

An Oral History of
**MELVIN J. VOIGT, ANDREW WRIGHT, and
STANLEY CHODOROW**

On December 17, 1998

1 **VOIGT:** I wanted to ask you first—have you seen the documents?

2 **CHODOROW:** I saw the draft—

3 **VOIGT:** Four of them?

4 **CHODOROW:** Yes. You had drafted, in effect, chapters of a kind of memoir?

5 **VOIGT:** Well, there are two of those, and then there's a document on the collections—all the
6 collections we've collected—and one on the building of the building here.

7 **CHODOROW:** The one on the building, I've only gotten part of it, but not the whole. But the
8 collections, I did.

9 **VOIGT:** I just wondered whether you had them.

10 **CHODOROW:** And Brad [Westbrook] has found files that contain quite a lot of information
11 about the 1960s when, Andy, you were Chair of the Library Committee, and Mel was the
12 Librarian, and you were struggling with the growth rate of the institution in relation to Clark Kerr
13 and John Galbraith. It was just when John was coming in as Chancellor—he had not yet been
14 inaugurated.

15 **WRIGHT:** That's right.

16 **CHODOROW:** And there was an issue about whether he would accept inauguration if the
17 Library growth issue was not settled in a certain way.

18 **VOIGT:** Of course, the issue went farther back than that. The previous Chancellor had
19 already been very much involved.

20 **CHODOROW:** Why don't we step back, and I will tell you how this series has been
21 developing—of conversations. The focus of our conversations with people who were founders of

22 departments have been on the intellectual history of those departments; what was the vision of
23 the founders—often it was more than one person, obviously, as it was in Literature—but what
24 was the vision; and how did that vision relate to the state of the discipline at the time, and the
25 organization of the discipline at the time; and how did early successes and failures of
26 recruitment affect that vision up to around 1973 or so? By which time, most of the early
27 departments, at least, were established. They weren't at full size, necessarily, but they were
28 established. In relation to the Library, it seems to me that one of the questions that relates to
29 this has to do with collection development. How did the Library's early collection development,
30 policies and practices relate to the development of these new departments? And then, how did
31 the other aspects of the Library, such as the building—the issue about how many carrels there
32 would be per how many graduate students and those sorts of things, which are often considered
33 nitty gritty but which were academic issues—how did they relate to the growth of the campus in
34 general? But I will let you start, Mel, wherever you wish to get us started in thinking about the
35 foundations of the Library.

36 **VOIGT:** Well, I'm not sure really where I should start.

37 **CHODOROW:** I think it might be useful to start with your earliest discussions with the
38 Chancellor—it would be York, I think—or Revelle, perhaps.

39 **VOIGT:** Revelle.

40 **CHODOROW:** It was Revelle—about what it would take to build a first rate research library
41 essentially from scratch.

42 **VOIGT:** Well, I will start with when I first came here in an interview for the position of
43 University Librarian, which was then with Roger Revelle. I met with the library committees and
44 all the rest, and there was a great deal of discussion of where we were going, where the
45 university was going—many issues had not been resolved. But it was Roger Revelle's view that
46 the college system would be developed, and he explained to me what was involved with that.
47 He laid out temporary divisions of subjects between a number of colleges and how they would
48 be operated and how they would relate to each other, which gave me some idea of where we
49 were going. Plus, of course, the concept of graduate work, which was the major interest at that
50 particular early time since it was already resolved that undergraduates would not come for a
51 number of years, that we would have graduate programs in many fields before there were
52 undergraduate students. So the question was what kind of a library was needed to meet these

53 demands and the demands of the research scholars that would be coming here from various
54 places. He put on to the blackboard a list of the departments and _____ [*inaudible*] and
55 something of the timing that it was likely to occur. He had it very well worked out at that time.
56 And we put together a prospectus—it was his prospectus—of how fast the University would
57 grow; set up a table of number of students, number of graduate students, number of faculty,
58 amount of space, and asked me to give him some idea of what kind of a library would be
59 needed in terms of volume, staff, space. And off the top of my head, just with figures which were
60 available, which indicated more or less what I thought we could possibly do and what we would
61 actually need. I think was not as demanding as I would have wanted to be, but I didn't want to
62 frighten Revelle—although he was not very easily frightened. But I put some numbers together
63 for each of the coming, I think, six or eight years in terms of what I thought the possibilities might
64 be. That we actually went beyond those possibilities is an indication of how much support the
65 University gave to the library programs in the years that followed.

66 **CHODOROW:** Let me stop there for a second and ask a question. The implication of what
67 you're saying, if I understand it, is that—two things that rise in my mind—one is that at that time
68 there was a notion that disciplines were sufficiently separate, and their library resources were
69 sufficiently well-defined as independent of one another, that you could address on a discipline
70 by discipline basis the library needs of the campus, so that a list of departments would really
71 determine—and their course of development really determined—how you bought the Library.
72 That's one question. Was that true?

73 **VOIGT:** Yes, it was true. It was also true, of course, that we knew that we were going to have
74 a full undergraduate program, and it was necessary to build a—if you wish—college library
75 collection that would meet the needs of undergraduate students at the same time that we
76 needed to try to meet needs of the incoming faculty and graduate students in the various fields.
77 And these, of course, varied. At the very beginning, when I came here, the first need was for
78 collections in the sciences. I thought that Scripps Institution of Oceanography Library would
79 probably have much of the basic science material, but it turned out they really had very little.
80 And so that it was necessary, at that moment, to build up collections in chemistry and physics
81 particularly, and very soon thereafter biology, for the incoming faculty. And that was an
82 immediate demand of the original Library Committee that existed when I came here, that we do
83 that.

84 **CHODOROW:** Were there guides at the time that allowed you to say “a basic collection in
85 biology or chemistry would be shaped liked this—it would be of such and such size?”

86 **VOIGT:** Well, part of this came from own experience because I had been Librarian of what
87 was then Carnegie Tech in Pittsburgh—which is now Carnegie Mellon—and at that time, when I
88 came there, I was really their first University Librarian, and they were using the public library
89 which had a very fine technology department and which was close by. But the need for a library
90 there was very pressing. And so I had experienced over six years of developing—creating—
91 particularly, a science engineering type library, although we went into other fields, as well. But I
92 knew the procedure, I knew basically what was needed. My own background is science, and I
93 know somewhat of the needs of scientists in various fields. And it was a question of what you
94 could get, and at that time there was a good deal of material available. Many collections in
95 Europe had been disbursed and were for sale by various people—sometimes the owners,
96 sometimes dealers—and so it was just a question, in some sense, of repeating what I had done
97 before. So it wasn't a terribly bad job to do. I, of course, consulted with the faculty members and
98 their particular needs, and how much they felt they needed foreign scientific journals as against
99 U.S. and English. So that job was really not that bad.

100 **WRIGHT:** I think you're being excessively modest, so I'd like to give you the worm's eye view.
101 When I came out to be looked over in December of 1962 by Herb York, I went to lunch down at
102 SIO, and all the people around the table were scientists, of course. There were no humanists
103 there at all, and I said in the course of lunch, "I'd like to see the University Library." And various
104 faces blanched and blushed, and John Singer took me to a room, if I remember correctly, about
105 this size, which was the University Library down on the Scripps campus, and with bookshelves
106 around it, and Mel Voigt. Now, this is the thing that really changed my mind from a tepid
107 candidate to an enthusiastic one, was a conversation with Mel Voigt, who, after having talked
108 with Roger Revelle, as you just heard, was enthusiastic. And, of course, he had a lot of
109 experience and was very knowledgeable, and he was on the verge then of constructing this
110 wonderful and influential compilation called *Books for College Libraries*, which I had the honor of
111 being a participant in. It was a brilliant idea—that was Mel's idea—buying three books instead of
112 one at a time for each of the new campuses, but also having a basic collection. He knew about
113 basic collections. That's what's so important.

114 **CHODOROW:** So you were in the process even then—in the beginning of the sixties—
115 putting together that work, which became quite well known.

116 **VOIGT:** Yes. One of the major problems at the beginning was that here we had these
117 demands for materials for graduate study. At the same time, we didn't have a basic
118 undergraduate collection—a basic college library collection—which is needed by everybody in a
119 university, not just the undergraduates. And the question is “where are we going to find money
120 to do all this?” Because the demands from people like Andy Wright, when they came, and many
121 others, were such that they would take up our relatively small book funding very quickly with
122 materials for basically graduate studies or, in some cases, general things. And so the question
123 is “where were we going to get any money to put together a basic collection?” And the idea
124 came to me that if we would do this for the three campuses—Irvine, Santa Cruz, and San
125 Diego—we could save some money and perhaps we could find someone who would give it to
126 us, or perhaps the Regents would. And so we prepared a prospectus for such a program. The
127 books, of course, were a lot cheaper back in 1960 than they are now, but I calculated that we
128 could select, catalog, distribute—buy, catalog, distribute—a 75,000 volume undergraduate
129 collection with a savings of \$400,000.

130 **CHODOROW:** In the processing, basically.

131 **VOIGT:** In the processing—the selecting and the processing, basically. And so with
132 Chancellor York's approval, I went ahead with a proposal for this—this was in '61 already—and
133 the Regents came through with it. So as a result we got three million dollars, I think it was, that
134 we wouldn't have had any other way. And as I said, three million dollars in those days went a
135 long ways both in terms of staff and in terms of books. As a result, we did this project with the
136 help of faculty members like Andy Wright, and actually a list of probably thirty faculty members
137 from universities and colleges all over the country, who checked our lists. We had a selection
138 crew, and the lists were checked by these people. As a result, we boiled it down to a 75,000
139 volume collection, and established a staff to do it—hired Joe Treyz to run the operation, and the
140 people who were needed for staffing for selection and processing.

141 **CHODOROW:** The big advantage to UCSD was that we had the staff here. Because we
142 didn't get more books than the other libraries, but we had the staff that was doing the selecting
143 and had built up an expertise, therefore—

144 **VOIGT:** Yes. Although many of those did not stay here after the project had finished.

145 **WRIGHT:** But Mel did get more books for this library than Santa Cruz and Irvine.

146 **CHODOROW:** I see.

147 **WRIGHT:** Don't ask me how. [*laughs*]

148 **VOIGT:** Well, at any rate, it gave us this basic collection, which we had no way of financing
149 before, and that was the primary objective. It was carried out over a four year period.

150 **CHODOROW:** And this was regarded as a special project that was separate from the
151 ordinary purchasing of the books for the graduate programs.

152 **VOIGT:** That's right. It was a separate program.

153 **CHODOROW:** Which is where the real stroke of genius is.

154 **VOIGT:** And it became clear that it might be interesting to publish this list of books. There had
155 been what was known as the Shaw list, which was published in the thirties, I think. *Books for*
156 *College Libraries* wasn't the title, but something of the sort. And, at that time, both Harvard and
157 Michigan had undergraduate libraries, and we were able to get the shelf lists from both places.
158 They had not been published at that time—their lists—and this helped in selection of materials
159 for the collections. But they had no intention of publishing a standard list of books for college
160 libraries, so we got a little money from the Council on Library Resources for publishing. I tried to
161 get money for the project, but Verner Clapp, who was the president of Council of Library
162 Resources, said, "I hope you publish it, but not buy books with it." So we were able to get it
163 published, and it became a standard list that was used all over the world. And it included many
164 out of print books because books were put into the collection whether they were in print or out of
165 print if they were important. And we had out of print book dealers all over the world looking for
166 the ones that we wanted to try to get three copies of every one. We didn't totally succeed, but
167 we did in most cases. But as a result of it, book publishers—reprint publishers—republished
168 virtually every book in the list that had been out of print.

169 **CHODOROW:** I want you to know that the irony is that I am now chair of the Council. The
170 successor of the Council on Library Resources is the Council on Library and Information
171 Resources, and I am the chair of the board.

172 **VOIGT:** Oh, well, very good, very good.

173 **WRIGHT:** That's excellent news. That's a good training place for being University Librarian.

174 **VOIGT:** Verner Clapp was a very good friend of mine, and worked with him on a number of
175 projects.

176 **WRIGHT:** Well, the thing about Mel's *Books for College Libraries* is that it started from zero.
177 The other undergraduate libraries at Michigan and Harvard already had some books, and
178 therefore, they had some dead wood—people to give them books, this, that, and the other thing.
179 But this was a completely fresh compilation, and was miles ahead of anything else.

180 **VOIGT:** It also gave me a chance to muster my efforts in other areas, although, of course, I
181 was involved in it to some degree all the time. But I could spend more time on other things that
182 were coming up, such as buildings, and the development of other collections, and the
183 interviewing of prospective faculty, which became a very active part of my assignment, because
184 many of the faculty who came here and many who didn't came through, and I had a chance to
185 talk to them about it. And it took a good deal of my time to do that kind of thing, and I think my
186 responses to some of these people were useful to the selection committees because I got a
187 picture of them in terms of what I thought as scholarly activity in terms of research in various
188 fields.

189 **CHODOROW:** In those early days when you were so engaged with the leadership—the
190 academic leadership—of the campus, did it often happen that proposals for the development of
191 the field were affected by what you knew about the possibility of building a library in that field?

192 **VOIGT:** Oh, I think so, to some degree. I can tell you a story that came somewhat later,
193 actually. When Seymour Harris came here to head the Economics Department, he brought one
194 day into my office a young economist who wanted to talk about libraries. I happened to have a
195 list of the journals that we were proposing to subscribe to—we hadn't subscribed to very many
196 at that point—and they included quite a few foreign titles—foreign economic titles, French,
197 German—as well as English. I showed them to these two gentlemen, and Seymour Harris says,
198 "Well, I don't think you need all those French and German ones. There's not really a lot going on
199 over there that would be very important." This young man didn't say anything, but an hour later
200 he came back to my office and said, "Don't believe it. We need every one of those." *[laughter]*

201 **CHODOROW:** Well, after the very beginning, and you had established the *Books for College*
202 *Libraries* and you had begun—I guess it must have been around 1964 or 5 that you moved out
203 of SIO to the first library on the campus which was over in what is now Galbraith Hall. When did
204 that happen?

205 **VOIGT:** No, Urey Hall came first.

206 **CHODOROW:** Oh, Urey Hall came first; that was the first place. And you were here
207 already—

208 **WRIGHT:** Yes, I was.

209 **CHODOROW:** —when Urey was the only library?

210 **VOIGT:** Yes, when you came here, we were already in Urey.

211 **WRIGHT:** That's right.

212 **VOIGT:** I think we moved there in 1962, and we had books on three floors there. In fact, the
213 Urey Hall Library was being planned before I came here, because I made a special trip out to
214 California to consult on it, which was lucky that I did because their plans were wild and wooly.

215 **CHODOROW:** In what way?

216 **VOIGT:** Well, they said that these were, you know, science students, basically—graduate
217 students in chemistry and physics mostly—and they would say, "Well, they wouldn't have a lot
218 of lab space, places where they could study. They would need someplace to study." So they
219 were going to use the entire basement area that the library had there in what became Urey Hall
220 for carrels for these graduate students in science. And I knew perfectly well that they would
221 never be used—very, very little, if they would be all. And so I had a chance to cancel that even
222 before I got here.

223 **CHODOROW:** Were there other features? For example, the behind the scenes operations of
224 the Library, which were so important, that academics very often know nothing about, that you
225 had to pay attention to in those early days, especially in the planning of the Library?

226 **VOIGT:** Well, there were a good many factors that the faculty basically did not know about, or
227 knew only in some degree in relation to the planning of libraries. But, in general, I worked very
228 closely with the Library Committee, and he was chairman of it for a while. Other people—we
229 had very good people on the Library Committee—and I could get faculty input. No librarian, I
230 think, could do a good job without a lot of faculty input. You have to have it _____
231 [*inaudible*] what you are doing. Of course, at the very beginning, there was a question of space,

232 and the planning of space, and the Urey Hall Library was the first possibility. And then what is
233 now—

234 **CHODOROW:** Galbraith, you mean?

235 **VOIGT:** Galbraith Hall, yes.

236 **CHODOROW:** What was then Humanities Library Building when I first came.

237 **VOIGT:** H&L building, it was called.

238 **CHODOROW:** Yeah, H&L.

239 **VOIGT:** At any rate, there was the planning of it—which was an interesting project with Ward
240 Deems as the architect—and we had a real good time doing that. It was an interesting project
241 because it was to be our total library, except Science and Engineering, which would remain in
242 Urey Hall. So we spent a lot of time on that.

243 **CHODOROW:** Were there any issues at that time relating to the design of libraries? Were
244 there new things that were being introduced into library design?

245 **VOIGT:** Well, basically, the new things were the possibility of the use of computers in
246 libraries. And at that time, the feeling generally was that you had to devote quite a bit of space in
247 the library to a computer, period. There was no thought of campus-wide computers. And even
248 when planning other places—I was a consultant, for example, at Northwestern University library
249 buildings when they were built—and we thought, at that time, we had to have a large space for
250 computers. And so when we planned even the Central Library now, we still had that view that
251 we would be going in that direction.

252 **CHODOROW:** Many libraries are just now moving out of mainframes, although the
253 mainframes no longer are usually in the libraries. It's the programs that they use that have
254 required that, and they are just now being phased out in many places.

255 **VOIGT:** We started early with computer use. We were the first library of any size to put
256 serials—periodicals and serials—on the computer, starting back in 1961. We had visitors from
257 all over the world here to see that operation in effect, and it's continued ever since. Changed, of
258 course, in its nature considerably, but basically it's the same program developed with the
259 developing facilities that are available.

260 **WRIGHT:** Let me tell about a gap when John Galbraith was Chancellor. He very much wanted
261 Geoffrey Barraclough to come and join the faculty in the History Department. And he came out
262 to be wined and dined, and for some reason—I can't remember quite why—Keith Brueckner,
263 who was then the Dean, said to me, "Will you please take Professor Barraclough around and
264 show him the Library." Well, in what now is Galbraith Hall, there were room after room of empty
265 shelves because there were far more shelves than there were books in 1964 or 5 or whenever it
266 was. And so after Barraclough looked at all these shelves, we went back to Keith Brueckner's
267 office. Keith said, "Well, Professor Barraclough, what do you think of our Library?" And
268 Barraclough said, "Rudimentary, Mister Dean." *[laughter]* But he came anyway.

269 **CHODOROW:** Yes, he did. And it was important, actually, that he did because he attracted
270 other people.

271 **WRIGHT:** Yes, he did.

272 **VOIGT:** Well, that, of course, was the principle that the campus was built on—bringing senior
273 people here would attract junior people. He was gunning for almost every field. During those
274 early days, I must say that Herb York was a marvelous Chancellor to work for. He got his
275 money; when I needed some for a collection, he would find it. I did very little money soliciting in
276 those days—those early days—because he was able to go the Regents and get money, he was
277 able to go to individuals and get money.

278 **CHODOROW:** And you were building—I saw a list of the collections that you were acquiring
279 in the sixties, and _____ *[inaudible]* and many, many collections that were important—

280 **VOIGT:** Yes, I have a complete list of them here—

281 **CHODOROW:** Southworth and—

282 **VOIGT:** Some of them very important and large collections, others relatively small.

283 **CHODOROW:** Can you talk about the strategy of doing that? Was that convenient for you in
284 terms of acquiring materials in certain fields that other people had put together?

285 **VOIGT:** Well, the collections that we purchased came from different sources—different kinds
286 of sources. A majority, I think, came from individuals who were selling their collections, or selling
287 parts of their collections, and that's reflected in the list you were referring to. There were some

288 that we got directly from dealers, because the dealers had bought them and reoffered them for
289 sale, or had even put them together. But most of the suggestions for collections came from
290 faculty. They would hear about somebody that was going to give up their collection, and we
291 would go after it and see whether we could get it.

292 **WRIGHT:** Well, that's how we got the D.H. Lawrence collection.

293 **VOIGT:** Yes.

294 **WRIGHT:** It just came along, and swam—swum—into our ken. *[laughter]*

295 **VOIGT:** Yeah, that's what happened there.

296 **CHODOROW:** Who had put that together?

297 **WRIGHT:** Somebody in New York, wasn't it, who was a collector?

298 **VOIGT:** No, it was Cameron.

299 **CHODOROW:** Was it Cameron who put together the D.H. Lawrence?

300 **WRIGHT:** Oh, really. I don't know.

301 **VOIGT:** Oh, the D.H. Lawrence—I'm sorry—I'm confusing it with the Cameron collection. No,
302 that had been put together by a dealer, you're right.

303 **WRIGHT:** It was a nice collection, too.

304 **VOIGT:** But the Southworth collection, for example, on the Spanish Civil War period was
305 perhaps the best collection in the world. Now it was due to a professor here, of course, who
306 knew about it and was able to convince—

307 **CHODOROW:** And who reports that Mr. Southworth is still alive.

308 **VOIGT:** And collecting, I understand.

309 **CHODOROW:** Yes, and living in France. He's ninety years old.

310 **VOIGT:** After we bought his quite good—

[END PART ONE, BEGIN PART TWO]

311 **VOIGT:** —the University bought. That was one of the important ones. But, there were a good
312 many of them.

313 **CHODOROW:** Turning to the period when you were chair of this Library Committee—and
314 there was the issue of how rapidly the UCSD Library was going to grow—and I know that this
315 was an issue tied to, or regarded as promises that had been made, when you came here—
316 when faculty came here. You have two slightly different points of view, although you were allies
317 through all of that period. But I would like to have—maybe Andy, you start by talking about the
318 vision of the Library that was presented to faculty, and the relationship of that vision, not just to
319 what Mel was talking about, but to the Chancellor and to the President. Because, in the UC
320 system, they count.

321 **WRIGHT:** I guess I was old enough to realize when I came out here that promises are not
322 always fulfilled to the—

323 **VOIGT:** And we've made many that were not fulfilled.

324 **WRIGHT:** —to the top of the mark. So, unlike some other people, I was not disillusioned, or
325 anything like it, when things didn't go quite right. I had a very close relationship with Mel. He
326 was a doughty fighter. And John Galbraith even got the Catholic bishop in to pray for a good
327 Library at the commencement. I don't know whether you remember that, or you weren't here for
328 that.

329 **CHODOROW:** [*laughing*] No, I wasn't here for that.

330 **WRIGHT:** Bishop Buddy went on and on and on about the desirability of books and—

331 **CHODOROW:** Some of which were banned by his church.

332 **WRIGHT:** No doubt. And John was very keen. Clark Kerr was keen. And, of course, Roger—
333 though by that time he had gone to Harvard—had always been keen. And Herb York was a
334 wonderful ally. I don't know—

335 **VOIGT:** Yes, I think he has been not thought of as being so important in this aspect of the
336 development of the University.

337 **CHODOROW:** But he was.

338 **VOIGT:** But he was.

339 **WRIGHT:** I agree.

340 **VOIGT:** At the time that it was so essential.

341 **WRIGHT:** I wanted to go to London and buy some books for the Library, and Herb York made
342 me a—maybe you didn't know this—a bibliographical specialist. And paid for my fare to go to
343 London and back to look out some books that Mel was interested in, and that we were
344 interested in in the Literature Department. Yes, he was very good.

345 **VOIGT:** Well, we were able to do that with a number of people. I've forgotten who it was in
346 Philosophy who was much interested in Russian philosophy, especially in writings, and was
347 going to Moscow or elsewhere, and wanted some money to buy some books there. And we
348 were able to provide it, and he came back with a sizeable collection of books.

349 **WRIGHT:** Well, Herb was behind that alright.

350 **CHODOROW:** One of the things that I remember hearing when I first got here—when I was
351 just barely old enough to begin to understand what was happening a few years after I got
352 here—was that this campus regularly added to the ordinary library budget, which came down
353 through the line item, in effect, from the President's Office by finding money from other sources
354 to add to the collection development of the Library. Is that true?

355 **VOIGT:** It's very true. I have the numbers—I don't have them right here—but there were quite
356 a few years there in the late sixties and early seventies when the percentage of books—the
357 percentage of money spent for books and book collections from non-budgeted funds—was
358 considerably more than the budget had found—something like sixty to seventy percent. And
359 that, of course, later dried up, and we got into the seventies, and the ratio changed completely,
360 and budgeted funds took care of perhaps ninety five percent of the books that were purchased.
361 But in those early days, there was money to be had and to be found—quite a bit as gifts, quite a
362 bit in Regents Opportunity Funds; there were various sources that were available. With
363 Chancellor York, and later the other Chancellors, we were able to—

364 **CHODOROW:** So they were making—these were Chancellorial decisions to devote this
365 money to the Library and not to something else. It could have been intercollegiate athletics, it
366 could have been anything.

367 **VOIGT:** Well, it's possible, yes. Although I think—I'm not sure that would have always been
368 proved as the other was.

369 **WRIGHT:** But there's another thing, too, and that was that in the early days—and I don't think
370 it's necessarily changed—we were a very small group, and there was a very strong sense of
371 friendliness and acceptance on the part of the scientists of the people in the Humanities. They
372 welcomed us. Martin Kamen, who's a gifted violist and umdolettra [?]
373 close friends. He was very keen that some of the money that came from these science
374 foundations and grants and things that they had be used for humane purposes, and it was. I
375 don't know exactly how that worked out in the building of the Library collections, but certainly
376 some science money was used to hire T.A.s in Literature and that sort of thing.

377 **CHODOROW:** Now, in that period of the mid-sixties when you had, so far as I understand it,
378 a kind of decade-by-decade plan for the growth of the Libraries that the University itself was
379 putting together. There was a growth rate for the sixties, and then there was an argument about
380 what the growth rate for the seventies would be. One of the documents I've seen has this funny
381 and very characteristic proposal from Santa Barbara to have a certain number of books per
382 weighted student, which would translate into growth rate for Santa Barbara quite a lot.

383 **VOIGT:** Well, that trapping goes back a long ways, again to the Council on Library
384 Resources. Verner Clapp and his assistant—Jordan was his name, I believe—put together a
385 formula for the number of books that were required for undergraduate use and for graduate. It
386 was a fairly complicated formula. I didn't much like it; it didn't seem to fit our situation—at least it
387 didn't help us as much as I would have wanted. So somewhere along the line there, I've
388 forgotten just when, I developed a formula for the campuses—on all nine campuses of the
389 University of California—on acquisition rates, basing it on numbers of undergraduate students,
390 numbers of fields of graduate study, the differences in those fields of graduate study, and so on.
391 And that formula, which was intended to be changed as new fields were brought in—particularly
392 graduate study fields were brought in—never was. It was accepted by the University, and it was
393 accepted in Sacramento, but when the growth continued and new fields came in, they wouldn't
394 change it. It became a fixed formula. But it was my attempt to see that we had adequate growth

395 rates here, and that not all the money would go to Berkeley and UCLA. I knew that we could
396 never really get any more than Santa Barbara or Davis could, but at least so that all three of
397 those campuses could continue to grow.

398 **CHODOROW:** Did the purchase of additional materials with campus money affect your
399 building plans for the Library? Because you could imagine a situation where there was an
400 acquisitions budget, which was supposed to produce a certain number of volumes over a period
401 of time. And the state could say, "Well, that's what we're going to build a library for, and if you
402 purchase additional materials, that's your problem." On the other hand, they could have taken a
403 more enlightened view, and built a library adequate to the actual—

404 **VOIGT:** I think the factor of growth there is the important one. How long are you building the
405 Library for? How many years can you add 100,000 volumes a year—like we did for a while—to
406 it before you run out of space? How often do you have to have additions to the Library? I
407 remember one of the architects here, when we were talking about additions to this building
408 before this addition was built, working out a plan which we could go to twenty million volumes
409 over a period of time. That's the kind of thing you have to think about: how fast were you going
410 to grow, and to provide space for it. There were also big arguments in those days nationwide—
411 worldwide, perhaps—on how much seating you required in the libraries in terms of students,
412 and the formula of one seat for every four students. Other formulas were developed, and very
413 few places were able to attain those formulas, but they were models that were thrown at
414 legislators and others. The places that did have them were broadcast—the knowledge of them
415 was broadcast to influential people.

416 **CHODOROW:** Okay. Brad, do you have any questions for—

417 **WESTBROOK:** No, I don't.

418 **CHODOROW:** Do you want to add something about the way the Library actually worked for
419 faculty and students in the sixties? How did you actually do your work as this Library was
420 growing?

421 **WRIGHT:** I'm so afraid that I'm going to sound Pollyanna-esque in my response. I didn't feel
422 that it was a series of problems, not that you put the question that way at all. Some people
423 wanted more carrels than were available, but there was plenty of room around here. For a long
424 time I had an office at SIO because they had lots of empty offices down there, and I said, "I want

425 to go and write a book about Blake." And so somebody down there said, "Well, we've got an
426 office. We could get a desk in there." And that's where I went. And when I wanted to use the
427 Library, _____ [*inaudible*]. So I didn't feel that that was a tremendous problem.

428 **CHODOROW:** Were you getting the books you needed?

429 **WRIGHT:** Oh, yes. And not as many as I wanted, but every summer I went to what was then
430 called the British Museum Library, and read all summer long. So I didn't find it was intolerable.
431 Not by any means.

432 **CHODOROW:** Did that pattern of relying on the resources of the British Museum Library at
433 that time, in the summer, change your own work patterns?

434 **WRIGHT:** Oh, yes, it had to do that. It had to.

435 **CHODOROW:** So did you spend more time during the academic year teaching?

436 **WRIGHT:** Well, I mean, one was sorting out the stuff that one had got at the British Museum.
437 So yes, I guess it did make a big change. And the thing that made it possible—because we had
438 small children then, and my starting salary as a full professor in 1963 was 12,500 dollars a year,
439 and so we were not very well off, and I had children to raise. But whenever I wanted to go to
440 London to read in the British Museum, Herb York or John Galbraith would produce the money—
441 or the Graduate Council or something like that.

442 **VOIGT:** I'd like to say a little bit more about book collecting because it sounded like it's a lot
443 of work, but it was a lot of fun—

444 **WRIGHT:** I'll say.

445 **VOIGT:** —meeting with people. I'll give you just one example. One of the collections we got
446 was the Della Vida Collection from Italy—a scholar who was probably the world's expert in Near
447 Eastern Studies of language and facilities and so on. At that time, I just thought we would have
448 an Arabic program here, but we didn't get it. At any rate, getting that collection was a
449 pleasurable experience, as were many others. I heard about it through somebody from Harvard,
450 I think, originally, and one of our professors here. And I was in Europe, went to Rome, met
451 Professor Della Vida, became acquainted with him, we became good friends. He told me about
452 where he had taught—he had taught in South America as well as Italy—and I told him about the

453 University of California in San Diego, of course. And he said, well, if he were younger, you
454 know, that's the place he'd really like to go to. Well, the point was that he was thinking of
455 eventually disposing of his collection, and he had wanted—he was well into his seventies, I
456 think, at that time. Well, to make a long story short, I went to see him again a year or so later.
457 And we worked out an agreement which had no legal binding whatsoever, but which said that
458 when he no longer could use his collection—except for a small part of it in a certain area that he
459 wanted for his granddaughter, who was a student in that field—that he would sell it to us; at a
460 very reasonable rate, actually. I didn't know whether it would actually happen or not. It turned
461 out that he died unexpectedly a year or two later, and I got a letter from one of his daughters, I
462 think it was, saying that they found this letter in his things, and they were willing to go through
463 with this agreement that he had reached with me. Well, that's the kind of fun thing that was in
464 dealing with collections.

465 **WESTBROOK:** Were you on staff still when they deaccessioned the collection? Were you
466 here still when the Della Vida Collection went elsewhere and moved out of the Library?

467 **VOIGT:** No.

468 **WESTBROOK:** Because I think that all remains now of that collection is about eight or nine
469 manuscripts.

470 **VOIGT:** Really? None of the books?

471 **WESTBROOK:** The serials were sold off to a vendor, and the monograph collection was
472 given to UCLA.

473 **VOIGT:** Well, many of the books though were cataloged and put right into the collection.

474 **WESTBROOK:** But then it was deaccessioned—it really was.

475 **VOIGT:** Really? I didn't think it all was. I didn't realize that.

476 **CHODOROW:** I remember that story. It was after the loss of Monroe—James Monroe.

477 **WRIGHT:** Yes, right.

478 **VOIGT:** That was the factor, of course, that made this a false move.

479 **CHODOROW:** Right. And the fact that we didn't replace him.

480 **WRIGHT:** That's right.

481 **CHODOROW:** I mean, not that it was easy to replace him, but—

482 **VOIGT:** But many of those books were part of any good—really good—intellectual library. I'm
483 surprised that they were willing to give them up.

484 **CHODOROW:** Let's talk a little bit about the collection development strategy. You had, I
485 presume, in that period also, the bibliographers—who were reference librarians who doubled as
486 bibliographers—and assigned to various areas.

487 **VOIGT:** We didn't in the early days. Well, they were split originally, but we brought them
488 together, I think, fairly quickly. I can't tell you just when, but it seemed a reasonable thing to do.
489 And it had been done other places; it wasn't new here.

490 **CHODOROW:** And these were people whose job it was to survey materials and make
491 choices along with—in consultation, very often—with faculty, because I was also consulted from
492 time to time. And then you had these opportunities; the opportunities that were collections that
493 came to your attention. Did the booksellers, the vendors, also provide, in a sense, a middle level
494 of collection development by finding things or suggesting things and putting things together for
495 you? I mean, obviously, from their point of view, as a business, but nonetheless—

496 **VOIGT:** Oh, yes, there was a good deal of that. We always thought of these collections that
497 we bought as big hills. And there were big valleys in between where we didn't have anything, or
498 almost nothing, and so the objective was always to fill in those valleys to some degree, or to the
499 degree that it was necessary, at least, for the programs that were in existence here. So we did
500 do quite a bit of that with dealers. And we had dealers who were looking out for materials in
501 particular areas where we knew we were weak, and we were willing to buy books one at a time,
502 if necessary, to fill in.

503 **CHODOROW:** And so you have a collection development process, really, that's got several
504 layers or segments to it, in that you have the ongoing activity of your collection development
505 people; you have these opportunities; and you have a middle level of vendors who are helping
506 out while they're helping themselves, obviously, but are providing some resource—in effect,
507 collection development resource—in the Library.

508 **VOIGT:** Yeah, that's true. And most of the work of the collection specialists in the Reference
509 Department, were involved—most of their efforts were, I suppose, still are—in current books
510 rather than in backfield.

511 **CHODOROW:** Making choices among recently published materials.

512 **VOIGT:** And this goes on everywhere.

513 **WESTBROOK:** What was directing the retrospective acquisitions back then? Was it mostly
514 the faculty?

515 **VOIGT:** Well, I wouldn't say they were directing it, but certainly they were putting the
516 pressure on to deal on various fields. And there were of course many times decisions had to be
517 made—were we going to buy this group of books or this group of books? It was the people who
518 pushed the hardest, like anything else.

519 **WESTBROOK:** This is an activity that had stopped long before—

520 **VOIGT:** I know. It doesn't exist anymore.

521 **WESTBROOK:** —and with that, do you think the faculty had become less involved in the
522 building of the Library collections?

523 **VOIGT:** Well, I suspect so. Yes, I think that's probably true.

524 **WRIGHT:** Well, it probably is true, but it's certainly not true that the faculty became out of touch.
525 I owe my professional life to the acquisitions librarians—they change the name of acquisitions
526 librarian every once in a while—collections development people. And until I retired, I was in
527 constant touch with those people, and on friendly terms. I mean, I wasn't hectoring them. They
528 wanted to hear what I had to say; or at least they said they did, and were willing to be
529 responsive.

530 **VOIGT:** I think Andy was particularly not typical of many of the faculty. He was much more
531 concerned with the Library and its collections than many faculty were. Not that there weren't
532 others like him—there were a good many that were—but it seemed to me as the years went on,
533 faculty seemed to be less concerned with building the collections. They may have been
534 concerned on the specific things they wanted, but not as concerned in seeing that there was a
535 well-defined development of the collections.

536 **CHODOROW:** Was the 1960s, or the late fifties through the early seventies, in any way
537 distinctive in the history of library collection development in terms of, not just this library, but in
538 general in this country?

539 **VOIGT:** Well, I think there were many fairly new universities, and universities that were
540 expanding rapidly, so there was a good deal of collection development. And it was a fact, of
541 course, that after the war, as I said before, many books became available that would not have
542 been available otherwise because of the disruption in Europe, particularly. That kind of thing.

543 **WESTBROOK:** There was an explosion of _____ [inaudible]

544 **VOIGT:** Yes, I'm sure that was true.

545 **WESTBROOK:** Did you add any special collections _____ [inaudible]

546 **WRIGHT:** And collection development, generally. I mean, Gordon Ray singlehandedly
547 transformed the University of Illinois into one of the most important ones in the country. He was
548 aggressive; he was a great bibliophile. He would go to—he often told me this – he'd go to a little
549 town in England and see a bookshop and say, "I'll buy it." Buy an old bookshop and have them
550 all sent over to Champaign-Urbana.

551 **VOIGT:** This was true in a lot of universities. My present wife was a collection development
552 person for most of her twenty-seven years at Rutgers University. And she was totally
553 responsible with faculty help, of course, in developing their collections in the Eastern European
554 areas _____ [inaudible]. As I gathered from some of the professors there that I've talked to,
555 she did a marvelous job of putting together a research collection.

556 **CHODOROW:** The librarian that I knew at Cornell as a graduate student was Reichmann,
557 and he was a refugee scholar who had a deep knowledge of European books, and was
558 tremendously—he had been the Head of Collection Development under Murphy, and became
559 the librarian. One of the things that I wonder about, because I was involved in some of these
560 decisions myself as a faculty member, is when it was that companies began putting together
561 these large sets of microforms that a library like ours—a new library—could purchase and
562 therefore acquire materials they'd never be able to have purchased. That became very
563 important because those sets tended to be very expensive, so you really had to make choices.
564 When did that start to happen?

565 **VOIGT:** Well, that started well back in the sixties, as I remember. They were produced in
566 various forms—microfilm and the printed form of that.

567 **CHODOROW:** Microfiche?

568 **VOIGT:** Microfiche, right. And it went on; there was a lot of it done. It was a good money-
569 making thing for publishers who wanted to get into that field. Because it was pretty hard to turn
570 down that kind of a collection, even though one knew that being in that format, they were not
571 going to be used except by people who really wanted to—

572 **WRIGHT:** Whose eyes were still good. [*laughter*]

573 **VOIGT:** That's a good way to put it.

574 **CHODOROW:** Well, the readers were not particularly high tech.

575 **VOIGT:** They were not, that's true.

576 **CHODOROW:** Do you have any reflections on what happened in the Library after you
577 stepped in as Librarian and retired?

578 **VOIGT:** I actually purposely tried to stay away very much from the Library. I felt that whoever
579 was the University Librarian here should have total responsibility, and that I shouldn't even—I
580 was even hesitant about being a member of the Friends of the Library because it seemed to me
581 that if I came to a place, I would want to be in charge. I wouldn't want to have to think about
582 what somebody else who had been here before might—I'd had one experience in which I went
583 to a library in which the former Librarian deposed was still on the staff, and it's a messy kind of a
584 situation which you don't want to get into. I think I was perhaps overly conscious of this in trying
585 to stay out of things, so I really knew very little of what was going on. Somewhat in the first
586 couple of years after, but from then on, I have had no insights at all in how the Library is being
587 operated.

588 **CHODOROW:** Any other questions? No? Andy, you want to add anything?

589 **WRIGHT:** I must say, I hope that I've answered the questions that you have asked.

590 **CHODOROW:** I've been interested, and I've asked others as well, about their library
591 resources—this issue that you were responding to earlier. But in talking to Mel Spiro and Joe

592 Gusfield, these are issues essentially for all of the founders of departments. And as they came
593 on, I suppose you sat down with them and said, "Okay, we need to build a library."

594 **VOIGT:** Yes, I consulted with all of them, of course, and I must say that this was a very
595 enjoyable part of the job because these people were enthusiastic about their subjects, they
596 were enthusiastic about the university, and enthusiastic about having a library that would meet
597 the needs of their departments.

598 **WRIGHT:** The hard times that came, and in which you were involved—because I remember
599 driving up to Irvine with you one day, in later years—were all after Mel Voigt, when the Library
600 budgets shrank.

601 **VOIGT:** Well, I have to admit that I retired a year or two before I would have had to because
602 the fight for funds was getting so that I—

603 **CHODOROW:** Frozen.

604 **VOIGT:** —I decided I didn't want to do it anymore.

605 **CHODOROW:** It's interesting that the formula, which was eventually your formula which
606 was—and I think it was called Voigt-Susskind, right? Who was Susskind?

607 **VOIGT:** Susskind was an engineering professor at Berkeley, and was chairman of the Library
608 Council. Not chairman of it, but he was an administrations member of the Library Council.

609 **CHODOROW:** That the formula was still in place when I was on Library Council for a long
610 period of time. The librarians consistently pushed to revise that formula.

611 **VOIGT:** I know. So did I.

612 **CHODOROW:** The administration consistently resisted that, and they resisted it on the
613 grounds that tampering with the formula might upend it entirely in the legislature.

614 **WRIGHT:** I remember that argument.

615 **CHODOROW:** Remember that argument? And that the formula was such that it allowed the
616 librarians to use the money that came to them in any way they wished, and they should not
617 tinker with such freedom. It was a very frustrating argument, year after year after year.

618 **VOIGT:** I know that.

619 **WRIGHT:** Well, I don't want you to blush to have it be heard on the tape, but still I will say that
620 having been at a number of meetings with you, when you were on the Library Council, and
621 hearing your lucid expositions of one position or another—as against the less than
622 unobfuscating responses by some of the other members—made me think that you would be an
623 ideal University Librarian. You keep that on that tape. [*laughter*]

624 **CHODOROW:** Well, thank you. This has been very helpful. And I will say that reading those
625 documents from the sixties is fascinating—it's just fascinating.

626 **VOIGT:** I thought you might want to do that before we got involved with this.

627 **CHODOROW:** Yeah, yeah.

[END OF INTERVIEW]