

UNIVERSITY OF CALIFORNIA, SAN DIEGO

25th ANNIVERSARY ORAL HISTORY PROJECT

Interview with Dr. Roy Harvey Pearce, Department of Literature
August 21, 1984 — Dr. Pearce's office
Interviewer, Dr. Kathryn M. Ringrose

1 **PEARCE:** Well, how did I come to be at UCSD? And what was the process? I was at Ohio
2 State. This was 1962/63. The previous year I had been a Fulbright Professor at Bordeaux.
3 Out of the blue I got a telephone call from Herb York saying he would like to come back
4 [east] and talk with me about helping start up UCSD and he described briefly the project. and
5 I said, "Sure!"

6 You have to understand that this was a quite ripe time for people to be thinking about leaving
7 Ohio State. There was a period of terrible political repression led by a man whose name is
8 beautifully eponymous—Novice G. Fawcett. He was a former superintendent of schools in
9 Ohio, in Columbus, but he was president of Ohio State. And, before I had gone to France,
10 and while I was in France, there were a series of extreme things [on the Ohio State campus]
11 such as locking classrooms so that speakers couldn't appear and so forth.

12 While I was away it came to a real head, and there was a full faculty meeting at which
13 Fawcett made the issue confidence or non-confidence. Cleverly, he loaded the faculty
14 meeting because at Ohio State all the clinical professors of medicine were full members of
15 the faculty and could vote, and also it turned out that all county agents were technically
16 members of the faculty, so they flooded the largest auditorium. The vote went two-to-one
17 confidence. But the vice president for Academic Affairs, the dean of Graduate Studies, the
18 dean of the School of Education, and many others voted non-confidence.

19 My last year there I had an idea, got a group of people together, and we established what
20 was called the Committee for the Study of Alternatives, which simply took full-page ads in the
21 *Daily Lantern*, the student newspaper, which is a professional newspaper, and printed a *New*
22 *York Times* piece, reprinted repeated *New York Times* pieces, etc., etc. Just a matter of
23 getting information.

24 **RINGROSE:** These were political alternatives—

25 **PEARCE:** political alternatives

26 **RINGROSE:** rather than educational...

27 **PEARCE:** Political alternatives right down the line because the Columbus newspapers were,
28 I think, even to the right of the San Diego newspapers, if you can imagine that. It all had one
29 funny turn. The invited speaker, whose name I forget—on whom the classroom was locked
30 and accordingly precipitated the big fuss—turned out, after we arrived here, to have been an

31 FBI informant and was the founder of the Young Americans for Freedom. In fact, he hung
32 around La Jolla for a while after we came here. Real irony. Anyhow, all that was stirring.

33 Maybe it was in January, I can't remember. I do remember there was a bad snowstorm. I
34 drove out and picked up Herb at the airport, as I recall, and took him to his hotel. We talked.
35 Andy Wright, whom I mentioned to him—in fact, I had mentioned to him on the phone—he
36 had wanted to know other people—and the people I mentioned were Andy Wright, who was
37 at Ohio State; Sigurd Burckhardt, who was in German at Ohio State, but also a major
38 Shakespeare scholar; and Leonard Newmark who had been at Ohio State but just gone the
39 previous year to Indiana. Well, he chose to speak only to Andy and me. My long interview
40 with Herb occurred the morning he was leaving. I picked him up at the hotel and drove him
41 out to the airport, and we had a long breakfast. I agreed to come out, I think it was in January
42 or February, to talk, and Andy had agreed, too. I went. I was met by a kind of recruiting
43 faculty that consisted of Jonathan Singer; David Bonner, now dead, after whom Bonner Hall
44 is named; Gustaf Arrhenius from SIO—

45 **RINGROSE:** Was Bob Hamburger on that?

46 **PEARCE:** Bob Hamburger was a part of the group, too. We just talked, and I told them what
47 I thought should be established, a single Department of Literature, which was kind of
48 revolutionary in the country then. I suggested we should have a single Department of
49 Literature which did not have the responsibility of teaching beginning modern languages,
50 because the reason there are so many separate departments is the language teaching
51 process. Also, I thought we should try to avoid having Freshman Writing, but rather should
52 integrate it into substantive courses. And I talked about my conception of a single literature
53 department.

54 **RINGROSE:** We should talk more about that later. I'm very interested in that.

55 **PEARCE:** So, I was here two or three days. [*Telephone call.*]

56 **PEARCE:** Where was I?

57 **RINGROSE:** You were just saying you had developed a unique concept for the department.
58 You presented this to the committee.

59 **PEARCE:** There's a kind of irony here, too. Since I am a fairly intense Americanist, and I
60 also do critical theory. My most notorious piece of theory is an essay called "Historicism
61 Once More," which was moderately anti-formalist, anti-new criticism. It is an amalgam of
62 what I was taught—formalist new criticism plus Lovejoy's version of the history of ideas,
63 which, properly understood, enriches, and complements new criticism. This essay was
64 rejected by *PMLA* and the person who led the rejection signed his name, namely the great
65 René Wellek. The other person who rejected it didn't sign his name, but I've since found out
66 who it is—and it's very funny, because he and I are friends in a way. The article said
67 something critical of Wellek and he said, "it's a very brilliant article," he said, "but some of the
68 ideas are wrong, and I could square them by reading more Wellek," etc., etc. So, what I did is

69 to sharpen the criticism of Wellek, and I sent it off to the *Kenyon Review* with no notion that
70 Mr. Ransom would accept it, because again the *Review* was itself centrally an organ of the
71 new criticism. Ransom was enthusiastic. Then, when it got in print, Wellek went around
72 attacking it, and calling me—it was reported to me—"the Mad Dog of American Criticism" and
73 so forth. The irony of all this is that Wellek, in his book with Austin Warren, called *Theory of*
74 *Literature*, proposes that the great leap forward in literary studies would be to establish a
75 single department. When I got to know him a little bit later, he pointed out the irony of this.

76 Anyhow, I went back home, and at York's request, wrote him a list of conditions, as it were—
77 it's a document. Incidentally, I did my own typing and kept my own carbons. There was a
78 carbon filed when I came out here, and we can't find it. It must be somewhere in the
79 administration. This document involved the single department concept. It involved having
80 graduate students immediately. It involved a certain mode of development. It involved
81 founding a separate Department of Linguistics as soon as possible. I can't remember the
82 rest.

83 Anyhow, I guess it was a week or two weeks after I sent the letter out, there was a knock at
84 our door in Worthington one night—maybe he did call in advance, I can't remember—it was
85 again a snowy night—and there was Keith Brueckner, with this piece of paper in his hand. He
86 said, "The conditions are all right with us." He came in and we talked for a while, and then the
87 negotiations began. They invited Wright and Burckhardt out. They invited Newmark out.

88 Newmark came as part of the Literature team initially, but of course founded his own
89 department, which is now one of the four or five best departments of linguistics in the
90 country. He founded his own department within a year or so. In the meantime, they had
91 recruited Dick Popkin to found Philosophy. Technically I am the first non-scientist hired here
92 because my appointment went to the Regents a month before Popkin's did.

93 Popkin brought a small cadre, only one of which remains. Popkin's gone. I think only Ave
94 [Avrum] Stroll remains out of the original group of philosophers. Seymour Harris was
95 persuaded to retire early at Harvard to found the Department of Economics. That has a kind
96 of ironic twist because he founded a department of econometricians, though he was not one
97 himself. And later on, when he tried to bring in a very distinguished economist who was more
98 in his own style, his young colleagues voted him down. He died very tragically. During that
99 same year that Newmark, Popkin and I were recruited, Steve [Stefan E.] Warschawski was
100 brought in to found Mathematics. We had not moved on History yet.

101 **RINGROSE:** History was developed late. Where was Political Science?

102 **PEARCE:** Political Science was the last—the latest founded, if you except Communication,
103 of the basic departments. And that is one we had I was on the search committee for a long
104 time. It was very difficult to find a founding chairman who wanted to do what we wanted to
105 do. Actually, we were going after Martin Shapiro. And Shapiro said, "No," and then called—at
106 that time it was Paul Saltman's time, that was in the 70s—

107 **RINGROSE:** That was '73. He came the same year we came.

108 **PEARCE:** Yes. And what happened was that Shapiro called Saltman and said, "I'll come.
109 Not as chairman, but I'll come if you will recruit Sanford Lakoff as chairman." So, they came,
110 and the problem was Barbara (Dr. Barbara Shapiro, who accepted an appointment in the
111 History Department), and then of course, Marty, like Harry Scheiber, was invited to this Boalt
112 Hall operation, and she (Barbara Shapiro) was given an appointment in that strange
113 Department of Rhetoric, which is a sort of a coverall for everything non-departmental at
114 Berkeley. So that is the sort of tale of how things went.

115 **RINGROSE:** Then where the Literature Department was concerned, it started with you and
116 Wright and Burckhardt, and then you continued to recruit—

117 **PEARCE:** Yes, I continued to recruit some people from Ohio State, immediately from Ohio
118 State, or people who had been at Ohio State, so that the internal joke about the department
119 is that there is the Ohio State Mafia. We would have gone after Robert Elliott immediately,
120 but he was on sabbatical in England that year. The following year Elliott came. We recruited
121 Carlos Blanco who had been at Ohio State, had gone to Riverside, and was at Hopkins. We
122 hired Bram Dijkstra who had been an undergraduate student of ours at Ohio State, and had
123 taken a Ph.D. at Berkeley. We hired him as one of our first Assistant Professors. Jack Behar
124 had been a Ph.D. of ours at Ohio State and had gone to Nevada, and we brought him.
125 Bernard Blume had been at Ohio State, and had gone on to become Kuno Franke Professor
126 at Harvard, which is the most distinguished chair in the country. Because he was so close to
127 Sigurd Burckhardt, he agreed to come, to retire early at Harvard planning to stay here until
128 retirement, and then work here until he died. Burckhardt you may know—I can't remember
129 the date—but Burckhardt committed suicide.

130 **RINGROSE:** I don't remember the date either.

131 **PEARCE:** I don't remember the date. I've sort of repressed the whole thing. [*Points to*
132 *photographs over desk.*] There he is up there looking quizzical on the lower left, and that's
133 Elliott above, and that's Wallace Stevens. Behind you is F. Scott Fitzgerald and Mark Twain.

134 **RINGROSE:** Talk about the department. You said that you were committed to a department
135 that would be a single literature department—presumably with a high-level graduate focus.

136 **PEARCE:** Yes. But it was the whole Revelle formula. We built from top down. That's what
137 we did. We were told we'd have two years to get ready, and suddenly the rush of students
138 was such that we were told we'd have to start in '64-'65, instead of '65/'66.

139 So, we had a very intensive year developing the Revelle College curriculum. The Revelle
140 College curriculum remains today essentially what it was when we began, although the
141 required humanities sequence was then six quarters. Now it's three quarters.

142 **RINGROSE:** That may be changing, I gather.

143 **PEARCE:** This is what Tom Bond, the Provost, hopes, and a lot of us hope. It will be a five-
144 quarter sequence. The first quarter will be devoted to that 65 or 70% of our students who
145 have to take Subject A. And interestingly enough, I tried very hard to persuade...

146 The following year, I was on the committee that brought George Mandler. We were hoping to
147 get Economics and Psychology to work out some sort of social science sequence, but they
148 said no, they wanted it to be strictly within the department. Then later I as on the search
149 committee for Mel Spiro, and we deliberately, when we recruited Spiro, and Mandler was part
150 of the group, planned a non-experimental, non-behavioral type of social science department.
151 So, we brought Mel, who has assembled what Cliff Geertz tells me is the best small
152 anthropology department in the world, focusing on, one way or another, psychological
153 anthropology, which used to be called culture-personality theory. The only orthodox
154 Freudians on the campus are in the Department of Anthropology, not in the Department of
155 Psychiatry. And in a way Sociology was developed the same way. Well, what's happened is
156 that two or three years ago Political Science, Sociology, and Anthropology did develop a
157 humanities-sequence type course for social science, but as an option.

158 The interesting thing about all the planning of the curriculum was how difficult it was for us on
159 the humanities/social science side to persuade the scientists that even as we would not
160 teach watered-down history or philosophy or literature to science majors, they should not
161 teach watered-down science to non-science majors. They were very much concerned. They
162 said, "What's going to happen to the humanities major in Revelle College?" And we said, and
163 I still say, in the long run it's not going to make much of a problem, because bright kids are
164 taking most honors courses in high school, including sciences...

165 **RINGROSE:** Bright kids are bright kids.

166 **PEARCE:** Yes. So, the Revelle curriculum developed. Everybody does math through middle
167 calculus, six quarters of hard science, and so forth. And I think it's worked pretty well. It
168 certainly has attracted a very powerful group of students, and I just love teaching Revelle
169 science majors who are Literature minors. There are very many of them. Of course, there
170 was the history student who won the Rappaport Prize, who was a history major, Biology
171 minor, admitted to all the major medical schools in the country! Highest GPA in the history of
172 Revelle College, Tom Bond tells me. So, we were doing something right.

173 **RINGROSE:** When you talk with some of the people that were around Bonner and Roger
174 Revelle, early on, they talk about a kind of a Caltech South model for UCSD. Of course, this
175 would have been a very different model.

176 **PEARCE:** This was not my understanding. You see what happened, as you know, UCSD
177 was initially planned to be a school of science and technology. Then, in effect, led by Roger,
178 the concept was broadened to the general campus. The scientists were brought first, but this
179 was in part a very important recruiting device of Roger's. He knew that if you brought the
180 scientists of the sort he wanted, and in absolute numbers we now have more members of the
181 National Academy than UCLA, and on a per capita basis more members than Berkeley, and

182 in absolute numbers we have more members of the American Academy, to which some of us
183 can belong and so on and so on. These people would bring their money, which hypothetically
184 would release state derived research funds to people who didn't have access to big granting
185 agencies. Until fairly recently, that was the case. That is, scientists very seldom went to the
186 Research Committee. They do now—young scientists in particular—because grant money is
187 hard to come by, and they're looking for seed money. But compared with UCLA and
188 Berkeley, and Indiana and other places, our younger people in the humanities-social
189 sciences especially, do have access to significant amounts of funds.

190 **RINGROSE:** Well, I can see that you must have felt as if you were taking a chance,
191 because surely you felt the risk that you might become a service department.

192 **PEARCE:** I was so impressed by the people who recruited me—

193 **RINGROSE:** This would be York.

194 **PEARCE:** This would be and the people whom I met immediately subsequently. In fact,
195 when I collected some essays in the late 60s in this volume, *Historicism Once More*, I
196 dedicated it—I'll read you the list—To Jim Arnold, Gustav Arrhenius, David Bonner, Keith
197 Brueckner, and Edward Goldberg. Ed Goldberg tried very hard to be Provost of Revelle
198 College, and the rug was pulled from under him. I also dedicated it to Bob Hamburger, Martin
199 Kamin, Walter Kohn, Stanley Mills, who was an Assistant Professor assigned to drive me
200 around, Roger Revelle, whom I met only the year that I came, the year I arrived. The year
201 before he was at a strange job that Kerr created for him—university wide dean of research or
202 something. I also dedicated it to John Singer, and Harold Urey, who became a very good
203 friend, and York. Now, essentially, what all these people said to me was, above all, we don't
204 want a service department. We want strong emphasis on graduate studies, as well as
205 undergraduate studies. We are committed to research. You people have your own canons
206 and so on. You do it your way. There was nothing of this—and I hear it on the campus
207 occasionally, and unhappily a lot of younger people hear and take it more seriously than they
208 should. It comes from people—this is on but off the record—like Paul Saltman, like Murray
209 Goodman—we love you because you give us values, that sort of junk. Whipped cream on the
210 cake of education, and so forth.

211 **RINGROSE:** I think when I say "service department" I'm thinking in an even more basic
212 way. We have a friend who teaches history at Caltech, and he gets in there and has to teach
213 calculus if they're short section leaders, and he'll never see a graduate student...

214 **PEARCE:** One of my Ph.Ds. is at Caltech, Jenijoy La Belle, in the humanities section, but
215 she hasn't had that to do, and she's—what they do, at least for the Literature people in the
216 humanities—the research money is quite large, and so she has more research funds than I
217 suspect any of my students. That's one way to keep her there. And in English they've hired
218 Jerry McGann from Hopkins—a great Byron scholar and other things—and they've given him
219 the moon! This is part of Caltech's attempting to broaden itself. But the threat of a service
220 department—of a Caltech—the only talk I've ever heard of a Caltech south came after Ed

221 Goldberg had the rug pulled out from under him as Provost. Here he was from SIO, never
222 taught an undergraduate in his life, just absolutely beautifully well meaning, and these were
223 beginning to be politically tense times, and interviewing a student to be a residence hall
224 adviser—a Philosophy student—Ed as I recall, mistakenly, just out of sheer amateurishness,
225 asked a politically loaded question, and the student went to Dick Popkin and company and
226 they started to scatter broadsides, etc., etc. And I pulled together a lot of humanities faculty
227 with Ed, and we tried to settle it that way, but it just didn't work. Then Ed resigned, and has
228 never been on the upper campus since, as far as I know. He's a very distinguished chemist
229 of the sea and Hugh Bradner took over as Acting Provost.

230 **RINGROSE:** Is he still here? That's not a familiar name.

231 **PEARCE:** He's Emeritus. He's jointly in AMES and SIO. Brad did propose that Revelle
232 College be conceived on the model of Caltech, and a lot of the scientists just went through
233 the ceiling. He desperately wanted to be Provost, but never made Provost. And I will say for
234 Paul, as much as I disagree with him, that when he arrived, I think he was the one who was
235 appointed to that job, then he simply said he wouldn't buy, even though he was a Caltech
236 Ph.D., he wouldn't buy Caltech south. We have the science image for the practical reason
237 that the big money is in science. In that sense, UCLA or Berkeley would be science image
238 places.

239 We still have in the master plan a faculty which is 40% natural science, 30% social and
240 behavioral science, and 30% humanities/arts I would say now it's roughly 50-50 science and
241 non-science. And we're not doing badly.

242 There's an amusing matter of how we got this science image. Announcing the Revelle
243 College curriculum, there was a meeting of all the high school counselors in San Diego and
244 Imperial Counties, or something. Keith Brueckner got up and addressed them and ran the
245 meeting. Well Keith, who's marvelous in many ways, is perhaps one of the worst improvising
246 public speakers that I know. He bumbled into saying, "We are going to be primarily a science
247 institution." It got in the newspapers the next day. Whoever was in Public Relations then tried
248 to get other interviews and so forth and so forth, but it just started. And it sort of kept—

249 **RINGROSE:** At that point, also, I sense that there had been a great deal of difficulty over
250 this issue with the Southern Section of the Academic Senate. In fact, at the time you were
251 hired, Galbraith was head of the Southern Section of the Senate and prior to his taking over
252 the Senate there were a couple of, I think, rather acrimonious reports, conferences,
253 discussions that really center on whether UCSD will pull its weight, whether it is going to be
254 allowed to be Caltech south, with all the implications of that in terms of small student body,
255 high level of funding, and so on. It was a difficult issue.

256 **PEARCE:** I think the problem really centered on funding and small student-faculty ratio. In
257 fact, the original master plan that Roger and his group created would work, as I told him one
258 time, and he sort of grumbled at me but didn't deny it, would work only if we had a student-
259 faculty ratio the same as SIO. Because what he had in mind, you see, was the life of an SIO

260 faculty member. You would stop your seminar in the middle of the quarter and go out to sea
261 and such. It just wouldn't work that way, he discovered very soon.

262 **RINGROSE:** Do you think that even in the days of what people refer to as almost unlimited
263 funding in the late 50's we still wouldn't have been able to pull off—

264 **PEARCE:** If they had stuck to the science and technology, primarily graduate institute, they
265 might have been able to pull it off. But Roger has told me that he saw that that wasn't the
266 way to go. We needed a more general campus.

267 **RINGROSE:** Am I correct? I want to talk to Dr. Kerr about this—that this is a part of some of
268 the friction between Kerr and the campus.

269 **PEARCE:** I really don't know. What I have heard, and you should talk to Jim Arnold, if he will
270 talk about it, there was a clash of personalities, lifestyles. Roger is a very, very outgoing,
271 sometimes egregious person, usually late to meetings. If he gets bored, he says that he is
272 bored, and he will borrow somebody's toothbrush without asking him. The toothbrush thing is
273 something Jim told me. It is just that Kerr is very self-disciplined, a very proper person, and
274 very much a Quaker, as he says. That was what I was aware of. Then, there was Roger's
275 fight with Regent Pauley, who wanted the campus to be in Balboa Park.

276 **RINGROSE:** Do you have any idea why Pauley was so determined to put the campus in
277 Balboa Park? Nobody can answer that question.

278 **PEARCE:** I have no idea, except that Pauley was apparently a man who believed that only
279 his own ideas were good.

280 **RINGROSE:** The only insight, the only possible explanation that I have picked up reading
281 those piles of papers over there in the archive, is that some of the regents who were very
282 closely connected with the military had decided that if there was a campus up here and it
283 grew to the size that was originally projected, we would work to close down Miramar and that
284 somehow all of this got tied up with other people's plans to move the main airport over to
285 Miramar, and that some joint university/community action would grow up to move the navy
286 out of Miramar. There is something going on there that I haven't fully figured out.

287 **PEARCE:** Before I forget, one of these questions had something to do with, oh yes, "A
288 majority of the scientists, and especially the biologists, favored an interdisciplinary approach
289 to the development of the campus, the Bonner Plan. Does the structure of the Literature
290 Department reflect another form of this idea?" Not in its origins. It was perfectly in dependent.
291 But I do say, you see, when I am talking about UCSD, that we are going to be built on
292 relatively few departments, biology and literature being examples.

293 There are what, about eighteen or nineteen biology departments at Berkeley. At the steering
294 committee for the twenty-fifth anniversary celebration this whole problem came up and the
295 now-chairman of Biology and I were explaining the advantage of having large departments. It
296 has its problems, but the advantages are that you can innovate, and you can change in a

297 way you cannot if you have a small six-man or six-woman Department of German, and such.
298 You can move people around, you can recruit people as we recruit people, A, in a
299 substantive area, and B, in terms of his or her commitment to a certain kind of critical mode.
300 And we can do that. As I told you the other day, I sort of shocked the chancellor and sent
301 Harold Ticho a memo comparing the Literature Department at UCSD with the Literature
302 Departments at Irvine, which are 50% collectively larger than we are.

303 **RINGROSE:** I didn't know that they were that much bigger.

304 **PEARCE:** Yet, we have more majors and student FTEs overall than they do. And I did say,
305 and you will be interested, that History is roughly the size of History at Irvine, and Philosophy
306 is roughly the size of Philosophy at Irvine, but we have paid the price because we are told,
307 "This is too large a department." We have paid a certain price. We wouldn't change a thing.
308 You see, when I came e, I had three aspirations: a single department, a single Ph.D., and I
309 am now writing a document for a single Ph.D. which we will put into place in the fall of 1986,
310 and some sort of a research center. We are now working on the Center for Humanistic
311 Studies. We have clearance from the administration, and part of the fundraising for next year
312 will be for that Center. We hope to get Hayden White to be its director, but if he doesn't
313 come, we have somebody else on campus who can take over that role.

314 **RINGROSE:** At Irvine, do they teach beginning languages out of their Literature
315 Department? That is always such a "bread and butter" item for a literature department.

316 **PEARCE:** Yes, they teach them, but using T.A.s. You see, we use L.A.s, and Newmark's
317 department—. There was an agreement made and I was there when Leonard created this
318 department. You see Leonard was especially good for this because he is a very powerful
319 linguistic specialist at Tosk-Albanian, and so forth, but also, he is very gifted at the problem of
320 language acquisition. What he has put into effect are the approaches he has developed in
321 language acquisition using native speakers and trying to teach kids at 17 or 18 in the way
322 they would have learned at ages 5 or 6. Then we take them over and sort of polish them.
323 They come to us with a sense of the language, which is very good. The commitment we
324 made was that this would be Linguistics' service and it would get credit for the students it
325 taught.

326 **RINGROSE:** Linguistics would.

327 **PEARCE:** Linguistics would get credit for the students it taught through its L.As. Therefore,
328 Linguistics would never have to develop a huge number of undergraduate majors. It could
329 have an elite graduate program even though only one person, namely Newmark, who works
330 twenty-four hours a day, visits all the classes and so forth. He is a very tough cookie and is
331 one of my best friends.

332 What has happened is that when Penner took over—this never worked, and we are now
333 suffering from it in all of our freshman writing classes. We don't get student FTE credit for our
334 student writing sections precisely because they are T.A. intensive, although we have people

335 supervising them directly. Now, we thought of faking them, à la the Humanities Sequence. I
336 don't mean that is a fake, but we would use that model, namely have five hundred students
337 come in here one hour once a week and hear Charles Cooper lecture on how to write, which,
338 of course, teaches them nothing, and then have them attend sections. That would follow the
339 model of our lower division literature courses and such, where lectures and T.A. sections are
340 appropriate. But we just—. We were fighting that, and I think Ticho is much more reasonable
341 about it than either John Miles or S.S. Penner were.

342 **RINGROSE:** It sounds as though, as so often happens, a really excellent idea is having
343 difficulty because of the rigidity of the U.C. system, the way it counts bodies.

344 **PEARCE:** Yes, because of the need to quantify everything. For example, there is a
345 statewide regulation that all supported graduate students must be full-time students. Now full-
346 time is defined as twelve hours. We take the easy way out. We simply see that one way or
347 another they are assigned to twelve hours. They take two seminars, that is eight hours, and
348 so we figure out—maybe History does the same thing—the 500 sequence courses exist to
349 give them the twelve hours. Berkeley takes a purist attitude. At Berkeley, the chairman simply
350 signs an affidavit that this student is a full-time student. So, what the Berkeley planning office
351 does is simply count the student as taking twelve hours.

352 **RINGROSE:** If you were to do it over again. If you had a chance to start over, do you think
353 that the advantages that come from the interaction provided by a single department outweigh
354 the fiscal disadvantages that have come to you because of these problems of not doing
355 service in writing?

356 **PEARCE:** Yes, but we do do service in writing!

357 **RINGROSE:** But you don't get paid for it.

358 **PEARCE:** We don't get paid for it and it is a very interesting thing. I tell you, two out of the
359 four of those that run the writing programs, and were trained to do so, could get training to do
360 so only in departments of education, and when we put them up for merit increases and so on,
361 they get a very bad time. I just wrote Ticho a nasty note about one of our people. The
362 response came back from Ticho that his advisors had said that too much of this professor's
363 research was in teaching materials, not pure research. The thing is, we know very little about
364 how people learn to write. What you do is sort of empirical, inductive, Baconian research.
365 You assemble all these data, you put them on computers, and you get some sense of what
366 the process is, and that is just emerging. So, I told Ticho that we ought to think about people.

367 In the first place, it was a sort of stylish UCSD academic inability to distinguish between
368 education and educationism. I worked in the 50's trying to reform teacher education training
369 and so I respect lots of these people, the ones I worked with at Columbia and Chicago and
370 so on. Then I said, "Think of these people as engineers. I have not seen it to be the case that
371 if somebody is at AIMS or EECS he is necessarily considered inferior to somebody in
372 Physics."

373 **RINGROSE:** This leads to another observation I have been gradually making and
374 wondering what you might think of. It seems to me that from its very founding UCSD has
375 tended to be oriented in the direction of pure research at its highest level, that we avoided
376 things like a clinical medical school; we avoided getting involved in departments—

377 **PEARCE:** That has been the problem with the medical school—the role of the clinical
378 professors. I was on a committee trying to figure out new titles for them.

379 **RINGROSE:** We don't have a clinical psychology department. It is an experimental
380 department.

381 **PEARCE:** There, I would say, when I was dean, and I am proud of my deanship mostly
382 because of the academic planning that I instigated, we talked about a Ph.D. in clinical
383 psychology to be given jointly by Sociology, Anthropology, Psychology and Psychiatry, and it
384 all fell through because the people in Psychiatry said, "We just don't have enough staff to do
385 this," when their ratio was three to one. My major proposal, and I tried to get it through
386 CCGA, by the way, and I have tried to get the Medical School to follow, is that the university
387 needs a new degree, a non-MD clinical degree—a Doctor of Health Science—for it is foolish
388 to call Clinical Psychology a Ph.D. degree in the way we define Ph.D. on this campus.

389 **RINGROSE:** Right. Many places have that kind of a degree in an Education School. That is
390 how they get around it.

391 **PEARCE:** San Francisco now has a special degree called a Doctor of Mental Health, that is
392 a clinical degree but not an M.D. degree.

393 **RINGROSE:** Well, it seems to me that early on the campus tended to shy away from areas
394 that were socially oriented, service oriented, people oriented, and of course in the late 60's
395 our society really did a major shift in its feelings about the values of those kinds of disciplines
396 and courses and a lot of changes came about here. I wonder how much of that old prejudice
397 perhaps is still with us.

398 **PEARCE:** I think it is still with us, and I perhaps share it. I think the difficulties, that
399 sometimes amounted to disasters, in Third College, lay in the attempt to make that shift
400 overnight without any proper discipline.

401 I regret that the word "applied" science has been dropped from our vocabulary and the word
402 engineering has been substituted. This was explained to me by a neighbor, Paul Libby.
403 There are three modes of applied science: one depending on electricity, one depending on
404 chemistry, and one depending on mechanics. So, there should be three applied science
405 departments constituting what we call engineering. Now AMES is the mechanical
406 department, EECS is the electricity department, and there is a kind of chemical engineering
407 degree under AMES, but I assume that eventually we will probably have a department—I
408 would love to see it called applied chemistry. You see, math, to talk about the modern
409 conception of departments, you should realize that what Steve Warschawski did was to
410 essentially pull together two departments, math and applied math.

411 **RINGROSE:** One of his conditions for coming here was that they were to stay together,
412 intellectually, physically, it is very interesting. And he hung in with that.

413 **PEARCE:** Yes. He went one step further than we did. That is, he said, "We will affiliate with
414 colleges, but we will all be in the same building." We said, "We will try being scattered." But
415 that was counterproductive, and that is why almost all of us have moved here and we are
416 fighting like hell to not be moved back to Muir because we want small departments moved
417 out so that we can have this whole building. There are some people who did not want to
418 move from Muir and now regret that decision, and now we are out of space.

[END OF PART ONE, BEGIN PART TWO]

419 **RINGROSE:** You must have been very much involved with the building of the college
420 system, along with John Stewart.

421 **PEARCE:** No, it was designed before my time, of course. The provosts were called masters,
422 and it was my contribution to get rid of the word masters. There was a notion of their living on
423 campus, which nobody really wanted. I am a proponent of the college system within its
424 present constraints. I look at the colleges—it used to be amusing when I was going East
425 recruiting during the early years—having to explain UCSD and explaining it to an outsider is
426 very difficult. I even thought at one time of putting an explanation on a tape and playing it. I
427 would have to go through it over and over. But I look at the college system as existing for the
428 sake of maintaining a manageable scale of human relationships primarily. It does vary lower
429 division requirements and the pattern of general education requirements. That is about
430 enough. I think the notion of campus-wide majors is a very important notion. The power then
431 lies with the departments, and departments have to adapt their majors, and this is not
432 impossible, at least in the humanities, to varying lower division requirements.

433 Provosts sometimes live with a very awkward situation because their power is so
434 constrained. I think their power should be constrained, and I have suggested to Atkinson
435 (current UCSD Chancellor) and company that the provosts should be conceived of as
436 analogous to a department chairman.

437 **RINGROSE:** Sort of a super-chairman?

438 **PEARCE:** He should have a limited term and be supplied with an administrative staff strong
439 enough to ensure continuity. I know Tom Bond (acting provost of Revelle College) agrees
440 with that. I know John Stewart (provost of Muir College) does not agree with it.

441 **RINGROSE:** I think he would suggest that it is such a difficult job that an academic would
442 fall well behind in publication and promotion within his own discipline. How would you deal
443 with that?

444 **PEARCE:** This is why I said a limited term. You expect a chair, during the period of his
445 chairmanship, to fall behind. Merit increases are possible up through the first four or five
446 steps for success as a chair. It would be impossible to reach step six, because that is the big

447 jump on the basis of successful chairing. It would be impossible to be made above scale on
448 it. The Schultz report was a nothing report.

449 **RINGROSE:** I haven't seen that. I'm not familiar with it.

450 **PEARCE:** It took a long time to say very little. In fact, essentially Ticho (Vice-Chancellor,
451 Academic Affairs) and Chodorow (Dean, Arts and Sciences) are starting all over again
452 looking at the college system. There is the whole decision about whether to start a fifth
453 college which, in a way, depends on how we assess the success of the college system.

454 **RINGROSE:** Like many people, I was under the impression that the original intention was
455 that each college would have a separate focus, but in talking to John Stewart, that does not
456 seem to have been the case.

457 **PEARCE:** I think that was a vague idea in Roger's (Roger Revelle) mind, but you simply
458 can't have a balanced liberal arts education focusing on a single theme. It just doesn't work.
459 Nor can you get faculty to group themselves usefully, productively, as regards teaching if you
460 are putting them together as regards their substantive concerns. It just doesn't work. What
461 we have are, ideally, four small liberal arts colleges with this special interdigitation of
462 departments and college structure. Of course, my ideal type of model is Revelle College
463 because I helped to create Revelle. Indeed, the description of Revelle is the description I
464 wrote in 1963, although I was not responsible for the introduction of the concept of
465 Renaissance Man. That was Paul Saltman. I explained to him that a Renaissance Man was
466 simply a man who owned an encyclopedia which he memorized, and we have a lot of them in
467 the library. Paul wouldn't quite buy that.

468 **RINGROSE:** My impression of what I think is the original on-paper plan for the college
469 system is one in which the departments look to be quite fragmented, with a chair who wasn't
470 very powerful, and then a sub-chair for each college who was answerable to the provost.

471 **PEARCE:** Yes, it was something like the Santa Cruz college system.

472 **RINGROSE:** Right— which also hasn't worked.

473 **PEARCE:** Which hasn't worked. You simply don't solve a problem by calling a department a
474 Board of Studies. Of course, at Santa Cruz the problem was to divide the faculty and
475 conquer. I was on the university Committee on Educational Policy which reviewed the Santa
476 Cruz master plan, and it literally almost abolished the autonomy of the Academic Senate.

477 They couldn't get away with it. The provosts were everything. We just didn't go that way. But
478 then, Santa Cruz, in a way, wanted to avoid graduate study and then found that it could not
479 be a University of California campus unless it did have a commitment to graduate study. The
480 result has been sort of half-hearted, except for Hayden White's History of Consciousness
481 program, at least in the humanities and social sciences.

482 **RINGROSE:** Well, I think there are probably people that, when they look at a strong
483 undergraduate curriculum, look for one where there aren't graduate students or at least not
484 large numbers of them because so often you do have this abuse, where the graduate
485 students teach the lower division courses, and they are not always all that skilled.

486 **PEARCE:** We, except for our writing and transitional language courses where we do use
487 graduate students—but the supervision is intense. You simply cannot have large lower
488 division introductory courses without using T.A.s

489 **RINGROSE:** That's right. You know, a lot of it comes down to a matter of funding.

490 **PEARCE:** Yes, it's a matter of faculty-student ratios.

491 **RINGROSE:** Yes, there are just so many things about the development of this campus that
492 would have been different had the money continued to flow. It's a very simplistic explanation,
493 but it is very much there. Let me ask you another question. Are we moving toward the Yale
494 model, do you think, where the college system is concerned? What they have is essentially a
495 residential focus.

496 **PEARCE:** Yes, I know. I think the creation of the new habitat style apartments adjacent to
497 library, which will house students from all the colleges—.

498 **RINGROSE:** Oh, I didn't realize that. They won't just house Warren College students?

499 **PEARCE:** No, some will be from Revelle. The Revelle students were very angry because the
500 Revelle students wanted more housing space at Revelle, and there were lots of fusses in the
501 Guardian and so forth. But it turned out that this was the thing to do. Beyond that, I have a
502 sense that Chancellor Atkinson still hasn't made up his mind about the college system. That
503 development of those fascinating looking apartments is in part a product of his hesitation
504 about the college system.

505 **RINGROSE:** Perhaps it is a way of exploring other alternatives. It does remain that the
506 college system is wonderful, and it is patterned after the kind of thing that you have at
507 Swarthmore, for example. It is very Eastern and Ivy and elitist and marvelous and if you go
508 out into the private market it costs you about ten thousand dollars a year more than you pay
509 here.

510 **PEARCE:** The current big problem with the college system here is strictly the lack of
511 adequate housing in the colleges for students. If we could triple the amount of housing, as
512 eventually we will have to do—housing just isn't going to be available in the community—we
513 are going to have to move in that direction.

514 **RINGROSE:** John Stewart said that there was a period when the students moved off
515 campus and so we couldn't fill student housing.

516 **PEARCE:** Right. That is why the regents were very hesitant about building new housing.
517 Berkeley had the same problem. Now Berkeley is saturated with students trying to get into its
518 housing. I think the move, you see, from residence halls like the first set at Revelle College to
519 apartments has made a great deal of difference. The students are no longer entirely
520 dependent on College Com mons and so forth.

521 **RINGROSE:** Our student body seems to have changed a great deal. When you read about
522 the first students at UCSD, it is clear that we were looking for the best and the brightest and
523 they were predominantly male, young, non-minority. This was a privileged group. I think we
524 are serving a much more diverse student community now. That is certainly a product of the
525 60's. We have many more commuters, more women, many more older students. How do you
526 feel about that in terms of the development of the campus, the impact of serving new and
527 different constituencies?

528 **PEARCE:** Well, of course we went through mild forms of the political upheavals of the 60's,
529 and I wish our present students would recover some measure of that political commitment.

530 **RINGROSE:** Oh, they are boring, aren't they!

531 **PEARCE:** There are a few, but the ones that are committed are overcommitted. They write
532 for the *New Indicator* or for the *California Review* and you don't know whether to laugh or cry
533 when you read this stuff. The political developments on the campus have been very
534 interesting. I have been caught in the middle. Right after we started the bookstore—my major
535 failure at UCSD was not getting a decent bookstore going. The odds were overwhelming
536 because of a loan from the regents and so forth.

537 **RINGROSE:** Nobody talks about that. Talk about that a bit more.

538 **PEARCE:** I was chairman of the committee to plan a bookstore. We had a little hole-in-the-
539 wall place in the foyer of Urey Hall. We went out and recruited Paul Mares who had come
540 from the University of New Mexico. We knew we were going to have that space over in the
541 Marine Receiving Hall at Camp Mathews. First, we had half of it, then we had the whole
542 space. The ideal type was a bookstore modeled after the Stanford bookstore, which is,
543 downstairs, a decent bookstore, upstairs, on the balconies, there is a textbook section. Well,
544 we had to borrow money from the regents and pay it back. Gradually it turned out that we
545 had to have a Sundries Shop because there was no place for the students to buy sundries.
546 The Sundries Shop earned lots more money than the bookstore proper. We had said that we
547 would have a decent trade-books section. We just don't have it, and there is no good general
548 bookstore in this entire area, except perhaps the Harcourt-Brace one aspires to be such,
549 but—. My plan was to build a first-rate bookstore, to build high-powered medical and
550 engineering sections, to advertise, to bring the professionals from off-campus to buy the
551 books. Well, Herm Johnson said, "You can't advertise because it is a university bookstore." It
552 is true now that the medical section of the bookstore is the best in San Diego County. Also,
553 its design—Atkinson says that when we build the University Center, the Student Center, we
554 will design a proper bookstore, but the inadequate service—there is no point in even trying to

555 order a book through the bookstore. The general sloppiness. It has the wrong kind of
556 ambiance.

557 **RINGROSE:** This reflects a larger issue. This campus has been very slow to develop
558 commercial facilities.

559 **PEARCE:** That is true. But, you see, we were promised appropriate commercial facilities at
560 University Town Center and then at La Jolla Village Square, with housing.

561 **RINGROSE:** We should talk about that a little more. Your bookstore really should be
562 located somewhere like that, and obviously it isn't.

563 **PEARCE:** That's right, and that is why I am a proponent of the Black Horse Farms project. It
564 will at least be something for the students.

565 **RINGROSE:** Why do you think that these various plans for commercial development did not
566 work out?

567 **PEARCE:** It is very mysterious. I was on the planning committee when I was dean for both
568 the University Town Center and La Jolla Village Square proposals. The university was to
569 have some say in what is called the University Master Plan for the Community. We would
570 receive these plans. Architects and Engineers would explain them. We would say: "We want
571 this, this and this." We would be told, "You are going to get this, this, and this." At the time,
572 Cliff Grobstein was representing us, at least for University Towne Center. To what degree he
573 represented us, I just don't know. The only thing we got out of La Jolla Village Square was
574 the agreement that the developers would underwrite that bridge over La Jolla Village Drive,
575 so that you could bicycle from the university to there. There is, as I said, and perhaps you
576 should interview him, the mysterious role of Ham Hamstra (a member of the La Jolla
577 community who played an important role on the planning committee).

578 **RINGROSE:** Yes, I will probably talk to him.

579 **PEARCE:** There was a piece in the Reader about the Golden Triangle and University City
580 and so on and there was a little bit about his role. I just don't know precisely what his role
581 was. He was supposed to have one foot in each camp. Then La Jolla proper didn't ever
582 come through with much of a welcome mat.

583 **RINGROSE:** No, there wasn't much support in the community. For all that it seems to me
584 that properly developed those areas would have benefited the La Jolla community as much
585 as the university.

586 **PEARCE:** What the La Jolla community deserves is what it is getting—corporate
587 headquarters—and it is losing all its shops because it was so greedy. Now it has BLOB.

588 **RINGROSE:** I suppose the simplistic answer is that that property became so valuable so
589 quickly that it ceased to be seen as commercially advantageous to put in small businesses of

590 the kind that would have served the university. That was university land, wasn't it? I am not
591 totally clear about where the boundaries were.

592 **PEARCE:** The boundaries were old U.S. 5 and La Jolla Village Drive. The land across was
593 owned by developers.

594 **RINGROSE:** In that case, what kind of clout did the university have?

595 **PEARCE:** There was to be a kind of development, a master plan for development, and when
596 I was on the planning committee, I kept hearing references to this, but it doesn't seem as if
597 there was any real clout. I was under the impression at one stage that there was also a kind
598 of veto power, but that was clearly wrong.

599 **RINGROSE:** I had always assumed that the reason the university felt it had some say in the
600 master plan was because in some way the university had some control over the use of the
601 land.

602 **PEARCE:** I thought so too, but it proved not to be so.

603 **RINGROSE:** Everyone is so confused about this. It looks to me as if I have to get some
604 maps out and sit down and look a little more carefully at who owned that land.

605 **PEARCE:** The woman who does land planning for the university probably knows about this.

606 **RINGROSE:** That would be interesting because it has obviously continued to be a major
607 issue.

608 **PEARCE:** Right. With the result that we are going to have to bet more than I would like on
609 this student center. It is going to have to be designed not as a student union, but as the
610 equivalent of a shopping center.

611 **RINGROSE:** But it will never serve the surrounding community because there will never be
612 enough parking for people to be able to use it who come in from the outside. When you talk
613 about a real quality bookstore, I think about something like the Princeton bookstore that, as a
614 member of the community, I was able to go and use. This brings people on campus and
615 serves many important functions. This illustrates the ongoing discomfort between the
616 university and the La Jolla community. I would like to talk about that and hear some of your
617 impressions of it.

618 **PEARCE:** Well, I personally have not as it were, been a victim of any unpleasantness. But
619 then, I have never been particularly concerned to be a member of the La Jolla community. I
620 feel myself to be a member of the university community. The difficulty I have had on the
621 campus, where I have been under attack, has all been campus centered. I brought one file.

622 Shortly after we opened the bookstore Paul Mares came to me and said, "The John Birch
623 people would like to place their pamphlets in the bookstore." And I said, "Fine. If they don't

624 sell you just throw them out. That is how you run a bookstore.” There were a number of
625 people, kids, who bought the blue book, you see. Well, there appeared a letter in the student
626 newspaper signed by Dick Popkin’s wife and Herbert Marcuse’s wife attacking me for
627 allowing such Fascist material on the campus because, after all, students were too
628 impressionable.

629 **RINGROSE:** That is exactly what the right was saying about the left just then!

630 **PEARCE:** And then, and this is the real political hot thing. This is the file I label Operation
631 Sandbox. In February 1968, a group of us sent the following wire to the Zen Gokurin. This
632 was the time when the United States sent the Enterprise, the nuclear carrier, and was trying
633 to encourage the Japanese to change their minds about nuclear weapons. The Zen Gokurin
634 was demonstrating against it, the Zen Gokurin being not, as it were, a communist
635 organization, but an amalgam of everything from liberal to anarchist organizations. I did not
636 know then, as I know now, since I have now read in a book published by the UC Press, that
637 there was virtually never any kind of injury during these demonstrations. The only time there
638 ever was any serious injury was when the Zen Gokurin united with the farmers to destroy the
639 Tokyo airport. Instead, there was a kind of ritual understanding between the Japanese police
640 and these shouting demonstrators. I did not know that then.

641 We sent the following wire, Dick Popkin and I, Marcuse, Dunseath, Andy Wright and two or
642 three junior members of the faculty:

643 We the undersigned, the students and faculty of the University of California at San Diego
644 congratulate you on your courageous and persistent antiimperialist actions at Sasaobo in
645 Tokyo. You encourage our continuing opposition to America’s war against humanity in
646 Vietnam. Semper fidelis.

647 This was very nasty, using semper fidelis, but, on the other hand the marines didn’t originate
648 that motto.

649 Well, some SIO faculty, in particular one SIO faculty member—he was then actually a
650 researcher named George Shor, whose politics are very far to the right—this got in the
651 newspapers. One of the younger people in the group sent it in to the Tribune. A statement
652 was addressed to Popkin and to me as department chairman which read as follows, “While
653 you have the legal right to make such statements, you do not have the right to imply that
654 these statements are shared by others on this campus.” But that was not what we had said.

655 “Your identification of yourselves with the campus makes that implication and casts a slur
656 upon your fellow employees and students. We therefore request that you make a public
657 apology for so doing and in the future, if you have the urge to repeat this performance, you
658 should identify yourselves in some other manner.”

659 **RINGROSE:** It is a semantic issue, isn’t it?

660 **PEARCE:** Yes. But it was customary then to identify yourself with your place of employment.

661 **RINGROSE:** But right about then that custom was changing.

662 **PEARCE:** Anyhow, this petition was eventually signed by about fifteen faculty members, all
663 SIO and maybe, finally, one hundred or so staff, mostly SIO. The irony was that two
664 members of the literature staff signed it and then assumed that I would crack down on them.
665 Instead, I spent all day Saturday writing them a letter about freedom of speech, which didn't
666 do much for them, I guess. Anyhow, the TV newsman, Harold Keen, came out and
667 interviewed me and pointed out that I had written a book called *The Savages of America*
668 which was a kind of history of the rationale for certain kinds of American imperialism, and I
669 had seen the same kinds of things going on in Vietnam. The book had been republished.
670 Originally nobody had read it, but then it was republished in the mid-sixties and was a
671 success. There was a symposium on it later at the American Historical Association meeting.

672 A week before I was interviewed by a little newspaper, the La Jolla Sentinel, and I said just
673 what I am saying now. I don't understand. I have a doctor who signed the Physicians for
674 Goldwater advertisement in the Union/Tribune, and he knows my politics, and I don't suspect
675 that he is going, somehow, to give me poison because of that. There is professional
676 competence and professional competence.

677 Well, the damn thing went on and on and on. I am hurt because Ed Goldberg (First Provost,
678 Revelle College) signed it. I had done all I could to protect him. He signed it without even
679 talking to me. Then he called me, and I refused to talk to him. He wrote me a letter. I was
680 shocked because I had just recently been appointed by Galbraith to a committee to do
681 something about town-gown relations, and Urey was on it. Urey wrote a letter to Galbraith
682 saying that he thought that people who issued such statements shouldn't be on such a
683 committee. Well, Harold Urey, you know, was pilloried in Chicago because of his skeptical
684 attitude about the Goldberg affair. He had just forgotten.

685 I was bombarded with crazy kooky letters. Here is one from a reporter on the Union who
686 happened to be married to a staff member in my department, sending me an atrocity picture
687 of the Viet Cong overrunning a village and killing children. I had said in my statement that I
688 was worried about scatter bombs and so forth. "The slain boys, of course, were not the
689 victims of an accidental or friendly bombing, nor of American napalm, etc., etc." It is all right if
690 we do it but—. Anyhow, I wrote George Shor finally and said to him, because he had written
691 to me interpreting even more harshly the statements I had made, "If I have violated my
692 professional role, just go to the Committee on Privilege and Tenure. It is very simple." Then
693 he shut up. But the thing that really upset me was that I got wind of a speech that McGill
694 (later UCSD Chancellor), then chairman of the Senate, you see Galbraith turned all this over
695 to McGill to referee, and he made a speech to the Rotary Club about problems on the
696 campus in which he said, "Men who work in humanistic disciplines such as literature, history
697 and philosophy deal at close range with language and human feelings and are inordinately
698 prone to flaming empty gestures."

699 McGill remains my friend, but, you know, McGill's politics are very conservative.

700 **RINGROSE:** I think it is a shame that all of these events created such tensions on the
701 campus and, actually, at this point most people would just as soon forget about them.

702 **PEARCE:** I got a lot of private friendly letters from SIO faculty saying, "We just laugh at
703 these people." I think I told you there was this statement on a table in the Revelle Plaza and
704 no faculty signed it.

705 **RINGROSE:** Don't you think what we are really seeing here is the first really public outcry
706 from the press. I suspect that three or four years earlier a group of faculty could have done
707 what you did, and it wouldn't even have been noticed, because faculty weren't worth
708 watching. Earlier the style of the press was very different and people at Scripps might have
709 been angry, but they would have sent you a personal letter and expressed their anger and
710 that would have been that. Once the San Diego Union got wind of this and blew it up out of
711 all proportion, they very quickly realized that they could stir the pot up here and make news.
712 We are seeing the beginning of making news.

713 **PEARCE:** Oh yes. There are frightening letters in that file. So, I was branded as a flaming
714 leftist. But then, fairly recently, the *New Indicator* started writing about Lettau's (a current
715 member of the Department of Literature) spray painting and linked me with Jack Douglas and
716 Ronald Berman, the neoconservatives on the campus. That is because I had written a letter
717 to *Hamburg Zeit* correcting a misstatement of Lettau's in an interview saying he had been
718 jailed for five days for peaceful picketing when he had been jailed for five days for violating a
719 court order that he should not invade the chancellor's office. As I have said to you, I always
720 think of Américo Castro, whom we brought as a tropism for the Spanish group, who was very
721 pleased that he had been fired by both the Communists and the Falangists in Spain and said,
722 "Well, I must be doing something right."

723 **RINGROSE:** I have always thought that it was a shame that we didn't end up with a Castro
724 library.

725 **PEARCE:** Steve Gilman, his favorite student, tells me that Carmencito Castro might turn his
726 library over to us.

727 **RINGROSE:** No, I meant something else. Wasn't there once talk of naming Central Library
728 the Castro library?

729 **PEARCE:** Not the Central Library, but the Undergraduate Humanities Library. I had
730 proposed that, and it was backed by two or three departments.

731 **RINGROSE:** I always assumed the problem was the name, Castro. The community would
732 misunderstand.

733 **PEARCE:** I don't know. I was talking about his papers. We offered to buy them, allowing his
734 daughter to classify them for as long as she pleased. But she had this great notion of
735 publishing a complete works and that project has never come into being because Steve

736 Gilman and his American students aren't going to devote the rest of their lives to editing all
737 Don Americo's unpublished papers.

738 **RINGROSE:** There is just not any professional gain in that. You do it for love.

739 **PEARCE:** Steve says that eventually she will have to do something about it. She has our
740 offer. Maybe someday we will have them.

741 **RINGROSE:** That would be wonderful. Let me change the subject a bit. Let's talk about
742 Herbert Marcuse and his appointment.

743 **PEARCE:** I knew him moderately well. He was Popkin's appointment. The idea of the
744 Philosophy Department was among other things to take the History of Philosophy more
745 seriously. At a time when most Philosophy departments in the country were turning primarily
746 to analytic philosophy, linguistic philosophy. Not that linguistic philosophy was not to be a
747 part of the department, because that was Stroll's field, but we once had a man named Jason
748 Saunders, who was in Classics. He has since gone. Popkin was concerned with problems in
749 the 17th and 18th centuries, such as skepticism, although Popkin suddenly got involved in
750 the Kennedy assassination problem. Popkin was and is a kind of Talmudic scholar and he
751 loves mysteries.

752 **RINGROSE:** Is he still at UCLA?

753 **PEARCE:** No. He is at Washington University in St. Louis. He was at UCLA a year or so ago
754 as the visiting scholar at the Clark Library. Anyhow, Marcuse was brought in and in my
755 observation, he was a rigorous, absolutely objective teacher. He always revealed, made
756 explicit, his own Frankfurt School biases. He was a master of 19th century German
757 philosophical texts. As I have said, he was rigorous and demanding. That was Marcuse the
758 teacher and so far, as I know the scholar. One of the interesting things about Marcuse is the
759 posthumous book he published, *The Aesthetic Dimension*. It is his aesthetics in which he
760 sounds like St. Augustine and simply says that utopia is not possible. Human biological limits
761 are such as to make the tragic experience the primary experience in life. We aspire, aspire,
762 aspire, but—. This made a lot of his disciples quite unhappy.

763 Anyhow there was also the public Marcuse. He was, you know, in personal demeanor,
764 almost puritanical. I once was behind him walking into the Revelle College Commons, a
765 place where we often had lunch. While I was chairman I would go over and have lunch late. I
766 wanted to be left alone, to sit in a corner and read something. I didn't hurry to catch Herbert
767 because I didn't even want to socialize with him. I was near enough to see him go over to a
768 table where there was a young student barefooted, with dirty feet, with his feet on the table.
769 Marcuse walked up to him and said, "You not only look like a pig, you are a pig." Then he
770 walked away.

771 And then there was the Marcuse who could be a kind of rabble rouser. It was, I think, Dan
772 Orr who has since left who was very conservative and was giving an inaugural address, a
773 neoconservative defense on an economic basis of modern advertising, and students were

774 trying to shout him down, and Marcuse joined the students. At that point, Harold Urey turned
775 around and said, “Shut up, Marcuse.”

776 There was another time, the awful episode of the student who immolated himself in the
777 Revelle Plaza. I have never understood why the administration did not allow the students to
778 build a small memorial there. I have been told that the parents didn’t want it. There was to be
779 something in the woods nearby. Anyhow, there was a meeting about it. The student was, as I
780 recall, a history major, interested in Classics. I think that Alden Mosshammer talked about
781 him at the meeting. Then Marcuse got up and talked. Marcuse didn’t know him. Marcuse
782 turned it into a political occasion. That was totally inappropriate. There were just, to my mind,
783 two Marcuses. Another thing about Marcuse’s puritanism, he and my colleague, Reinhard
784 Lettau, were in Germany together and they were sharing a hotel room, and Lettau said it just
785 drove him crazy—Marcuse made him make his bed as soon as he got up.

786 **RINGROSE:** I only met him once or twice.

787 **PEARCE:** The other thing about Marcuse. I first met him when he was being recruited. We
788 were having a drink somewhere and Marcuse said, “You know, there is only one great
789 American writer.” And I said, “Who is that?” And he said, “Edgar Allan Poe.” I sort of flinched
790 and then learned he read Poe only in French. You know, if you read Poe in French, he is a
791 totally different poet. There is all the tricky triple rhymes, the feminine rhymes, that are so
792 unnatural in English but are natural in French. His Poe was the French face of Poe, which I
793 thought was very interesting.

794 **RINGROSE:** Marcuse struck me as somebody who had such an image created about him.
795 By the end I think that he began to live the image, don’t you?

796 **PEARCE:** In his public life, but in his when he was in that role. He was very, very much Herr
797 Professor.

798 **RINGROSE:** This leads me to another question. The La Jolla community is very isolated.
799 What was the attraction for a person like Marcuse? He always struck me as a fish out of
800 water on this campus.

801 **PEARCE:** Oh, there is a great German attraction to the Mediterranean, or the south. Think of
802 Thomas Mann’s *Death in Venice*. And there is Brecht coming to Southern California, and so
803 on. This gave Marcuse a few more years to teach.

[END OF PART TWO, BEGIN PART THREE]

804 **RINGROSE:** Did any of the disciplines have difficulty attracting people here? Was the
805 isolation of La Jolla a problem?

806 **PEARCE:** I don’t know about the isolation of La Jolla. In some ways it was our aspirations.
807 That is, the time it took to develop Political Science, because we were still building from the
808 top down. It had to be a step six professor, and we just couldn’t attract Political Scientists. I

809 think that Economics has had the same problem in attracting very senior economists. There,
810 in part, in the case of Economics, they say it is simply a matter of salary levels. Now, maybe
811 the new salary levels will help. In Political Science we just couldn't, until very late, find
812 anyone who was willing to take a chance.

813 **RINGROSE:** And when you did get Marty Shapiro, obviously the attraction of a double job
814 was what brought him here.

815 **PEARCE:** I think the departments that have recruited best in the humanities and social
816 sciences were those departments whose founding chairmen were interested in taking a
817 chance, in gambling. I was near Mel Spiro who was then at Washington, and George
818 Mandler. We all felt that way. Getting history going, as you know, was very difficult. We
819 brought in Gabe Jackson. That was because I got a tip from Miriam Brokaw, my editor at the
820 Princeton University Press, that here was this historian out at Knox College, who had
821 published almost nothing, who had saved it all for this one big book, which Princeton was
822 about to publish.

823 **RINGROSE:** It is a fine book.

824 **PEARCE:** Yes, it is a fine book. So, we brought Gabe. I remember it was amusing about
825 Gabe. He had to delay his coming because he was playing the role of Polonius at Knox
826 College staging of *Hamlet*. It was very interesting. After all, you would have thought that John
827 Galbraith would have made sure that we got moving in history.

828 Typical of John, he wanted us to do things with absolutely highest standards, but John has a
829 kind of Scot Calvinist honesty, and he did not want to superimpose himself. He and I actually
830 went to Chicago to try to attract Lefty Stavrianos and there he seemed to be very interested.
831 But it was his wife who came out here and said no. She said no explicitly because she had
832 very, very conservative reactionary relatives in the area and it would be just too difficult. So,
833 things must have changed. Then Lefty told us that he was going to retire early because his
834 texts were going to support him and so on. I haven't seen him since he has been in the area.
835 I just know that he is adjunct in history.

836 They were marvelous. It was just a difficult kind of thing in history. We finally recruited
837 Ramon Ruiz. He brought Harry Scheiber. Ramon was not exactly the best chairman in the
838 world. He wanted things his way, and while I was dean, he would call me about problems.
839 There was an advancement to tenure on which the department was divided, and Ramon
840 would pick up the phone and call me as dean and read the file and say, "You have to back
841 me." I didn't back Ruiz. In fact, the candidate was given a double increase on other peoples'
842 recommendations over Ramon's head. It was a very difficult department. I tell you because
843 you can erase this from your tape eventually. One time Gabriel Jackson, and the Slavicist
844 who went to North Carolina to be Kienan Professor, and one other person still in the
845 department came to me and accused Ramon of antisemitism. At that time, Herb York was
846 acting chancellor and the department chairmen reported to the dean. I said, you know, if you
847 want to put this in writing, we will do something about it, but we won't just do it loosely. It was

848 a difficult department. Harry Scheiber was on the Budget Committee, as it was called then,
849 and was leaking information to Ramon. Scheiber just terrified the young American historians.

850 **RINGROSE:** Things are much more congenial now. I gather that the department at one
851 time, rather early on, tried to hire Eugene Genovese. That would have put the fox among the
852 chickens. Seriously, it would have been a very interesting appointment.

853 **PEARCE:** Yes. It was very interesting because he gave a Genovese-type colloquium on the
854 slavery problem and, as you know, his kind of Marxism is so unorthodox and Angela Davis
855 spoke up, just outraged, and accused him of betraying the cause and such.

856 **RINGROSE:** Oh, he gets that all the time.

857 **PEARCE:** Yes, he was with us at Bellagio at the American Academy seminar on theory and
858 humanistic studies and was just regaling us with the fact that at certain times when he went
859 to New York he would have longshoremen as bodyguards because he was so disliked by
860 certain segments of the Left. We tried very hard; you see.

861 **RINGROSE:** It is interesting that John Galbraith didn't move his appointment down here.
862 You know, he kept his tenure at UCLA and never became a member of the History
863 Department down here.

864 **PEARCE:** That I didn't know.

865 **RINGROSE:** It is still a real puzzle, all the business with his resignation, then going back to
866 UCLA instead of coming back here. He doesn't say a lot about it.

867 **PEARCE:** He never talked to me about it. I never knew exactly why he resigned. I
868 sometimes think that he knew he was in over his head. I would be in over my head. I barely
869 survived, bureaucratically, as a Dean of Graduate Studies. To try to survive as a chancellor—

870 **RINGROSE:** Did he ever talk to you about coming back here after his time in England?

871 **PEARCE:** They told us that they had property in Del Mar and were going to retire to it. I did
872 not know that he planned to retire early and come back to the department here.

873 **RINGROSE:** No, this would have been after the Smutts Fellowship, about 1969. He
874 ultimately went back to UCLA. There was never any discussion about his coming back here?

875 **PEARCE:** No, there was never any discussion about his coming back here. In fact, I did
876 propose, because I was then out of the picture, to whoever was vice chancellor, that they try
877 to recruit John as chairman of history. The word went to the History Department, and I was
878 informed that the History Department, at that point, did not want it.

879 **RINGROSE:** We have talked a little bit about the undergraduate curriculum at UCSD and
880 the role of the humanities in that curriculum. Would you like to say a bit more about that,
881 since you have been so instrumental in the development of the curriculum.

882 **PEARCE:** I think, as I have said, that the system where many departments develop majors
883 which have to be compatible with the lower division pattern is a very good one. My
884 department has about—there is a page of statistics somewhere here. We run 323 total
885 majors, which is pretty good, even though our department is large. I noticed that we do as
886 well as physics and chemistry. People always compare us with biology, with its 2,086 majors
887 and such.

888 **RINGROSE:** I gather that those are deceptive figures because they amass those figures
889 relatively early in a student's career. They don't end up with that many biology majors. Those
890 are hopeful pre-meds.

891 **PEARCE:** Right. There are also 1144 undecided students, and so forth. Well, what I like
892 especially about the humanities curricula here are the possibilities for minors. I think, in some
893 ways, I prefer teaching science students who are minors in literature to teaching
894 undergraduates who are majors in literature. I like teaching those students as much as I like
895 teaching graduate students.

896 **RINGROSE:** Are you telling me our brightest students are science majors. That is not a fair
897 question.

898 **PEARCE:** No, no. Not always. But we have some extraordinary ones. They often turn out to
899 be double majors. I think the winner of the Burckhardt Prize was a double major in literature
900 and physics. And we have, you know, in the Literature Department, the second most popular
901 major is writing. A significant number of science students are writing minors. Some have the
902 idea that they want to learn to write for the *Scientific American*.

903 The problem with the undergraduate major, I think, resides squarely with two of the colleges,
904 that is Warren and Third. I was on the planning committee for Warren College, and when
905 they passed the curriculum I resigned, saying it was one of the most manipulable—a major
906 and two minors. What has happened is that one “minor” what happens, for example, one of
907 the senior professors in psychology came screaming at me because his son wasn't elected
908 to Phi Beta Kappa with a 3.9 something GPA, a physics major and math minor and
909 econometrics second minor, no foreign language. Now, you know, Warren has changed its
910 plans and what is interesting is to see how all the colleges, except Third at this stage, are
911 really approaching something like the Revelle pattern. In both writing programs they want
912 something corresponding to the humanities sequence, that is writing based upon reading.

913 **RINGROSE:** Students write best if they have something to write about. They can't pull
914 ideas out of the air.

915 **PEARCE:** It is true, and maybe subject A will solve the problem. When we started here you
916 taught students in such a way that their writing was a form of reflection, now we have a group

917 of students for whom writing has to be taught as a reflex, and that is the crucial problem. That
918 is because the high school teachers have too many students, because, in the lower schools,
919 they (students) learn grammar perfectly accurately, but they don't know how to write a paper.
920 They are just paralyzed. That is what initial writing programs are all about. I think with the
921 upgrading of Warren and Muir, and Third still lives partly in the dream that it is what
922 Lumumba Zapata was to be.

923 When Third College was approved by the division, a motion was made by me that such
924 approval was in principle only and all programs would have to be separately studied and
925 approved by the CEP. Every year the *New Indicator* publishes a confused account, in great
926 detail, etc., but—

927 One of the problems, I think, of the college system, is the provostial problem. Some of the
928 provosts think that, somehow, they own various majors. Now, this is not true of Revelle
929 College. If you look at Revelle College in the catalogue, you see the humanities sequence,
930 you see Frontiers of Science, that is to say, you see listed for Revelle College certain kinds of
931 courses which are primarily, even exclusively, for Revelle students.

932 The Frontiers of Science, I am pleased to say, was my idea. I said to the scientists, "What if
933 you have a humanities major who wants to take a non-contiguous minor?" I invented that
934 term. I meant it as a joke, a piece of jargon. It has become permanent. So, we invented the
935 Frontiers of Science. Herb York says it is a delight to teach. You are teaching upper division
936 students who have had math through middle calculus, who had basic biology, physics, and
937 chemistry, who could read the *Scientific American* intelligently, in a way that I can't, and that
938 is why they invented Frontiers of Science.

939 You look at Third College, and it says Communication, Third World Studies, Chicano Studies,
940 etc., all of which are majors and therefore don't belong to the college. And Third World
941 Studies has a total of nine majors. Ed Reynolds is trying to straighten it out, I know, but the
942 catalogue entries are still slightly fake, though not as much as they used to be. They would
943 cross-list these courses.

944 When we talk space about Third World Studies, I say, "You have got two offices and two staff
945 members down here to worry about nine students!" But there is a kind of political problem. I
946 would like to see further development of the Teacher Education program, which I think is
947 absolutely first-rate, and I had a hand in helping develop it. It places people in good places,
948 and now it is going to have an M.A. curriculum. The dean is trying to work out an M.A.T.
949 focusing on bilingual education, but not from a purely linguistic point of view, but using
950 ethnomethodology and sociology, and so forth. I would like to see that headquartered in
951 some place other than Third College because it is now too much identified with Third College
952 and students tend to downgrade majors which they identify with Third College.

953 **RINGROSE:** John Galbraith is getting very interested in some of these kinds of education-
954 oriented issues. There would be real room for expanding the teacher education program
955 here.

956 **PEARCE:** I think we would like to. I am hoping. As I have said, the one thing that has been
957 lacking for the past few years is academic planning in a serious sense. I had to write the self-
958 study report for the Literature Department for this little document that is going out, and I
959 made a big point of this, hoping that Chodorow would have the time to do it because, you
960 see, as the UCSD college planning emerged, as the overall planning emerged, few
961 departments, the colleges, the graduate work, majors attached to departments, and the final
962 ingredient, which just emerged, it wasn't in the original master plan, serious
963 interdepartmental majors for undergraduates, classical studies, Chinese studies, Italian
964 studies. We should continue to develop these majors. As I have said to you, we could do
965 religious studies with great power on this campus. The students are interested, and I have
966 talked to Stan (Chodorow) and David Crowne and other people about doing a medieval and
967 Renaissance studies major. We should move Chicano studies over to this area, but there you
968 have a quantum leap in the sense that these inter-disciplinary majors, I am convinced,
969 require brighter than ordinary students, because you have got to be able to do upper division
970 work in two or three disciplines. Therefore, they have got to know the language and mode of
971 two or three disciplines. So, it is in no way like ethnic studies, which tend to turn everything
972 into purely thematic stuff with no intellectual process.

973 **RINGROSE:** You can't have watered-down courses.

974 **PEARCE:** I am hoping very much that Stan will have time to operate on that sort of thing. It
975 follows since they are moving into Japanese studies now.

976 **RINGROSE:** Let me change the subject for a minute. I don't want to forget to do this. When
977 we met the other day, you talked about attending the dinner party with Roger Revelle and
978 Clark Kerr when they made up. I am not going to be talking to anybody else that was at that
979 party, and I have never heard anything about it.

980 **PEARCE:** Talk to Jim Arnold. He was there. He would have been struck even more than I
981 because he was Revelle's right hand man in planning things. He was the one who went on
982 trips with Revelle, and there are all these observations about Roger.

983 Well, what happened, simply enough, was that we knew this history of tension, I knew it
984 specifically and concretely and directly only at the point that Herb York resigned, and the
985 department chairmen met and addressed Kerr a note and said, "We want Roger Revelle."
986 Kerr almost immediately said no. We got John Galbraith. There was no resentment about
987 John. It was just that we were very unhappy about this. But then, I had been told about this
988 business about Kerr and Revelle, and I was told more about it. Whenever it was that Kerr
989 was invited to give the commencement address at Revelle college, Ellen Revelle called my
990 wife and said that Kerrs were going to be their house guests. That amazed me. And, when
991 they asked Clark Kerr whom they should invite to dinner, he named me and my wife, Harold
992 Urey and his wife, Jim Arnold and his wife, and Walter Monk and his wife. So, I felt I was in
993 pretty high-powered company. There was a marvelous dinner at Revelle's marvelous house.
994 There was champagne before dinner, and wine with dinner, and a good deal of cognac after
995 dinner. We just sat around, and Revelle and Kerr did virtually all the talking, back and forth, in

996 effect saying, “We have both won our victories.” As I said to you, I think, it reminded me of
997 the Jefferson/Adams correspondence after those bad days. It was a marvelous evening,
998 marvelous for me because I had known Kerr only as this fantastically gifted administrator with
999 this fantastic memory.

1000 I met him for the first time at a huge reception for the regents here and two years later I was
1001 walking down a corridor at Kennedy and here came Kerr running to catch his plane, and, as
1002 he ran by me, he said, “Hello, Roy.” This was just simply fantastic. Apparently, he has this
1003 mind for detail. And then I said—You know I suggested that we have the Revelle medal. I
1004 was chairman of a committee to figure out something. We have awarded it only once, to
1005 Regent Higgs, but I think we will start awarding it again next year as part of the celebration of
1006 the campuses 25th anniversary. I think it should go to Kerr because he backed the campus
1007 and also intrinsically, because his multiversity book was so badly misinterpreted. It was
1008 meant to protect the liberal arts college and because his days at Berkeley—all that went
1009 wrong was not due to Kerr in those riots, it was due to Strong, the Berkeley chancellor, whom
1010 Kerr loyally backed. You know Kerr’s great statement about being made president and then
1011 Reagan deposing him? He said, “I was hired and fired with enthusiasm.”

1012 **RINGROSE:** Well, to wind up, the last thing on my list was what impact, if any, has UCSD
1013 had on the La Jolla and greater San Diego area, more specifically, in the area of the
1014 humanities?

1015 **PEARCE:** Well, of course the great impact is the bringing of biomedical and high-tech
1016 industry and so forth. I personally resent the fact that there seems to be no expression of
1017 gratitude on the part of the La Jolla community. There seems to be an expression of gratitude
1018 from the high-tech industries and such. I was just up to UCLA yesterday for a meeting of this
1019 special committee for the library with two UCSD librarians and one of them was telling me
1020 about arranging new institutional subscriptions to the library because our library is used by
1021 these people and they have been paying fifty bucks a year and from now on they will be
1022 paying five to ten thousand a year, which they can write off their taxes. There is that kind of
1023 response.

1024 And there is Irwin Jacobs who taught in APIS and then founded his own firm and now has
1025 endowed a chair. The Jacobses have also been very prominent in the International Center.
1026 The Friends of the Library is now the largest organization of its kind in the United States.

1027 But, I have not much or even any sense that the La Jolla community as such welcomed the
1028 university. I don’t have a sense of people from the community taking advantage of public
1029 events, although the chamber series, to which my wife goes, has been successful.

1030 **RINGROSE:** Yes, that has been very successful.

1031 **PEARCE:** But the fact that the music department is one of the two or three most important
1032 experimental departments in the country—the fact that Boulez’ thing is deliberately patterned
1033 after this department. I was here when Boulez and company came to look over what we do.

1034 The drama department is a disappointment. Visual arts is a very exciting and important
1035 department. You see, incidentally, I was involved in the arts department, and it was I who
1036 said before we recruited John Stewart, and I had a tough time with some of the scientists,
1037 that there is no point in having an arts department on the campus unless it is exactly like a
1038 science department in the sense that it is a “cutting edge.” So, let us begin by recruiting
1039 performers and composers who are interested in theory, that is a necessary condition of
1040 being an academic and let them bring, at the second stage, the art historians and
1041 musicologists. And that is what is going on now, although in some cases, as in the case of—
1042 the guy who was in classical art history in visual arts—who is also a famous critic of avant-
1043 garde painting—Sheldon Nodelman. I don’t have a sense of the community seeing UCSD as
1044 what it is, in many ways, a very important avant-garde cultural center.

1045 **RINGROSE:** A resource, that’s right. I agree. John Stewart feels this way, too. It is a shame
1046 that we are not seen as a resource.

1047 **PEARCE:** There is, of course, a misconstruction of the Department of Music. They think that
1048 all they do is what Roger Reynolds does. That is just not so. I don’t know if you are a
1049 member of Oceanids, but the Music Department staged a benefit concert for Oceanids. It
1050 was a display of the whole department of music. Sandy Lakoff’s wife, who is a musician,
1051 though a very conservative one, wrote this up in *Bear Facts*, I think it is called, and I was
1052 shocked! If you think all that the music department does is this kooky stuff that it does most
1053 of the time, why don’t you come to this concert? She was just demeaning to the department. I
1054 know. For example, I sat on committee with people like Peter Farrell, the cellist, and they
1055 perform great repertoire, and they also have the avant-garde thing, and [János] Négyesy, the
1056 violinist—I have seen his work because I am on this committee that reviews people in the
1057 arts for CAP—he is in demand all the time because he is one of the few violinists who can
1058 play highly experimental contemporary music. That, of course is the necessary condition for
1059 being in that department. I don’t think people appreciate this sufficiently.

1060 The poetry readings increasingly have people coming to them from the community. The Elliot
1061 lecture, because we publicize it so hard, does draw from the community because Mary Elliot
1062 has so many friends. When we celebrate the centenary of Huckleberry Finn in January 1985,
1063 I wonder if people will come.

1064 **RINGROSE:** Well, I think that we are pretty much getting to the end. This has been a great
1065 pleasure. It will be of great benefit to the project and thank you very much.

[END OF PART THREE, END OF INTERVIEW]

Questions for Roy Pearce

1. Describe how you were hired at UCSD, what you found here, what you hoped to build.
2. How did you hire the early humanities faculty?
3. La Jolla is very isolated. Some disciplines had difficulty attracting good people to this area. Was that a problem?
4. In building the early humanities departments, did you hope to develop departments that were broadly based or departments that had a particular intellectual focus?
5. Were you given a long-range plan for the development of the humanities departments, or were you asked to develop a long-range plan?
6. If you had known that the plan for twelve colleges would never materialize and we would remain at steady state with only four colleges and a relatively small undergraduate student body, would you have planned differently?
7. A 1964 article in *Science* magazine suggests that a major problem for UCSD will be absorbing humanists and social scientists into what is essentially a science campus. How can they avoid becoming “service” departments—on the Caltech model?
8. A majority of the scientists and especially the biologists, favored an inter- disciplinary approach to the development of the campus (the Bonner plan).
9. Does the structure of the Literature Department reflect another form of this idea?
10. What kind of undergraduate curriculum did you originally envision for UCSD?
11. What was the role of the humanities in this curriculum?
12. UCSD tries to maintain a high level of faculty in all fields, faculty that are in the forefront of their disciplines. Some think that “high level” is defined by scientists, and their definition doesn’t necessarily apply to humanist faculty. What do you think about this?
13. The science faculty at UCSD has tended to focus on “pure science” and basic research at the expense of service-oriented areas—social work, clinical psychology, teaching. Does this early bias also apply to the development of the humanities faculty?
14. In 1961 the campus began having difficulties with the Un-American Activities Commission. They struck again in 1963. In both cases, questions about UCSD seem to reflect systemwide, not local concern. Were you aware of this problem? In 1964, was Herbert Marcuse’s appointment seen to present any problem?

15. Galbraith's appointment as chancellor seems to signal a commitment, on Kerr's part, to a strong, serious, non-science program at UCSD. Were you involved in this appointment?
16. When the Literature Department was founded, did you expect to build such a large department with such a large contingent of graduate students?
17. What were the early undergraduates at UCSD like? How do they compare with our current undergraduates? Has the campus focus and goals changed in this regard?
18. How do you think basic service instruction (writing, math, etc.) ought to be handled on a campus like this?
19. Please discuss the college system as you saw it evolve. There has long been a conflict between departmental interests and college interests and fighting over the undergraduate curriculum. What impact has this had on the humanities departments?
20. What impact, if any, has UCSD had on the La Jolla and greater San Diego area? More specifically, what impact has it had in the area of the humanities?