was an extremely able man, but, as you well know, he tended to cut corners and to over commit and not to follow procedures. And in the end, when he left here, there were various kinds of accounts that ... and bills that were for unauthorized services and other things that made us bring in the internal auditors, and it came, I think, very close to

a scandal.

Calciano: Oh?

McHenry: And I think if Don Clark has one failing, that is that he may over delegate, or he may not check up.... He just assumes that everybody is straightforward and as honest as he is and that he doesn't need to breathe down their necks, and this is just the opposite from my failing: I under delegate ... and maybe if we could get a happy medium, then things would work a lot better.

Calciano: Well, you've covered two of my questions -- the computer business and the bookstore.

The Regional History Project

Calciano: I also wanted to ask you why was the Regional History Project created?

McHenry: Well, we talked from the very beginning about the importance of getting on record various things about the Cowell Company. And as you know better than anyone else, it turned out that, particularly as long as Mr. Connick lived that the people who had been connected

with the Cowell Company were frightened. I presume there was some kind of a personal pension involved in this. Did you think that?

Calciano: I ... Cardiff requested his transcript be sealed until his death, ostensibly because he'd talked about a few people in town, but what he'd said about people in town would never insult anybody, so I felt it was definitely fear of reprisal from the Cowell Foundation.

McHenry: Ritchey was the most obviously frightened, I think, of doing anything. And ... this is Harold Ritchey, who works for the Provenzano firm, which was a successor to the Cowell Building Supply people locally. Apparently they arranged, the Cowell Company, arranged for him to have a job when they sold out, and maybe something to do with pension, I don't know -- Harold's never told me, though he's warmed up considerably as time has gone by, and he's much less afraid now that Mr. Connick has died. But once we had talked about this in terms of the Cowell thing, we began to feel that in the community there were various old timers who were dying off, and it's the usual story -that the University ought to have some part in this, and that the oral history method was probably the one that could be used. And so it was started as a Library

enterprise, and much as we would like to get it off the Library, out of the Library budget, in these years of Reagan, we've been unable to get it established. But each year we put it in as a new enterprise, trying to pull it out of the Library, but we haven't succeeded yet.

Calciano: Being funded from....

McHenry: From organized research funds, really, special funds that would be in the organized research category. Other campuses have this, but we haven't been permitted to do it yet.

Calciano: Was it your idea, or Clark's idea, or together to get...

McHenry: I think together.

Calciano: What is your view on branch libraries?

McHenry: Well, I'm prejudiced against them. I take what is, I think probably, a librarian's view, a university librarian's view. But also I think, to some extent, a user's view ... that if you could have a centralized library, a main library, that your first efforts ought to go there. And that library budgets aren't enough to set up a whole group of branch libraries.

McHenry: But this has been challenged in two ways here. The first challenge comes from the colleges -- they want libraries, and Clark Kerr, while he was President, was always saying to me, "Look, the library in the college is so important that why don't you just ask for state funds to build the library and state funds to maintain it?" And I was quite consistent on this in saying, "If we fail to raise the money to build the college libraries, or the colleges can't maintain them otherwise, we might consider it. But I want to try first to raise the money privately, and to keep the University Library intact, because we have a trust. The University Library has got to serve a lot of graduate programs. It will not have too much money, even if we put every nickel into the University central library, to be ready to put on these graduate programs, launch them at the appropriate times. We'll hold the humanities and social science faculty so much better if the Library's collection is as large as we can make it. If we fritter away our resources in the colleges, we could easily have a second-rate University Library on which you couldn't possibly build graduate work." And in effect the President said, "Well, just so there are college libraries." And so far we've gotten them up to College Five funded,

and we've got through College Three built, and Four is, the money is in the bag -- it's just sighting and getting it constructed now. The operations aren't entirely successful in the college libraries, because they don't have professional librarians, but I think it's good for them in the colleges to learn to raise some money on their own. I think the students, instead of reveling in their \$24 a year student activity fee, ought to get in the habit of putting even a third of all that money into their own college library and hire somebody to do the job. Now the other threat to the unity of the Library comes in the demand for a large Science Library. We got a substantial number of volumes, and an excellent science library, when we acquired the Lick Observatory. And most of those books have been brought down here, and periodical runs -- they've kept some duplicates up on the mountain, but most of them are down here now, and I don't know how large it is. One figure sticks in my mind is maybe as much as fifty, seventy thousand volumes.

Calciano: I don't know the number; I know it occupies the lion's share of the third floor.

McHenry: Yes. Well there is a library, quite a charming one really, being built, almost ready for occupancy, in NS II. Have you been through it yet? Calciano: No. All

I've heard is that it doesn't have a bathroom.

(Laughter)

McHenry: Oh, I hadn't thought of that. Well, that's usual for library stacks. I've suffered through this in many a library around the world. And it has two main floors, and then on each of them there's a double deck stack so that I guess you end up with what is, in effect, books on four floors. I don't know how many it'll shelve. The reading space is relatively small. But it'll certainly take care of the Lick library and certain other kinds of things that need to be there that people who are working on an experiment in chemistry can go look up a scientific paper in a hurry while the Bunsen burner is still on and the test tube is still bubbling. And that kind of a library we had anticipated and needed ...

Calciano: You had anticipated?

McHenry: We had anticipated that that kind of a collection would be necessary. Originally we hadn't thought of the Lick thing as adding so many volumes to it, but it's pretty obvious that most of the scientists are not going to be satisfied to go the 200 yards down the hill to the University Library. And already in

planning NS III,* they're talking about a vast, very large branch library, science library. And Mr. Clark and I had always thought that we could avoid this in part by a pneumatic tube connecting the Science Library with the University Library. And I give examples that are probably old and corny and you've heard before, but: where should Darwin's Origin of Species be? Suppose you've only got one copy. It had such an impact upon society and thinking that it certainly belongs in the main University Library. If you have a second one, perhaps it could be in the branch library, and perhaps each college ought to have it because it's a classic. But if you have only one, then I think the University Library should have it. And if a science student wants to use it, then he can go down there, or, if we could ever get the money for our pneumatic tube, it could be blown up to him.

Calciano: (Laughter)

McHenry: UCLA has the pneumatic tube connecting its undergraduate library with its research library. And if somebody asks for a book in one that's in the other, they can blow it through and charge it, which is a very nice and handy thing.

* Ed. note: Natural Sciences III.

Calciano: Charge it out ... not charge money for it?

McHenry: No, no. Charge it out.

Calciano: Yes, yes. (Laughter)

McHenry: But we've had this in the ... we've tried to get it in the Library budget, tried to get it in two or three times, and it's been knocked out by the state each time. I still, as long as I'm here, am going to oppose building a big branch science library. And I think that maybe the time will come, eventually, when we'll need to have more study hall type spaces scattered around the campus. But if the colleges, college libraries, continue to operate as they are, rather successfully I think -- they get their own collections of books, raise money by gifts -- then maybe we can keep essential unity of the University Library. I hope so.

Calciano: Well now having decided to have a science branch library, does this mean that pressures are arising to have a music branch library or, when a business school comes, to have a business school branch library?

McHenry: Well, I think professional schools are almost bound to have libraries of their own anyway. I think that most of the professional associations, as a basis for accrediting, would require that there be a library

with a professional school. So I think there will be pressures of this kind. And I just hope that it can be charged to the professional school, rather than taken out of the meager allocations that the central library gets. But this is a big fight in the future, and I only regret that I can't last long enough to fight it all the way.

Building and Grounds Department

Calciano: Do you have any comments about the Building and Grounds department?

McHenry: Well, this is another instance where we robbed Davis - Don Gilstrap came from Davis. And some of the things that I'd hoped to accomplish have not been accomplished.

Calciano: Such as?

McHenry: Well, I wanted to try to avoid building up a large staff of our own, and to make fuller use of local craftsmen. I wanted to ... for example, instead of having ten plumbers on our staff, I wanted to have a foreman-type plumber, who knew where all the pipes were buried, but when there was plumbing work to do, to call local plumbers and give them a stake in the University and University business. And Don has bucked

me on this successfully.

Calciano: Why?

McHenry: Well, he feels that when you need something done, you need something done, and you have to have a guy in your own command in order to get priority. And he's always worked under this other system, and I get all kinds of explanations and excuses, but I never got what I wanted. And I may be wrong. I thought of it as experimental, but he never was willing to try, and I think it's a shame. You build up just armies and armies of people and ... just think now, we're 2,500 students ... think of ten times the number of yellow trucks you see now, thirty years, twenty years from now.

Calciano: You know, it's struck a number of us that there always seems to be plenty of people for planting an extra tree or building a super-duper sidewalk, and yet money for other sections of the University seems so much harder to come by. Is the budget for Building and Grounds a rather plush budget?

McHenry: No, it's been cut pretty severely. Of course they, like Instructional Services, have two different sources of income -- one, they have a basic budget which can be allocated for its own projects, and the other, they make charges and recharges. If the Library

wants a new door cut here and something or other done there, then the Library gets billed for it.

Calciano: Yes.

McHenry: And those bills are always a matter of real controversy, and they tend to be pretty high. Carpenter work is charged off, and one always wonders whether they charged two weeks of rainy weather onto the project when they sat down in the barn someplace.

Calciano: But the Library would have no option of getting a bid from a local carpenter? They have got to go through Building and Grounds?

McHenry: Well, I think so. That's something maybe you'd want to ask Hal Hyde about sometime, but I think for practical purposes almost always this thing goes to our own people. And I think we've got good people. The main argument that I think Don would give is that besides this one on having people available at the proper time, the main argument he would be apt to raise is the question of unionization and construction wages and so on. When he uses his own men, he uses them on a sort of a maintenance basis, and their wages are lower than the unionized construction rate. Now this doesn't make any great difference at Berkeley or San Francisco or UCLA, because the unions have got the men organized, and the contracts require construction

rates. Some years ago, when it was tabulated for the Regents, I noticed that plumbers, painters, carpenters, and electricians at UCLA were making about the median associate professor earnings in a year. And that was because they were not only getting the wages of their trade, but they were getting a kind of a bonus for construction rates which is supposed to be paid because people are laid off on rainy days and so on. And Berkeley and San Francisco were even higher. I haven't seen a tabulation recently, but we've been able to resist the unionization here, and these people work as staff members and maintenance sorts of people. But if you see the CSEA* journals, you see all the time charges are being made that this building was built by staff employees; it should have been built by union construction workers with construction rates. And they'll take pictures of our barns and so on. And of course, we've been trying to build within the form of the old barn.

Calciano: I was going to say "This was built in 1849 or 1883."

(Laughter) You say there were several things that you'd wanted to do with Building and Grounds that had not come about. What else?

McHenry: Well, this is the big thing. Another thing is much

* California State Employees Association

less vague, but I would like to see them less conspicuous around the campus. There's a certain arrogance that seems to come from driving a University car or a truck with a Diamond E license.

Calciano: Park where nobody else can park. (Laughter)

McHenry: Yes, you park in a red zone and -- oh, I'm always raising Ned about little things, but at Crown College where things are very tight, they drive up trucks and leave the back end sticking out so no one can turn the circle and let them sit there for an hour or two. And I've just got to the point where I said the next time it happens that we're going to take disciplinary action and demote somebody or dismiss somebody if this happens again. And it's only that kind of an attitude that finally got them to having some respect for the public. You'd think the University was built just to provide jobs for carpenters and electricians to stick their trucks out ... to say to hell with the public.

Calciano: (Laughter)

McHenry: And things have improved a good deal on this front, but it's ridiculous that I have to go around taking down the license numbers and having Hal check up on who the offender was.

Calciano: (Laughter)

McHenry: And there's just sort of an attitude that the campus belongs to us. And the students are awfully critical of it anyway, and they really fan the flames by some of the arrogance with which they ... well, here's a work order. And if they can possibly do it, they'll go in and pound next door to a class at the very hours that class is meeting. My contention is that before they go in to a classroom area, that they ought to phone the Registrar and find out what the class schedule is and plan to work, make noises, only when classes are not meeting on the grounds. It seems just so elementary. "Well that complicates their work schedule." But I think we've made some progress, but there's still a lot to be done in this area.

Calciano: Do the building projects like paths and trees and so forth come out of the same budget as janitorial services?

McHenry: No, they tend to come out of capital. We have a campus development and site improvement item in the annual budget. And the paths and bridges and things of that kind come out of that, so it's under Wagstaff rather than under Gilstrap.

Calciano: Well Gilstrap's men do it, though.

McHenry: Sometimes. If it's a small project, they'll do it.

Calciano: Because we have been way understaffed on janitorial service, haven't we?

McHenry: I don't think so. I think ...

Calciano: Or, it's just the results of ...

McHenry: By state standards, we've been about right. That is, it's a workload basis.

Calciano: Because when complaints are made on behalf of the Library, for example, we always hear that more buildings have been added, and that there's no money to increase the janitorial service, therefore our building's going to have to look crummy and it's too bad.

McHenry: Well, the State Department of Finance has cut budgets for maintenance down very severely for this is the third year now.

Calciano: Yes.

McHenry: But these are quite separate budgets ... the capital and the maintenance.

Personnel Department Policies

Calciano: Would you comment on the personnel department?

McHenry: Well, I've felt for a long time, and Hal knows this, and John Mortenson knows it, that the essential

attitude they have is fighting the spoilsmen. That is, that they've taken an attitude that operating officers are not to be trusted to make personnel decisions. And it's essentially a negative ...

Calciano: Like who's taken it?

McHenry: Mortenson and his colleagues.

Calciano: Have taken the position that ...

McHenry: That their job is negative. That they're supposed to be sure that somebody's relative or unqualified person doesn't get into a job. And a lot of it is like an old-fashioned civil service sort of approach which I call fighting the spoilsmen. And that is ... I think it's quite outmoded. We don't have a lot of unemployed people clamoring for jobs ... that really you need a positive attitude of where in the world are we going to find the best possible person to fill this job seems to me is the attitude that ought to be taken, rather than the negative one, of, we're going to put them through this routine and they damn well better measure up and so on and so forth. And we have these difficulties mainly when we ... when somebody wants a person in a kind of a close relationship, an administrative assistant or a secretary in a small office ... and in these instances, sometimes the

people can be very sticky in personnel. I think unduly so. It seems to me that they ought to welcome suggestions for qualified people to hold jobs. And that ... on the contrary, the attitude is one of being suspicious if the person who is the employing person after all turns up with somebody that he thinks is, would be suitable for the job. And in the management area, I'm sure there's a lot of bookkeeping in this, but I don't feel very strong support for the views I express repeatedly that the whole management program really means relatively little to those of us in it. That it's mostly just a paper thing. And John has been particularly aggressive about opposing bringing into the management program, some of the seniorish people we have around, but on the grounds that they are ... they're not campus wide. Well lots of the most important work that you do in a decentralized campus is done by somebody who doesn't have jurisdiction over the whole campus. And most recently we've had our problems over trying to bring the two senior men in the nonacademic side of the division of natural sciences, Maxcy and Lee Beaver into the management program.

Calciano: Well when you say the management program, what do you...

McHenry: Well that's the program here that ... it's a program throughout the University, that brings some of the top people into a special category, and certain privileges, the biggest one is a month's vacation without question regardless of the number of years worked. There aren't very many other prerogatives, but it's an unclassified service that isn't hooked to the exact title code. But I think they're doing better. I think that things have improved a good deal. But I haven't had a 100% confidence in the past and I think many of the evaluations are kind of biased on the side of holding people down. And I don't think there have been enough attempts to give people special awards for extraordinary service and so on.

The Committee on Arts and Lectures

Calciano: What about the committee on arts and lectures?

McHenry: I think that CAL has done quite well, given the limited resources that it's had. The two key factors in this I think have been who's been chairman of it and then who's been sort of the active director-coordinator. Under Peter Smith, who held the post about two years, I think that there was a flair and a oh, a little impresario, subdued impresario atmosphere. Pretty good judgment, especially in the

arts ... I think Dottie Kimble is very well suited to manage these affairs. She's patient and does a very thorough job of routine, of getting a room and getting things set up and getting tickets printed and so on. Since Peter left, Bill Lillyman has done it, and he's done it with much less involvement in the detail ... and Peter wanted to look through the lists of artists who were available and think about them a lot and so on; I think Bill Lillyman relies more upon Dottie Kimble to do this. They haven't paid a lot of attention to lecturers and one of the reasons for this I'm sure is the college system of the fact that there are so many speakers at college evenings in the course of a year, fifty or more, at college evenings that this probably fills the need and indeed I think the attendance at the college evenings would indicate that there's probably a surfeit of lecturing here. And that the call is more for film series and musicals and dramatic events and performances of various kinds. And so CAL doesn't sponsor as many lecturers or if it does it does in conjunction with the board of studies or a college.

Calciano: Yes. Well there's some sort of a public relations aspect too, isn't there?

McHenry: Yes. Though I don't think we've been eminently

successful in involving the community as much as we should have. Part of it's related to parking, and part of it's related to limited seating capacity with ... except by going into a college, you're limited to 250 in the largest classroom on the campus. Now within the next year or so that ought to be corrected with the building of the new classroom building near the Miner's Village Road and then we'll have capacity for 400.

Calciano: Cabrillo actually does more about ... in the way of getting speakers that pull in the general public as an audience, don't you think?

McHenry: Well of course they do have a budget which I suppose comes from student body funds, but that means they can pay \$1500 or so dollars to a man like Leakey.

Calciano: Ah! That's why. (Laughter)

McHenry: Most of the junior colleges, many of the junior colleges, are in a league of this kind, but it does involve sequestering usually, I believe, student funds in order to do it. And I don't think we can do that.

The Educational Opportunity Program

Calciano: How is the educational opportunity program developing?

McHenry: Well I think pretty well. It's bound to be a troublesome volatile sort of an area. I think the decision to

bring Tom Fletcher here was a good one. It would have probably been a better one if Tom had been a Spanish-American or Mexican-American. But he's fluent in Spanish. Worked as you know as peacecorpsman in the Dominican Republic and worked in training peacecorpsmen for the Dominican Republic. He works very hard. He has done exceptionally well I think ... given the limited time that he's had and the relatively limited budget that he has, getting out to the high schools and the junior colleges. In general, we find it easier to entice Negro students here than we do Mexican-Americans.* Partly because we have Negro members of the faculty, especially Herman Blake who had good contacts and many young Negroes would like to come to an institution where he's teaching. Also the Negroes are more militant and alert and talk more about the need for education. The Mexican-Americans are substantially untouched in this, and many of them just give up hope of coming to a college and themselves breaking out of the routine in which their families have been for generations. But Tom's working hard to get at least as many Mexican-American there as Blacks. And I think he's made good contacts in the

* This was reversed in the early 1970s. In the Fall Quarter of 1973 Mexican-Americans constituted 4.8% of the student body; Orientals 3.9%; Blacks 2.2% -- D.E.McHenry 9/17/75

schools and junior colleges and I think the results are going to be good. And he tends, like most of us, to try to do too much himself. And one of the things that we're forcing on him now is that he cannot dominate these students after they come here. That his job mainly is a recruiting job, the setting up some of the central procedures, but when they get assigned to colleges, most of us now think -- and it's going to be set up this way hereafter -- that the tutoring of these students, the remedial work with them, is the responsibility of the college. We will perhaps provide some money centrally for a coordinator of tutoring and working with the colleges, but that the actual tutoring will be done in the colleges and will be their responsibility. And then I think that Tom or Tom's man, would merely check on the trouble points and say: "Look, there's nobody who speaks Spanish well enough in that college to explain to these kids what it is we want. We're going to have to get another advisor to help out," and so on. More troubleshooting than dominating and at the moment Tom is trying to do everything.

Calciano: Mothering as well as recruiting.

McHenry: Yes, yes. And in this situation, the colleges, each of

them, it's harder work but each of them ought to be encouraged to take hold and be primarily responsible for this welfare of the student.

Calciano: But the money would come from a central source though.

McHenry: Well it comes largely from student fees. The so-called University registration fee and the Regents yielded to Reagan and increased the fee, the basic fee to a \$100 a quarter. The extra money, about seventy odd dollars that came in from this per year, was allocated almost entirely to the Economic Opportunity Program and we get some of that handed back to us on the campus to take care of scholarships for these students, tutorial work with them and so on.

Calciano: Do we get any federal grants?

McHenry: Yes, there's some federal money in it, but I think that the student fee money is the largest probably.

Calciano: I have to laugh ... you can't win for losing. The comments I hear most of are the only reason we started EOP is so we can get lots of federal money and of course it couldn't be further from the truth from what I gather from your comments, and it seems as if no matter what position one takes on anything there'll probably be somebody that can come up with a wild ulterior motive.

McHenry: Yes.

South Pacific Studies

Calciano: How was it decided that our campus would have South Pacific studies?

McHenry: Well this came largely from a discussion between President Kerr and me. We were looking at area studies generally and Kerr knew my interests and residence in Australia and New Zealand and it ... I'm sure that he suggested it, but I'm sure also that I had it in mind, and it's a discrete area that nobody else was doing anything; there is no competition from other campuses. And we had an early interest in the then chancellor of the East-West Center at Hawaii who was an anthropologist specializing in the South Pacific. And it looked like a natural. So we wrote it into the academic plan from the very beginning, and we were fortunate enough to get Roger Keesing as an early appointee and indeed in the spring of 1965, he came on. And that's kept the thing going rather well, and now we have William Davenport coming in April 1st as senior, full professor, from the University of Pennsylvania and he will take over as Director of the Center. We were able to get in early enough with some little bits of basic support before organized research units were generally cut off. We got a state support of \$25,000 for the first year and it's been subject to

some cuts since then. But we've some private money, grants, and other, we've been able to operate a modest program.

Calciano: I know that you requested Mr. Clark to take a two months swing through the South Pacific scouring book stores, libraries, et cetera, et cetera ... a very important part of this program is to have the materials on hand. Where do you get the money for this kind of thing?

McHenry: Well, I'm not sure. I think we financed his trip ... he paid for Mrs. Clark's.

Calciano: Yes.

McHenry: But I think we financed his trip out of administrative travel before we had much of a staff.

Calciano: Yes.

McHenry: The main uses of administrative travel are for people who are employed by the University and people who are being recruited by the University. And by doing this ... was it '64, I think ... by doing it before we opened, we had the money on hand to do it, and it seemed logical to do it at that time, before there were such heavy demands and fortunately it was done well before the budget cuts that began in '67. But he made excellent contacts, both in the libraries of the

Universities in Australia and New Zealand and also with the island governments and booksellers in the various cities down there.

Calciano: Oh, it's the type of thing that I think would be vital to the starting of a new program and yet also it's the same type of thing that Governor Reagan would just love to blue pencil out.

Initiating New Research Projects

Calciano: Is it harder to start, create a new project now then, than it was?

McHenry: Oh, it's harder if state financing is involved, yes. And the rules of the game have changed completely in the decade of the '60s over the decade of the '50s. In the '50s you could start new enterprises without having to ask permission of anybody outside of the University. And now every little center is, has to go to the coordinating council for higher education and everyone is challenged by the state department of finance. So this means we have a strange situation of Berkeley and UCLA with perhaps sixty and forty organized research agencies respectively, and little Santa Cruz just trying to get started with two or three. The Lick Observatory is a big one, the little South Pacific Studies Center a little one, and then

we're trying very hard to get an institute or a center of marine studies to incorporate our biological studies and future geological and other studies of the Monterey Bay and the Pacific, mostly on the scientific side.

Calciano: You say you're trying, but you don't think it's going to....

McHenry: It's been rejected each budget session, the last two budgets, by the state. But we're going to keep trying.

Calciano: It's funny ... it depends on who you speak with....

Maintaining the Frontier Spirit at UCSC

Calciano: The people who came here in '63 were already saying by '65, "Gee, some of the spirit of the campus has already been lost since we've grown larger," and the professors who came here in '65 were saying by '67, "Gee, some of the electricity of this campus is being lost; it's becoming institutionalized." Do you think that over the long stand that the institution is going to lose its creativity or spontaneity or its willingness to experiment or ...

McHenry: I think that depends a lot on the launching of new colleges, that's the real focus. If the new colleges each year come in challenging old assumptions,

bringing people who are the sons of the wild jackass, in academic terms, wanting to try things, I think the place will have a pioneering flavor for a long time to come. I suppose there's a very weak analogy that could be used, but I think of it often ... it's like the settlement of the western frontier in the United States. As long as there's something new opening up, something in effect, a new state or a territory to be peopled and governed and established and all, and we have something like that in the colleges, there's bound to be an excitement center someplace. Now even if the old colleges atrophy and don't have much kick to them anymore, if you have a new one every year being born, there's bound to be some new ideas creeping in and I think we will stay, if not eternally young, young for a long time by having these babies come on the line each fall. Now the old ones are going to ossify, but of course they're in turn, being challenged by each generation of students saying, "Why do we do things like that? Why do we have a core course and why don't we have something else in the core course?" And you get a new stimulus there too. I suspect each generation we're going to have something coming along challenging old assumptions and I hope no one will ever get so fixed that it can't change.

Calciano: You're not afraid that the whole administrative super-structure will get so heavy that a new college is going to have to be like the other peas in the pod. You think that...

McHenry: No, I think the opposite probably has been the case. I think that the administration has pushed for a measure of independence on the new ones. And the administration has, in the end -- let's take Merrill and College Five -- found itself opposed by the Academic Senate and the Boards of Studies that want to do things in a routine or old way.

Calciano: Well when I said administrative, I also meant the administrative ends of the Academic Senate side and...

McHenry: Yes. But I think the rising authority and influence of the Boards of Studies has been one of the things that most curtails ... oh, experimentation ... a big Board of Studies such as Literature is flexing its muscles all the time and virtually challenging a new provost of a new college to suggest a better candidate than it has. And this is a battle line and the provost who's new is often not equipped to fight it. He doesn't have the connections and the forces that he can ... and so it ends often that the administration, the central administration, the chancellor, has to use his weight to make sure that what is regarded as a legitimate

experiment by the new provost, gets on with his appointments. And it's not an easy thing to compromise some of these or force them through. And each year they, the Boards of Studies, are getting tougher. They'll put up only candidates of given type, in literature usually nothing but critics. And this has to be fought out.

Calciano: Isn't there a ... about a man named Wood, or ...

McHenry: I don't remember a Wood.

Calciano: Well, I may have gotten the wrong name, but the feeling was that "we all wanted him, and only the chancellor stood in our way." Now maybe this kind of...

McHenry: I don't know a Wood ... there's a man I've never met called Clawinter ... could that be the same?

Calciano: It might be. I don't ... he's from down south somewhere, and... well ...

McHenry: I can't think who that would be.

Calciano: It was just cocktail conversation and I didn't have my notebook with me at the time (laughter) but ...

McHenry: I don't remember Wood. You don't know what field?

Calciano: Well it was an appointment that was proposed for

College Five, that fit into College Five, and I have the feeling it was in literature and allied fields.

McHenry: I just can't think who that could be.

Calciano: Right. Well I'm sorry ... I should have ...

McHenry: I don't think it's anybody I ever heard of.

McHenry's Concept of the Role of the Chancellor

Calciano: I was wondering what you see as the role of the chancellor. I've heard people say that, "Well gol-lee, when Reagan defines his image of the University, why can't our chancellor stand up and defend the University and ..." Now I can see that in many ways this wouldn't be feasible, but what are your answers to statements about, "Why don't you be our leader and rally us?"

McHenry: My job is to move the campus forward. And I wasn't appointed nor would I covet the role of trying to fight the Governor on a platform of the campus. He has to be fought in the political arena. And I can't think of any way in which you would sacrifice what you've built faster than trying to stand on the platform of the campus and attack the Governor. I think if people would go into the political arena and many of them can on a part-time basis at any rate ... they might be



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able to get at the Governor. But a chancellor ...

Calciano: You mean by working through their senators and that?

McHenry: Well political party organizations and so on. Most of the people who make comments of this kind are people who don't have any contacts and don't work at all on the political front, and never contribute a buck to a campaign. And when one serves as chancellor, he has to give up the political arena. But professors don't. And I'd like to see them do something useful. All I can do is subscribe money, and I do that, often through my wife. But that isn't the role of the chancellor.

The Impact of the Free Speech Movement (FSM)

Calciano: What were your thoughts in 1964 when the FSM movement came to Berkeley. It's very hard to ask you not to color it with things that have happened since, but ...

McHenry: Well I thought that the movement was quite unjustified. I also saw immediately that the FSM would make life a little easier for Santa Cruz, in that there were Regents who were not at all convinced that what we were doing had any sense to it. And the pressure on Santa Cruz ... do you really know what you're doing and whoever heard of this and if it was

such a good idea why didn't somebody do it before and that sort of thing ... this kind of criticism or questioning died pretty promptly, as soon as FSM broke out. And Regents were, and certainly the President was saying, "Without any reference to this, we've already got this thing planned to open in '65, where students won't wear IBM cards." And now we're [UCSC] being automated.

Calciano: (Laughter) Did you think at the time that it was going to mean trouble for Kerr on the scale that it did?

McHenry: Yes, I expected it would be troublesome. I still was Pollyannish about it, that somehow he'd survive ... at least through to the 100th anniversary, through '68. He would like very much to have completed ten years in the presidency.

Calciano: Yes.

McHenry: But that was not possible. I didn't think that even after the election of Reagan that they could dump him quite as rapidly. I thought it would last a year or so. But he had offended different Regents over different issues and the whole cumulative thing was such, that when Reagan came in, it just touched the thing and it fell. I ... Kerr was somewhat combative in that first meeting with Reagan as Governor. He in effect asked for a vote of confidence and lost it. He

said to them, "Now look ... the next six months are going to be pretty tight ones ... dealing with a new Director of Finance in the legislature and so on ... and I think you ought to decide now who's going to lead you through those, lead the University through those six months." And they decided. If he hadn't done that, I don't believe it would have come to a vote. (Pause) But FSM also set off all kinds of forces that ... you remember the urban explosions followed.

Calciano: Yes.

McHenry: And the use of violence, protest and so on. It may be regarded historically as the spark that set off those and civil rights movements and so on in a different direction. And a university is a terribly vulnerable institution. A dozen devoted wreckers can bring almost any campus to its knees, given the student and faculty sympathies, and possibility of outside support.

Calciano: Do you have the feeling that there is organized nihilism ... of people going from campus to campus seeding this?

McHenry: Oh yes. There's ... we've had Oglesby and Hayden here. Hayden at least twice. Oglesby at least once. This is SDS, but lots of other people come, lesser people moving around and around. I'm not one who alleges they're financed by a foreign power or foreign powers,

but ... but they're effective organizers and you can read in the campus paper what they say. And how they urge students here to look for issues to make trouble. And it's not hard to find on any campus.

Calciano: Governor Reagan makes an awful lot of noise about this. Do you think that there's anythin^g that a Governor, any Governor, can really do about this kind of thing?

McHenry: Well I don't know what, except to provide support when you need additional force to put down the force. I think that many of these kids are making hay on the campuses by using him as the target. That is, I'm inclined to think that they wouldn't have gotten as far as they've ^gotten except for the fact that he's Governor.

Calciano: I've more questions, but I feel that our time is ...

McHenry: Maybe I should go over and see these people. It's a group of Mexican educators. They bring them up here in groups and Lloyd Ring has them in my office, but if I get there by 11:30 apparently it's all right.

Calciano: Oh. Well then I will ask you one question that was somewhat related to this.

Calciano: How have our relations with Santa Cruz evolved over the years? We touched on this two or three times, but...

McHenry: Relations with the city of Santa Cruz?

Calciano: Yes, with the city and county of Santa Cruz.

McHenry: Well they're complicated and I think we've been reasonably close to public officers, mayors, and chairmen of the Supervisors, and city manager, and county manager, and members of the city council, and members of the Board of Supervisors. There's only been one source of very great hostility among the, considerable hostility, among the elected officers. And that came from Vince Lazarotti.

Calciano: Locatelli. (Laughter)

McHenry: Locatelli, that's right. Vince Locatelli, who from the beginning, had real doubts about the University coming here and who resented a good deal of change, and so on. His liquidation at the last election was a great help to us, I think. And I think that the new members of the board, the three new members, probably put us in a more hopeful position than we had previously. Though normally we've had a majority of three out of five on the main issues that we were interested in, undergrounding utilities and various other things. The

City Council has been relatively favorable and no marked single opponent of ours. In the law enforcement field, we got off to a bad start with Dick Pease who was district attorney. His defeat by Peter Chang in '66 gave us a fresh start, and we feel quite close to Chang and he understands young people and students and even trumpet players better than his predecessor. We're a bit uneasy about Doug James as Sheriff of the county. He's often critical of things on the campus. And we're nervous about Geno Pini, the Chief of Police in the city, who went to Sacramento last session and advocated that in college, university towns, that the city provide the police and then the university pay for it. And this is the ... we've ... the security that we've built up has been one of close, working rather closely with the judges ... we have now five judges in the county, three superior court, and two municipal. And in each case, I think our relationship is close enough personally that I can't imagine a judge suddenly issuing a warrant, search warrant, to raid the university campus without talking it over with me first -that's my objective. And ...

Calciano: Will your successor be able to have this rapport?

McHenry: I don't know. I hope so.

Calciano: This is something you as an individual have built up?

McHenry: Yes, yes. But I think anyone in the office ... otherwise you subject the campus to the kind of treachery that has ruined Stony Brook, State University of New York at Stony Brook, where a politically-minded officer got a search warrant and raided the dormitories at 3 a.m. and then publicized all over the country what he found. And there were narcotics, and families living in men's dormitories and the strangest assortment of things and I daresay that a raid here would produce some strange things if people did the proper detective work first. And I think young people ought to be allowed a certain amount of latitude and not have their private affairs intruded upon too much. On the other hand, I think that preceptors and RA's should do their job. But short of a very callous disregard for the law and for university regulations, I think we ought to be allowed to clean up our own house, and that we could well use warnings about them. But I would think that on the day that one of our judges issues a search warrant, a blanket search warrant -- just let Pini or James go on a fishing expedition and find what he can find -- that'll be the day of a real declaration of war between the campus and the community. And I don't think anybody wants

that really, even James and Pini.

Calciano: When I was asking about relations with the town, I was also thinking just the townspeople, not the officials. How do you ...

McHenry: One thing that I would like to comment on that ... the faculty people have not mixed in the town very much except for Karl Lamb and Manny Shaffer and a few others ... a few faculty wives. There's been rather little mixing. This comes about to a large extent by the pressure cooker atmosphere that you find in a new college. When a new college is established and the fellows have to get acquainted with each other, they have to get acquainted with the other faculty people in their board of studies, they have to get acquainted with the students and many of them are teaching for the first time in their lives ... so they have long, long hours of preparation at night. So they don't affiliate with their churches and in the community very much. They shop, but they don't do anything in a civic way. Then they get in the habit of this and they just don't get around in the community. And many of them speak of it and the community people speak of it even more. They think of ... they just work from nine to five, why don't we see them and this and that. That's an angle of it that's quite important to

understand.

Calciano: They don't say they work from nine to five; they say, "They only teach nine hours a week" (laughter) or "six hours a week."

McHenry: And it's not very well understood, inevitably so. And a very few of us are carrying the load of relationships. In Rotary, Hal Hyde and Howard Shontz and Charlie Gilbert and I are the only University members. In Kiwanis, Wagstaff, Fackler, McIntyre and I are the only members. And we're completely unrepresented in some of the other clubs. And it's very difficult to carry on a proper relationship when there're so few points of contact. Then the other thing is that I've been looked upon by the town with a good deal of suspicion for harboring so many longhairs and weirdoes and strange people up here and as Mr. Moore has advocated the Malcolm X thing and as I've had to take a position in opposition, I've suddenly become a kind of a semi-hero in town. And I'm embarrassed when I go to the Chamber of Commerce and service clubs now at the ovation I get.

Calciano: (Laughter)

McHenry: And the men who I suspect of being near-Birchers will say, "We're right with you a hundred percent." And just as I'm alarmed at the hostility that I felt

particularly in the fall ... up till February among students and faculty now I'm alarmed at this acclaim that I've got in the community.

Calciano: (Laughter)

McHenry: So it's awfully hard to strike a balance.

Calciano: Kind of on a pendulum. (Laughter) What were your opinions about this group that's been formed ... THE - Taxpayers for Higher Education?

McHenry: Well there's some awfully good people in it. I think they made a great mistake or one man perhaps made a great mistake in bringing that near vigilante group to the campus on the night when the Third World Rally occurred. I think that was very unfortunate and a severe mistake in judgment. And except for the rather good handling of that group by the police, I think there could well have been some heads cracked.

Calciano: I've heard ... is this correct ... that cars were looked into and four clubs were confiscated.

McHenry: Well that sort of got mixed up. I guess Frank Orr heard me say something about it and he reported it in the Register-Pajaronian. Actually, four young adults were picked up on foot; they wouldn't let them park their cars here, they made them go back, and they must have parked at the science area. Four young adults with sticks were found by the police in the trees down

here. Otherwise there was no ...

Calciano: They were members of THE, or were up here on the same ...

McHenry: Well they came, must have come with that group, but I don't think anybody ... they probably just read the ad in the newspaper and, but I think ... Did I tell you that when I was going into the Third World Rally at Cowell that night, as I parked my car, I heard somebody in a pickup truck driving by in this caravan say, "Where are those dirty hippies?" And that's sort of the atmosphere in which they came. I think I'd better go on.

Calciano: Yes.

April 2, 1969 9:15 a.m.

SPECIAL SCHOOLS AND PROGRAMS

Project Methuselah

Calciano: I wanted to ask you ... one of the pioneering things that our campus tried was Methuselah ... what's the story on Methuselah?

McHenry: Well ... first place you will remember that it was our hope that we could do something about an intellectual reawakening of adults, and the Methuselah project grew out of that. In the original plans and working papers

of the summer of 1962, when Karl Lamb and Neill Megaw were working on the future of Santa Cruz, this was the college we called "George Bernard Shaw." And later on when Byron Stookey came and we began to talk we used "Methuselah" as a nickname. And later on we found that we couldn't get a better name and so we used it officially as the Methuselah program. We had notions of it eventually becoming a kind of a small residential college or adult center; one in which it might be a sort of a processing center in which people, often in middle age, would come back, prove themselves, and then be able to go onto the campus and join the other colleges, or in many cases it would be just terminal work that people took and got fired up and went on to something else. Typically, I think we get the man who in mid-life found himself dissatisfied with routine jobs or the gal who married early and raised a family and found a kind of an intellectual emptiness when the family was gone. So we finally set it up as a summer program. It was held in the summer of '67. The director was Maurice Natanson of philosophy. The impresario and fund raiser was Byron Stookey. And the funds came from Dr. Edwin Land of Polaroid. We had various connections with Dr. Land. The Stookeys knew the Lands and indeed Mrs. Stookey

had worked for Polaroid at one time. There are several other good connections between Santa Cruz and the Lands and incidentally I saw Mrs. Land last Saturday at Ansel Adams' house in Carmel. Well Land finally contributed enough shares of Polaroid that we sold them for \$52,000. And this was the subsidy that made the program possible. Speaking first of the program ... on the whole I think it was a modest success. The people who came were quite enthused about it. It was a fairly glittering group of teachers, including Angus Wilson, the writer and critic, and quite a number of other people of substantial distinction. They were paid quite high fees. I don't know how many were in the program, but something less than 50, perhaps 40.

Calciano: Students.

McHenry: Students, yes. And they ranged in age from about 20 to 70. The thing was structured in sub-sections. There was lots of talk and discussion, and I think the customers were quite satisfied. The disadvantages were considerable. To have a legitimate experiment, it's always seemed to me -- and the whole Santa Cruz setup is based on this -- you need to have a repeatable experiment and one that was within the realm of possibility for financing if you didn't have a bonanza. This program had a bonanza and those in

charge just spent everything they had. It was to be a tuition program. There were lots of waivers and scholarships, but the tuition money, which may have amounted to as much as \$10,000, and the \$52,000 gift money were all in my ... to me, squandered. Any prudent person would have said, "We've got a great opportunity here. You can't show what you can do on one year alone. Lets take the resources and spread them over at least two years and see if we can make this thing go." Instead they spent money like the inebriated seaman. Fine wines at dinner and so on. And when we were finished, at first Stookey thought we'd lost the \$10,000 ... we were \$10,000 in the hole! But the rather poor bookkeeping arrangements finally were audited and we came out just even on it. And then the fatal blow was the next year. Dr. Land declined to support it. And the thing died an ignominious death. Up until fairly recently, alumni of Methuselah however were meeting in San Francisco and still dreaming about the resumption.

Specially-Funded Projects

Calciano: What were the ... why did he not care to continue supporting it?

McHenry: We don't know. He's a difficult person to deal with.

He's, in terms of stock ownership, fabulously wealthy, and yet he's very difficult to approach. And he has just, Mrs. Land tells me, just hordes of people at all times hanging around trying to get something. And he was written up in Look or one of the magazines as one of the ten richest men in America, and he has no foundation to screen these things so they just descend on him through every contact possible. And he supported another project here on this campus which is a very modest one and he's repeated the second year ... another summer program ... and that is the photography classes of Ansel Adams, Beaumont and Nancy Newhall. He's published the, or put up the money for publishing, the work of the students, a photographic book ... first one was called Twelve Days in Santa Cruz. The second one's in press now. It's on old age, with photos drawn from the Santa Cruz area.

Calciano: I lectured to that class.

McHenry: Did you?

Calciano: Yes. Both of them.

McHenry: And now they're going to have a third one. Going to start it in June, and they haven't got the theme settled yet, but they're talking about it. But in each case, what he contributed was photographic materials,

Land Polaroid cameras to be used, and then the publication of the results. And that's a good thrifty sensible thing in which you get something for the money. And the students pay fees and the class breaks even ... that is, it's really operated under University Extension, and very prudently managed, and Stookey and Natanson resisted having University Extension manage Methuselah and I think we all regret it now because Methuselah might be going still if it had been under careful management.

Calciano: So you see very little hope that it'll ever be resurrected?

McHenry: Well "ever" does imply a long time and we may be able to get something back again, but we certainly could have used some of that \$52,000 to ease the pain in the second year or third.

The Engineering School and Applied Sciences
Development

Calciano: At several points we've mentioned our engineering program has been delayed by budget cuts ... I'll just ask you quickly ... at this point, does it still seem to be indefinitely delayed or has anything new happened on this?

McHenry: Yes. It isn't only budget cuts ... it's a profound

conviction on the part of the state and the coordinating council and their consultant, Provost Emeritus Fred Terman of Stanford, that California public higher education has got a great deal more in the way of engineering facilities than it needs. He counted twenty colleges and university campuses, state colleges and university campuses, on which engineering programs are authorized. And the second highest state, if I remember correctly, was Texas with eight. And Terman also believes that there is a ... to have engineering on an efficient basis, you need something like 20% of student enrollment in engineering ... at least 20% of the men ... to grow.

Calciano: Hmmm.

McHenry: And we had anticipated topping out at 10% of our campus enrollment in engineering. No, the program is, so far as I'm concerned, dormant ... as engineering ... we are proceeding however in the applied sciences. Indeed the first unit of engineering to be activated was Information and Computer Science. And we have three tenure appointments now and we're going ahead to bring this up to, this board of studies, up to the level of being able to do graduate work. And I think after another year we'll choose another field of applied science and develop that. And when the ban is

lifted, we'll federate them together under a name which may be changed from engineering to applied sciences. But it's a very difficult period ... I think perhaps the most trying single thing that I can recall since we started in 1961 is this succession of disasters after having recruited one of the great men in engineering education, Francis Clauser, and brought him here, we brought him here from Johns Hopkins, and to have the program torpedoed when it was so promising, and as you know he's leaving June 30 and going to Cal Tech as head of engineering there.

Calciano: Now the computer sciences, people don't teach much in the undergraduate level, do they?

McHenry: I'm not positive how many courses, but there are courses, and there, I believe, is a major. Undergraduates are, at least I've had undergraduates tell me they're going to major in Information and Computer Sciences. And that ... I'm not absolutely positive about the major, but if it hasn't been authorized I think it's in process of authorization. Though the big show is unquestionably going to be in the graduate work. Yes, there is a major, I see by the catalog. And a number of upper division courses, one lower division course too, three, three lower division courses and five upper division plus 199 offered so far.

The Natural Sciences Program

Calciano: Are we going to have a program, a graduate program, in Natural Resources?

McHenry: Yes. This is in the ... on the list of specialities for Santa Cruz. We brought a consultant here in the summer of '43 ... '63 (laughter) ... curious how often I do that. Summer of '63. Stanley A. Cain of the University of Michigan. He subsequently became Assistant Secretary of the Interior for Fish and Wildlife. And he's right at retirement age at Michigan now. Whether he's left Washington and gone back to Ann Arbor I don't know, but he spent some weeks here in the summer of '64, '63 ... or '64, it could have been '64.

Calciano: '63, I'm almost sure.

McHenry: Was '63. And filed a report on developments and it was not a strong report, in the sense of saying, "You must have a school or you must have an institute." He weighed the various alternatives and left it rather vague. And this then was sort of on the back shelf as we got started with the early colleges and now we're bringing it out front and center. We have a very important appointment as of July 1 -- Professor Grant McConnell who is the chairman of political science at the University of Chicago. And he's coming in the

first year, in addition to being professor of politics as they're going to call it now, he is going to be academic assistant to the chancellor for natural resources studies. And his first year is, his administrative job, is to draw up a plan for the development of natural resources here.

Calciano: Why did you pick a political scientist to do this rather than a natural scientist?

McHenry: Because we think that the emphasis ought to be public policy. That the economic and political problems are often the key problems ... we're well ahead on the scientific front. We know a lot about, we know a lot more about conservation of shoreline and water and forests and wildlife than we are applying. And that ... I think ... my conviction is that the real frontier now is, in the natural resources area, lies in such things as public opinion and benefit cost analysis and areas that deal in psychology and politics and economics and ... more in perhaps than in the natural science areas.

Calciano: Is there any comparable program at any other schools?

McHenry: Yes. The University of Michigan has a school of natural resources in which there are people who teach forestry or ... Stanley Cain was really trained on the botanical side. Some of his colleagues are leading

economists. I think Michigan is the main center of this sort. But professional schools of forestry, such as the one at Berkeley, have a great variety of people. They're not all tree men. They are, many of them, economists, agricultural economists, public policy people, who deal with many aspects and we think still that there's a need for this and that we could offer some, oh, encouragement of people who are taking various kinds of liberal arts majors, to do their applications in the conservation of natural resources area. At any rate, I'm very hopeful that as a result of McConnell's work, we'll have some direction in this. And in a way it comes up today and this month very prominently, and today in particular, in the choice of a provost for College Six. There are a great many crosscurrents at work in this and Six is the college that we had called at various kinds, various times, vaguely, science, ecology, and various other things. The pure scientists here, led by Vice Chancellor Hill, want to make it a straight out hard science emphasis. I would, if I were completely free, I think, make it out into an ecological, natural resources emphasis. And so we've been looking for the kind of leadership that to have one of the men who is here today, James McGaugh is a psycho-biologist.

Trained in psychology, he has veered into, oh sort of neurobiology, and has pioneered at Irvine a very interesting program along these lines. If he comes, the college would have a certain cast, with borderlines of biology and psychology I imagine as an emphasis. There are others who would have other approaches. But we really haven't gotten just the right person for this role yet and maybe by tonight we will have jelled a bit, the committee will have jelled a bit on who it would recommend for the leadership of the college. But if I were doing this whole thing alone and this were the first college, my inclination would be to look for an economist or a political scientist who would work on the public policy sides of natural resources.

Calciano: You mentioned a committee ... this is the ...

McHenry: Search committee for provostship of College Six.

Calciano: And it's composed of ...

McHenry: Hill is the chairman. Thimann is a member. And Bell, though Bell's away. Then Huffman of information and computer sciences and Waters of earth sciences.

Calciano: Now, did you appoint this or the Academic Senate or what?

McHenry: I appointed the three administrators and the Academic

Senate nominated a panel, the committee on committees gave me a panel of four names or five names from which I chose the two faculty members.

Calciano: Well now this program in natural resources ... how ... if College Six goes hard science, how do you implement the natural resources program?

McHenry: Well it could be implemented as a professional school or it could be implemented as a research institute, research and services.

Calciano: This is what I'd thought had originally been planned.

McHenry: Yes. But these are related to colleges and FTE faculty, FTE positions, because in order to man a school or to man an institute, you need compatible faculty appointments in the colleges that take on the students. The colleges tend to have a great deal of influence over the kind of appointments that you have. So it would be very difficult to launch an institute or a school without having somewhat simultaneously a college that had these interests. For example, we've had very considerable difficulty in getting appointments in the South Pacific area to bolster our South Pacific Studies Center, because no provost yet has really taken an enthusiastic interest in the South Pacific area. We had hoped that this would be done in College Four, but this has proven not the case. Much

more preoccupied with Africa and Asia, the Middle East, and Latin America, and not at all interested in the South Pacific.*

Initiating New Research Projects

Calciano: Does the fact that organized research funds are harder to come by also enter into the hopes that it can be done on a regular faculty teaching basis?

McHenry: Yes, it does. It's ... organized research money has almost dried up and now the Coordinating Council for Higher Education has a routine of reviewing every new proposal of this kind. And if you've got to get things through the coordinating council, you have your own campus and university wide problems of getting authorization. Then if you get through that spanking machine, you go to the coordinating council and then you start fishing for funds from the state. And in most cases, we quite realistically have said, "All we hope for is for the state to give us a basic \$25,000 or so and a hunting license to go to the national agencies in government for more money." We got the South Pacific Studies Center started on this basis. We're waiting now for approval of a Marine Studies

* In 1975 the Center for South Pacific Studies moved physically to Merrill College and accepted a special relationship to it. --

Center, and it's been jammed up in, oh, in further studies of the problem in the coordinating council. And we sometimes think when we feel sorry for ourselves that we were born a little too late. And if I had it to do over again, I would ram through in '64, I would have rammed through in '64, '65, all these things quickly before the coordinating council took jurisdiction over it and while the Brown administration was still willing to try new ventures. So, organizationally and in terms of budget, it's a very difficult time to launch new enterprises. Except teaching enterprises. We've had no discouragement on launching new colleges, but that long line of students waiting to get in here has been a sort of a protective coating.

Calciano: There was some talk at one point of ... that we might lure the Berkeley School of Forestry down here.

Whatever became of that idea?

McHenry: Well it was an idea of President Kerr's and we tried it out to the extent of, well, to some extent. I invited the then Dean of the School of Forestry, Henry Vaux, who incidentally was trained as an economist, to come down. He came down and spent some time with us here and we talked quite frankly about it. It was

pretty obvious that the forestry people at Berkeley didn't want to make the change. That if the change were made and the Regents were to decide, that the faculty would resent it, and some of them might even leave the University of California. But there were lots of good arguments on their side. One of them was that the Forest Products Laboratory is located in East Bay and they have a very close relationship with that lab. I think it's under federal auspices, but I'm not sure. And the chances of moving it were not great. For another thing, a School of Forestry needs a great deal of support from not only the science departments, but from economics and agricultural economics. It needs the lifelines out to the counties of, through the farm advisor system and the agricultural experiment station. And indeed forestry has in Berkeley long had a kind of a relationship with what used to be called the Statewide College of Agriculture. And all these things argued for remaining where they are. When you add to this, all these personal problems of Professor X has a wife who teaches in the Albany schools and Professor Y has a wife who is practicing medicine in Emeryville and so on. And all these and the children in school, and home ownership and all these other things ... after looking into it for a year or two I

reported to President Kerr that I just felt that they'd come only as conscripts and that there were a good many barnacles on an old school of this kind anyway, and that we could make a fresh start with new directions, concentrating on recreation and on kinds of conservation beyond forestry that surely were important frontiers. And that we might make a better start without them. So this is the way it's stood, well these last five years.

Calciano: Why had Kerr considered moving them down?

McHenry: Oh, I think it was just a ... suggested by the dense forests of Santa Cruz site and a feeling on his part that the Berkeley campus was terribly congested and that something was needed to pull some of the older, less related units out of Berkeley, and to bolster and give some element of distinction to a new campus. Indeed that was done later by, after this forestry transfer was dropped, it was done in part through the transfer of the Lick Observatory, which I think has been, on the whole, good for both of us.

Calciano: Both Berkeley and Santa Cruz or both Lick and Santa Cruz?

McHenry: Lick and Santa Cruz. And you know now about the \$600,000 NSF grant the expansion of astrophysics.

Calciano: That's lovely. Is it less than you expected?

McHenry: No, it's the same amount we asked for, if I remember correctly.

Calciano: Because our last interview, you said a million or so, and I wasn't sure whether it had been cut back or whether you had ...

McHenry: Well I, it may be that it was negotiated down, but at any rate ... it may be that we went through two stages. We usually do on these big NSF ... a bigger one and then a littler one. And I may have had my sights so definitely brought down that I don't even remember the larger amount. I personally ... I ... there could be that we had an original plan based on five years and cut it to three or something of that sort. But I'm just as pleased not to have too large an amount because this amount gets added to the institution's future budget. That is we'll have to dig up state funds to swing it. And at an absolute minimum, we'll have to keep all the tenure people who come on in this. And there're definite matching obligations and taking on for a small institution of this kind, it's like a snake swallowing a big gopher, a small snake swallowing a big gopher. There's a tremendous lump in his digestive tract for some little time while he gradually musters the juices to wear it

down. And we're taking on this one, we've got an application pending about the same size for information and computer sciences which'll do the same thing and be another big lump. And we can't have too many of these lumps until the snake gets bigger.

Calciano: (Laughter) Is this going to be part of Lick or is it going to be separate?

McHenry: It's going to be separate. It may be part of the Board of Studies in Astronomy. We may rename the Board of Studies of Astronomy which is the teaching wing of astronomy the Board of Studies in Astronomy and Astrophysics. On the other hand, I wouldn't be surprised if they came up with a separate Board of Studies for Astrophysics. That hasn't been settled yet.

The Forest History Society

Calciano: Also on this natural resources thing, does the Forest History Society moving here have any effect on this?

McHenry: Well I think it might have a slight one. I think it would bolster our know-how and our visibility and it might even perhaps put us in contact with the resources in the field that there could be joint projects of research and the like. The Regents of course haven't yet seen this proposal or approved it. And the Forest History Society has voted in principle

to come here and we've been assured by Crown Zellerbach Foundation that they will put up \$70,000 to house the Society. There have been discussions about siteing this, this building, which I suppose will not be of central campus caliber, but will be adequate to provide shelter. And we've discussed various other aspects of it, but it hasn't yet been reduced to a contract that both parties are ready to sign.

Calciano: Do you foresee any difficulty with the Regents?

McHenry: No, I don't think so. I'm a little, not uneasy, but I'm a little apprehensive lest we stumble onto some legal barrier. But I don't see any yet. The General Counsel's office has it, and I think that what this will work out to be, is a gift of \$70,000 to the University. A contractual arrangement under which the University will build the building according to the plans of the Forest History Society. Provide a site and provide certain housekeeping facilities which will be recharged to, the services then will be recharged. And we will, if the faculty, if different members of the Forest History Society will teach, they will have appropriate teaching titles. And they'll have courtesy relationships on the campus. It will be in effect I suppose something like an affiliated institution. On the other hand, its value to the campus is not one of

tremendous importance, and it's not something that we would sacrifice tens or hundreds of thousands of dollars of University funds in order to have. But there's certain prestige value in having the University of California of Santa Cruz as the address for the Forest History Society. In short I think I could say for the record that won't be published that we probably would not have gone this far if it hadn't been that the Crown Zellerbach Foundation was very much interested in it, and we have a special relationship with them because of Crown College. And that the idea was theirs from the beginning. And rather than rebuff them, we, especially in the face of their competitors, the Weyerhousers and Boise Cascade and all of the big people in the industry, our inclination has been to go along with them. But I must say it's a peripheral part and sometimes I've thought wouldn't it be nice if the whole problem would go away.

Calciano: (Laughter)

The School of Landscape Architecture and Environmental Studies

Calciano: Are we ever going to have a school of landscape architecture?

McHenry: Yes, [in a rather resigned tone] it's on the list.

Calciano: (Laughter)

McHenry: One of the things that ... well, the Academic Plan, as approved by the Regents in January of '65, raises many questions about it. Whether you could have landscape architecture apart from other aspects of design, of architectural design ... whether in isolation away from a school of architecture and planning, city and regional planning and the like, it would be sensible to launch a second school. The Berkeley school is getting too large; some relief is going to be necessary.

Calciano: Berkeley's is the only one in the state?

McHenry: In the University of California. Yes, it is. And something needs to be done. And we've got it in the University-wide Academic plans ... Santa Cruz has staked out a claim for it. But we don't quite know what to do with it. And it probably is going to be related to the planning.

Calciano: Is this environmental studies proposal?

McHenry: Well it could be related, related to the whole natural resources area. But our indecision is whether to launch, or try to launch a school of landscape and design apart from the general overall planning

picture. And my own view has been very amateurish. I'm sure that planning of the urban type, or replanning of urban slums and so on, is not really something that would fit very well with us, but that there might be a new approach to planning, and that is a kind of a utopian idealistic approach in which you took the natural landscape, primarily in northern California, and then planned its development for the use of man, with a very sensitive hand and eye ... much as the problem we've faced on this campus, which you go into a beautiful forest and you make it habitable for man, but you keep the best that nature had there. In short, the difference is between the approach that has been taken at some universities, new universities, and contrast it with the approach we've taken. They begin by putting in mighty bulldozers and knocking down the forest that stood there for two hundred years, or for eons. And then after you've scraped it all away, put up the skyscrapers. And then suddenly you start planting little trees, hoping that in another hundred years that it won't look so bare. Now a lot of northern California is well forested, has a beautiful natural landscape, and a varied one. Inevitably, I think, in the next hundred years, there're going to be millions and millions of people come in. For example,

the whole coastal slope between Santa Cruz and San Francisco, mostly San Mateo County, is I suspect, maybe even in my lifetime, certainly in yours, going to hold to a couple million people. And are they going to be put in little crackerboxes, ticky-tacky places such as you see in Daly City and South San Francisco, right out there in the open, exposed to the elements and every one identical ... or are you going to take the contours of the land as nature left them with the natural trees and have a sensitive development that I think does something for the spirit of man. If we could develop a school of planning related to landscape design that could do this, it would be closely related to conservation. And this whole development here and up the coast, the Mendocino Coast and in the Gold Rush country alongside of both sides of Highway 49, we could have big new cities that were so sensitively placed and developed that people could live comfortably and not be subjected to the eyesores of utility poles and offensive signs and so on.

Calciano: These people would have to be well trained in economics and politics though, because you've got to have the housing cheap enough to be marketable, and you've got to get people willing to pay that extra iota for the loveliness. And so ...

McHenry: Yes. But things are moving along this line rather rapidly. But to a large extent I've found many of the city planners are kind of whiners ... they sit at their drawing boards and show you something that would be just fine, but the gap between that and the hardbitten speculative buyer of real estate who owns the key corners and so on ... the gap is so great. It's awfully hard to bridge it in an old community, particularly undergrounding of utilities which has been an important University aspiration in this community. And you don't roll back very fast, but if you go into an absolutely new area and open up ... well, a year ago now we took a week's vacation in the Gold Rush country and there on this plateau above Sacramento Valley where there's a good climate, not so hot as it is on the floor of the valley, there are just tens of thousands of acres that could be developed, ready access to the Sierras, foothills of the Sierras they are, fine water supply coming down from the snow and the gradual slope of the Sierras, lakes and many rivers and streams and recreational possibilities galore ... and I think that places like this and the northern California slope and the Mendocino Coast and inland places such as Round Valley, which they now want to flood, the Army

Engineers, Dos Rios Dam, a Dam at Dos Rios on the Eel River.... These are places that could accommodate cities of varying sizes of quite a new order and it would be wonderful to me if Young graduates of Santa Cruz were to contribute to such a development. But it really requires a kind of a measure of conviction. It's a sort of, "it can be done." But it would mean a very close analysis of the economic aspects. Some of the new towns and cities on the east coast have gone broke already. They were very idealistic, but they just didn't have the economic aspects thought through. And if you can convince great insurance companies and wealthy people who have the real economic power to make commitments, if you can convince them, I think that you can show them how to make profits and build beautiful areas too. At any rate, if our landscape design, school of landscape design, comes along, I'm rather hoping that it will be more than just landscape; that it'll be a school of landscape design and planning; and that we'll produce people who have got the religion and will go forth and practice it, but with an eye on the economics and politics.

Calciano: Well now this would be an undergraduate course ...

McHenry: Landscape architecture is moving pretty rapidly from undergraduate to graduate. And I think that it surely

would not be before the junior level, but it might set prerequisites that would be filled while people are active in the colleges. And indeed I think it's possible if there's a Bachelor of Science degree in landscape design, that people would go on being members of the colleges as well.

Calciano: But you're not going to have to wait until you get a college that's oriented around this?

McHenry: No, I think we could sneak some of these things in. And ... in all of the colleges ... I think we could begin some work in planning and design under a board of studies of some kind.

Calciano: When do you think this might start materializing?

McHenry: Well I think the Academic Plan calls for it in 1974.

Calciano: '74.

McHenry: '74. '73 or '74. And it's a little time off, but I do ... I was thinking the other day, as I went through the Academic Plan in preparation for the Regents visiting committee next Monday that we ought to put a task force in, a committee of some kind, with a good representation from professional organizations, at the Berkeley School of Landscape Architecture, and perhaps some of the key planning people, to try to plan out what should be done. And in it we can get the close

cooperation I'm sure of Dean William Wheaton of, Dean of the School of Environmental Design, College of Environmental Design, at Berkeley. And Jack Ditman, Professor Jack Ditman of Planning who has a daughter here in Santa Cruz, and many other leading planning people. And I think a committee is called for.

Generally speaking, I doubt if it's a good idea for a committee to do the legwork on it. I think we'd need to appoint a consultant or a staff person who would bring together the facts and figures and put them to a committee for policy recommendations.

Calciano: Well, when I read about proposals for a center of environmental studies ... is that more a naturalist type of thing or landscape architecture or where does this fall into the ...

McHenry: Where did you read about it?

Calciano: I don't know. I started to do my research two years ago and some of these question cards are drawn from quite an early period ... from papers that were done in '64, '65, 63.

McHenry: I just don't know whether people used those words for referring to the natural resources, landscaping ...

Calciano: Well I have here essentially the combination of architecture and planning, which almost makes me think

that it's more in the city and urban ...

McHenry: Yes. Well I think most of us who've looked at it have felt that landscape design was too narrow a base and that we perhaps had to move this way -- and that's probably what was intended by ...

Musical Studies

Calciano: As far as the arts are concerned, there's been some talk about perhaps getting a conservatory of music here at one point.

McHenry: No, I don't believe anybody has seriously proposed a conservatory. I think some of us have felt that we were prepared to follow where our recruiting pattern led us. And ... but a conservatory is, as such, it seems to me, not the function of the University, or at least of this University. We might do excellent work in music and we might have a considerable number of fine performers and we might accommodate some geniuses and provide enough waivers so they could even get college undergraduate degrees or even graduate degrees under certain circumstances. But the job of a conservatory is such that ... I think it's doubtful if we could have as a regular thing people who did the practicing on the violin five hours a day that they could become great maestros someday and so on ...

virtuosos. I don't think this is a likely possibility, but it's something that might be faced. But I don't believe we ought to think of it as a goal, but perhaps as something that might result from an assembling of various personalities in music. We have emphasized performance in our appointments. We don't have yet a straight-out musicologist who has no performing talent and that includes Governor Cooper the great chairman of music who's coming in from Chicago. He is primarily known as a musicologist and his work on great composers, but ... works of criticism ... but he also likes to perform as a pianist. And he expects to perform. And there are a few people who are critics of music, but themselves can do nothing. And I don't believe this is a good place for them. Gil Seeley, the choral man, is primarily concerned with voice, but he can do many other things himself. Dudley, the ... wrote his dissertation in French Revolutionary music, but he's an expert trumpet artist. He plays a very hot trumpet and relates to the students so well, because he can join a jam group and he's very interested in jazz. And nearly all of our music, all the men are kind of sympathetic with some aspects of rock and roll and they relate to the students consequently.

Calciano: Well would anything develop at the graduate level?

McHenry: Well I think it might. I don't know enough about music to say. But I would expect at least a teaching credential for those who were going to teach in music. And maybe a master of fine arts for people who were mixed performers and musicologists. You know I'm out of my depth ... I can't carry a tune across a tennis court. (Laughter) And so I can't speak with the precision, that later on, when Professor Cooper arrives, he will be able to.

Teacher Education and the Internship Program

Calciano: When the master plan was ... you wanted the University to have some role in teacher education and yet it really has very little. What ... are you going to do anything here in that line?

McHenry: Yes. We have ... we've made a first full-time appointment in education ... a man called DeNevi, who's going to be connected with College Five. We have an offer out now to a particularly brilliant young man about 30 who is getting his doctorate in Harvard, to come in education. And we have a program that's already started at Gilroy under Extension auspices of teacher training and work primarily with the Mexican-American minority. And the big issue of the last month has been: Shall we enter into an internship in

teaching beginning next summer, this summer, two months from now ... and it's a tough decision. We've got a toehold in Gilroy, and it would be fairly easy to go on from there. Whether this would require us staffing up too rapidly is the big question. And much turns on what a man who has pioneered the internship program at Berkeley decides to do. His name is Clark Robinson. And he, with Jim Stone, really founded and wrote up the Berkeley pioneering venture in internship. And in a nutshell this involves taking good liberal arts graduates, who have substantial degrees in disciplines, majors in disciplines, and saying to them in effect, "Would you like to go straight into teaching?" bypassing the graduate year that's required for teaching in California generally. A lot of youngsters, increasing numbers I believe in proportions these days, won't hold still for a year of the typical school of education on "How to ..."

Calciano: It's so Mickey Mouse.

McHenry: Yes. So many units of audio-visual and so many on the history of education. I've taken some of these courses, not the worst ones, as an undergraduate, but some of them, and it's very difficult to get the brightest students, who've been challenged intellectually in other areas, to take education courses that

are in this sort.

Calciano: Well how do you circumvent the credentialing of the state though?

McHenry: Well, it's very easy through the internship program and the county superintendents in this area have all assured me that they're ready to grant emergency credentials to the people we choose for internships. We take the graduating class here and promising people from elsewhere. We can make arrangements with the county superintendent that we'll supply them with x teachers and then the local school districts, within the counties, are satisfied to take our internship people at a minimum salary. The way Stanford and Berkeley do it, there's a nip-off of something like one eighth of the beginning salary and it's \$6000 a year; some hundreds of that are nipped off and used for supervision and instruction of these apprentice teachers. But they draw typically 85 or 90 percent of the beginning teacher's salary. And they have an obligation, usually on the weekends, to take some seminar work. This is giving them the minimum of what's required. Sometimes in psychology and sometimes in education. Over a period of two or three years, they work off the credential requirements.

Calciano: Oh they do.

McHenry: And move from emergency credential to regular credential. And it can be done weekends and summer sessions. And we ... this'll probably be our first step. And it's even conceivable this late that we might enter it with a small program at Gilroy this next summer. However, the man from Harvard, who is a Californian and a man who came to education through the internship program at Berkeley ... his name is Terry Borton I'm a little afraid he is going to turn us down; he's tremendously in demand ... but the point I was starting to make was that he thinks it would be better not to try to do it this summer. He's afraid that we will get patterns set that will be difficult to change, and that it's hurrying it a bit too much. But I think within a year we will have an internship program. And we'll supply needed teachers to the schools of Santa Cruz and Monterey or San Benito, and Santa Clara County under emergency credential ... maybe even San Luis Obispo.

The Graduate School of Business

Calciano: Are we going to have a graduate school of business?

McHenry: Well that's one of the laments that I have. Next to engineering I think I'm more disillusioned in this area than any other. I've just written something for

the Chancellor's Memo which is due out later this week, having to do with the disappointments that came from engineering and ... I assure you that the Memo is not entirely an unbalanced ... I ... we count our blessings, which are many, especially these wonderful awards that have been made to our first full four-year graduating class, but I turn to the disappointments in engineering first and business administration second. As I think you know, one of the main reasons why Dr. Calkins came here was to draw up plans for a business school. He, himself, had been dean of two of the half dozen greatest business schools in the country, Berkeley and Columbia. He was very much interested in drawing up a modern plan for a business school here. And almost from the time of his arrival the signals from Sacramento and from University-wide were such that the University campuses were attempting too many schools of administration of various kinds. A special study was made ... as so often happens, Santa Cruz was on the bottom end of the totem pole. And the chances of moving ahead in this area are obviously not good for a number of years. And yet, Calkins above all, had, I think, the superior qualities of leadership to build something distinctive here. Very few of the others are interested in business as such. They're

more interested in public administration, or administrative theory. And ours was fairly much point-blank on business. So I think we have to face a considerable deferment and obviously in view of Dr. Calkins age, whatever plans he drew would not be implemented while he's here and while he's on active duty.

Community Studies

McHenry: In the meantime, however, the faculty has plowed ahead and looked at other ways of getting at applied social sciences and out of this has come the community studies program, which is opening up this fall. It involves in part the sponsorship of a field station in the San Jose area, East San Jose. The drawing up of requirements for an undergraduate major, called Community Studies, which is a little like applied sociology or maybe undergraduate social work ... it's coming along with a good deal of enthusiasm. We have a full professor; we have a series of appointments in this area that involve appointments half on community studies, and half on one of the existing disciplines. For example, we have a new full professor called Friedland coming from Cornell, who is a professor of sociology and community studies. He has a ver^y broad

experience in many countries, including Africa. And a lot of background in the labor movement as well. And ...

Calciano: He's going to have three jobs in effect then -- sociology, community studies, and provost?

McHenry: Not provost. But his chair is half sociology and half community studies. And this is true of others that you know ... Jasper Rose whose appointment is in history and in art, as well as being a leading member of Cowell College. Then we have coming Ralph Guzman who was a graduate student at UCLA in political science in my time. He's now an assistant professor at Los Angeles State. He's quite a ... one of the most intellectual Mexican-Americans I know. And he's coming as acting associate professor of politics and community studies. He has a ... is very adept at studying the Mexican-American and indeed has in press now what will be I suppose the classic study of Mexican-American communities in California. And there will be others who will come along in this area. And we'll see how it'll develop. But we're not facing the task of bucking a professional school through the coordinating council at this stage ... we're instead doing it as a committee, later on to be a board of studies, within our general framework. And later on if

we are successful in this, we may ask for professional school status for it, but at the present time we don't have that intention.

Professional Schools: Law and Medicine

Calciano: What about law school?

McHenry: I don't see a law school here in this century. We are not an important center for the courts. This is a relatively small county seat. I like law schools and one of the things I like best about them is they're relatively cheap to operate. (Laughter) Law schools are quite inexpensive; their mode of teaching generally is such that they have a student-teacher ratio that's ... makes their operation quite economical. On the other hand, we're so remote. And the more metropolitan campuses have such a clear run, and a clear justification ... we need a law school at Davis ... and I think a law school at Irvine will be justified in due time. Indeed I think San Diego might justify one sooner than we would.

Calciano: What about medical school and dentistry school? What's ...

McHenry: Well, we have a very real interest in medicine ... I don't think we've thought about dentistry very much. And the medical as you know is in terms of a two-year

program in tandem with the San Francisco one ... University of California medical school in San Francisco. I was encouraged greatly at an earlier stage, as much as eight years ago, by the then Chancellor of San Francisco, to think in terms of a tandem arrangement -- a two-year program here and the clinical years in San Francisco. And although there's been a great deal of an attempt on the part of University-wide people to talk me out of it, I'm still not talked out of it (laughter). Indeed we had a kind of a hearing recently in which it was declared flatly, but erroneously I think, that President Hitch had decided there were to be no two-year medical schools. I still am persisting and I'm glad to say that the new Chancellor at San Francisco, Philip Lee, is very supportive of the idea.

Calciano: Well!

McHenry: He's indicated that they could easily expand their clinical facilities and it would lead to the immediate production of more M.D.'s if we were to get into the business of non-clinical years.

Calciano: Those are the cheaper years to operate, too.

McHenry: Now I think we can do it on biological graduate student standards. And I suspect that we could do it economically. I'd sure like to try. One of the

deterrents to it, according to our medical advisors in University-wide, is that the medical schools are reworking their curricula, scrambling it, and putting some clinical stuff down into the second year and ... it used to be a few years ago that while there was a little body thumping, that was about all. And we've plenty of provisions in Dominican and elsewhere for body thumping. And indeed Dominican was built, as I understand it, with the teaching hospital in mind, several features of it. And of course just across the hill at the Santa Clara County Medical Center, there's a vast edifice that is partially empty and that could be used in this. And the medical director over there, an old friend of mine, Dr. Nelson, has been trying and trying to interest us in a four-year medical school operated out of their center. I've told him I'm sure that the Regents would not go beyond the five medical schools at this time, but that we might ease into it with a master's degree, program of a master of medical science or a master of science in medical science or something of the kind. Send our people out with this master's degree and they could go either of two ways - - they could go towards the Ph.D. route in human biology or they could go the M.D. route by going to San Francisco. There're lots of arguments against it,

and in the end we may have some roadblocks that will not make it possible. But I think under the present situation the only way to get programs of this sort started is to just go ahead and do them. We already have authorized an M.A. in Biolog^y ... well, let's use that cover to staff up and get going and then at a certain point why we can push and we can talk in terms of, "You may go for the M.A. and you may then shift over to medical school or you may stay here or go elsewhere for a Ph.D." It remains to be seen whether we can put it over. But I'm awfully glad that Philip Lee, the new chancellor, is agreeable.

Calciano: Well when are you going to start trying ... right away?

McHenry: Well I think it'll come gradually and some turns on this appointment of the Provost of College Six, and the pattern of appointments that will follow. If they run to human biology rather strongly we'll have a built-in situation and can move rather quickly. One of the prospects we had for Provost who has now been eliminated, a man called Mommaerts of UCLA, had proposed that the center of interest of the college be human biology. And it would have become a ready-made, pre-med basic medical sciences sort of thing. But now, I believe, the committee's eliminated him from

consideration. But I would think in the next three years some foundation would be laid for this.

Calciano: I can see that you're sort of torn in many directions as to what way you would like College Six to go.

(Laughter)

McHenry: Yes.

Calciano: If we get a professional school, would the faculty have college affiliations? I mean if it were a straight professional school?

McHenry: I would hope there would be college affiliations ... perhaps some fellowships without stipendiary arrangements ... that is that we wouldn't take professional school salaries and split them out and put them partly in the college. There might be some extraordinary circumstances under which this would be advisable, but as you well know we now split most academic salaries 50-50 between the college and the discipline. I doubt in a professional school that this would be advisable. And we started in engineering with the idea that it would not, but now we're going to try to assimilate the information and computer sciences people out in the colleges. Since we don't have this umbrella of the ... of an active school of engineering. Incidentally the Regents amended their bylaws to establish one you know. There is on paper a school of engineering here

at Santa Cruz.

Calciano: Oh! No, I didn't know that. (Laughter)

McHenry: Has been, for about two years.

Calciano: Once you said, in conjunction with the History of Consciousness program, I think it was in connection with that, that the chancellor has almost no power over graduate programs. And yet it seems like you have a very strong initiative power. Is this right, or...

McHenry: Well, no. The initiation of a graduate program does come primarily from the faculty.

Calciano: Even these that we've been talking about? The specialized

McHenry: Well the graduate schools ... this requires a special approval system and so on. But if the faculty were determined not to go into certain areas, they could in various ways block it -- in the graduate council, the approval of a Ph.D. program or a M.A. program ... I think the administrative influence is largely in the distribution of manpower.

The History of Consciousness Program

McHenry: But in case of History of Consciousness, they said, "It won't cost anything. We'll do it with existing manpower," and so on. And I knew at the time that this would not be the case. And within a year of launching,

they were yelling for FTE's, faculty appointments, administrative support of various kinds, and they were losing interest, the people who crammed it through, rammed it through, and then were saying, "Oh, I'm so busy with my own discipline and with the college duties that I can't teach in it anymore." In the meantime they attracted an unbelievably good set of graduate students. And indeed, History of Consciousness and Literature have applicants by the dozens, and many of them are Woodrow Wilson winners in their colleges and have got fellowships and honors of various kinds. Indeed the quality was considerably above the cut I think, I'm told, that we're getting in applicants in the sciences. And we can't leave this orphan to die, so we have strengthened it in effect by bringing in N. O. Brown, as Professor of Humanities it's called, in Cowell College, and we've fought a fight with Northwestern to keep our philosopher Al Hofstadter here. They offered him a very fancy salary and the chairmanship of Philosophy at Northwestern and we just got through the Regents at its last meeting, at their last meeting, March meeting, a salary adjustment for him, hoping to keep him, and he has decided to stay. But if he'd withdrawn or if Norman Brown had never come, the History of Consciousness

group would have been in very bad shape. And even so, I think there's a lot of discontent among the students in it, and it does need something. I'm hesitant to have a major appointment directly in the History of Consciousness. But instead I want somebody who is in a discipline and the man that the discipline wants but has peripheral interests. And we have, for the first time now, an appointment of a full professor who has in his title History of Consciousness.

Calciano: Who?

McHenry: His name is Grana. He's coming from Davis. He's a sociologist ... ver^y many-sided fellow with interests in the arts and a great many other things. His title is going to be Professor of Sociology and History of Consciousness.

Undergraduate versus Graduate Education

Calciano: I believe I've asked you this before in another context, but do you feel that there's not much danger that grad study would ever overwhelm undergraduate study? How do you think it's going to stack up by the year 1990?

McHenry: Well it might happen. There's a new countervailing force that I don't like. However though, it might be of some help. Have you seen this volume, the report of

the staff from the joint committee on higher education of ... it's the so-called Unruh-Grunsky committee?

Calciano: No.

McHenry: It's called ... I'll reach it ... it's called The Challenge of Achievement. And it's a report to the public and "A Report on Public and Private Higher Education in California to the Joint Committee on Higher Education of the California Legislature." Unruh and Grunsky are chairman and vice-chairman, and this report was published by the staff and is not necessarily endorsed by Unruh and the others. The research director is a man called Al Baxter who heads a firm called Baxter, McDonald and Company of Berkeley. He used to be a graduate student at Berkeley in philosophy. Indeed he was a long-time graduate student and never finished. And this report is a sweeping thing, reviewing the Master Plan, and disagreeing with much of it, and coming out for ...

Calciano: Oh, is this the one that ...

McHenry: ... quite drastic changes.

Calciano: Oh, yes, I have read of this report. It was in the newspapers recently.

McHenry: Yes. And it's well worth a review ... maybe you could look it over sometime. There must be a copy in the library by now because it's been out a month or so.

But the importance for Santa Cruz comes from such recommendations as: doing away with the Trustees, and, I think, the Board of Governors of the Community Colleges, which has just been established, and placing all public higher education in California under a single Board of Regents. Putting all these institutions under that Board and, I presume, with the power of that Board to classify them; but one of the important points that's made in here is that this dual system is inefficient and illogical. "A strong institution, such as San Jose State College," (I'm reading from it now on page 49), "is centrally located in a large and rapidly growing metropolitan area with a diverse agricultural and technical-industrial base. But it may not aspire to offer an advanced graduate work to the development of professional schools or to the recruitment and retention of faculty of distinguished attainments in various fields of research. Although it is a large, strong, and mature campus, with a major metropolitan and agricultural constituency, by virtue of its membership in the State College system, it may not develop along University lines." (end quote) And then the next paragraph is, (quote) "On the other hand, the University of California at Santa Cruz, a still small, new liberal

arts college, must have institutional aspirations akin to those of Berkeley. These opportunities in lines of institutional growth and development are open to the campus in Santa Cruz, not because of the factors of its location or stage of growth, but because of membership in the University system." (end quote) Now the contention here is that under a common board there would be a realignment. And this is contained really in the constitutional amendment introduced by Senator Alquist, who is the father of one of our students by the way, but he's from Santa Clara County and he tells me he's introduced it to get it on the agenda for discussion by the state. But this would change completely the signals of the Santa Cruz campus. And if it were to take place, it might atrophy the graduate and professional development here for an indefinite period.

Calciano: When we talked about the Master Plan a year or so ago, you felt that it was a very good thing to have Ph.D.'s located in the Universities and so forth. Now do you still feel this way?

McHenry: Oh, yes, I do. And the thing that is not faced in this report is that although San Jose State is over a hundred years old and is a very good and stable institution in many ways, it's faculty was not

recruited for this purpose. Our faculty, every appointment made here, we've considered: "Will this person be able to contribute to the whole mission of the University, including graduate work?" And for example, we have seven members of the National Academy of Sciences; San Jose has none. And how they could justify graduate work in those sciences, I don't know. On the other hand, I wish that our faculty would be willing to set up some joint doctoral programs with San Jose State.

Calciano: What is the relationship between our campus and University Extension?

McHenry: Well, University Extension was decentralized a year ago and the Director, Carl Tjerandsen, works on this campus and now reports directly to the Chancellor here. We have seven counties stretching out over into the San Joaquin Valley. We serve Fresno, Madera, Merced, and Santa Barbara is now willing to give us a couple of more counties, Kings and Tulare, central valley. So it'll make it possible for us to have a resident person over there working on ... University Extension has been a bootstrap operation. It has virtually no state funds. It operates, has to earn its way. I think Tjerandsen's been remarkably successful in building up a good staff and reaching out and being

of service. They always have to keep their eye on the cash register because in effect they have to earn their own salaries. But the relationship is close and they are an arm of the campus in the community.

Calciano: Well, I've covered all my questions. Do you have any predictions of the future developments that I may not have asked about?

A PERSONAL EPILOGUE: McHENRY'S FUTURE AFTER RETIREMENT

McHenry: Well I think probably that I ought to tell you a little bit about my plans provided that the transcription will not let this go out as rumor, but ...

Calciano: No, it's sealed until you authorize

McHenry: I'm trying to set things up in such a way that I can retire as Chancellor within the next two years. And I've talked it over with President Hitch. He's implored me not to precipitate a crisis; that the situation in the Board is bad and he's afraid that the Academic Plan here would go down the drain. First, there'd be a long period of hassling in the Board. He's gotten his last two appointments through by about one vote, and the situation has deteriorated since then by additional appointments. And, in short, I

think what he's saying is, "Wait until Reagan is gone." I'm not sure I can wait that long. But I'm willing to think about it.

Calciano: Presuming he'll go in 1970?

McHenry: Yes.

Calciano: ... because he might not be gone. (Laughter)

McHenry: We won't know until late in 1970, and I'm not sure that I want to hold out that long. On the other hand, I'm very much concerned that what we've built so far not be lost or that the campus not suffer a blow that ... from which it couldn't recover easily. And one of the real weaknesses of the administration here is that full-time administration is awfully thin. Another is that I don't have obvious successors; I'm scrambling around now trying hard to locate them. McConnell is the sort of man who could carry on. He's an excellent scholar and yet in personality he might not appeal terribly to the President and the Regents. The immediate step that Hitch proposes we take, is to recruit an executive vice-chancellor who can take some of the load and perhaps be a possible successor and we'd all feel more comfortable if there were somebody. Dr. Calkins proposes to retire finally in 1970.

Calciano: Oh.

McHenry: And if he does, and we're able to replace him with somebody who had general administrative talents ... a younger Bob Calkins would be just right, somebody about 30 years younger ... and we do have in mind such a man ... we might have an array, I'd hope at least three people on campus, who could be considered as possible successors ... plus the usual push that you get from a faculty of committee of, "Why don't we get Pusey?" (Laughter) And ... but I would like to be gone at least in 1971. I would then have had ten years at it, and that's plenty. And I had hoped to be able to announce a retirement ... well ... within a year from now, and get started this business of a succession working out.

Calciano: Have you crystallized what you want to do after you retire here?

McHenry: No, I really haven't. I don't know whether I would retire from the faculty or not. I could stay within the retirement age another eight years on the faculty if I wanted to. And I'm not positive whether I'd want to. An awful lot depends on who my successor was, and whether I'd be in his hair if I were around. I might take a year's sabbatical, to which I have some claim. I might spend a couple of years directing a study-abroad center. I'm particularly interested in one in

the United Kingdom. I can do that on active duty and then retire. There're several other possibilities of other kinds that ... I found out from my colleague, Emil Mrak, that once you talk about retirement, and he actually is 67 and so ... there're all kinds of offers that come from the strangest places, great opportunities, and ... I don't know what I'd like to do. Another possibility is maybe I'd like to be a farmer. We own a good ranch in Santa Barbara County and there are a lot of other things that I'd like to do. And I'd like to be free to do. But I think most of all I'd just like to have the burden off my back and be able to get at some of the scholarly things that I really have deep interest in and I've had to neglect for more than a decade now; I really haven't been involved in them deeply since 1958, when I joined the Kerr staff. And these burdens are pretty heavy. And I think we're in for much more troubled times ahead. At any rate, if I'm not gone by 1971, I'll be surprised.

Calciano: Well I hope you succeed in getting somebody that can step in with a smooth transition.

McHenry: I haven't had much luck so far that two of the key people that I was interested in have said "no" to the executive vice-chancellorship just on the first letter of inquiry. [Pause] Well, one of the things that I

would like to look forward to is reading your transcript of these interviews and perhaps doing some kind of a work on the history of this campus and its ideas. I've been so busy doing that I've never taken the time to write down the philosophy and explain why on a lot of things. And I'd like to have leisure and maybe that first, that sabbatical year I was thinking about, would provide this opportunity to go through the records and reconstruct the thing and make as accurate an account as I can from my biased point of view, of what we are trying to do and what we would do if we had it to do over again. I've enjoyed having a chance to talk with you about these things. It's really helped me think a good deal about the problems and to reflect on them ... I hope my recollections are accurate. I find that I have the usual failing of human beings, especially as they move along in years, that while I have a good memory, I hash over things in my mind so much that I begin to turn them in a given way. When I look back at the written record and I take notes all the time when I'm talking to people, they aren't always accurate.

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RESEARCH

See Volume I, pp 394-395, for the list of sources used in preparation for these interviews.

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