

An Oral History of
PAUL D. SALTMAN and STANLEY CHODOROW
On May 10, 1999

1 **CHODOROW:** Starting with Jim Arnold and Keith Brueckner and including Joe [Joseph]
2 Gusfield and Mel [Melford E.] Spiro and Roy [Harvey] Pearce; Jon [Jonathan] Singer for biology.
3 We've also talked to [Robert N.] Hamburger about biology. Is trying to talk to— These are the
4 founding chairs or the earliest members of departments about the intellectual vision that formed
5 the departments, and the way in which the founders looked at their disciplines at the time that
6 they were founding the department; what they were trying to do; and how the first wave of
7 recruitments affected that vision. You win some, you lose some, and it has an effect on what
8 you're trying to do; and we ask those questions. And then we generally concentrated on a
9 period up to around the middle seventies, by which time most of the departments were
10 becoming, you might say, free from their founders; forming a corporate reality, a corporate life;
11 taking over their own business, not usually under the leadership of their founders in the same
12 way that they had been in the earlier days. Although, in some cases, we've gone up through the
13 early eighties because it depends on what type of—Sol [Stanford Penner], for example, when
14 there were transitions in the department, he found the names all the way through to the time
15 when the division of engineering was founded. We might not go that far. What I'd like to do to
16 begin our conversation is to talk about the way in which the curriculum of Revelle College was
17 affected by the development of new departments in the founders' view of what it was their
18 departments were being. And start there for on the way in which these— Since you
19 represented— The college represented the earliest formation of an undergraduate curriculum of
20 a general nature where, it wasn't just a department with its vision creating its major, but a
21 common enterprise amongst these founding faculty. That's where I'd like to start the
22 conversation. And it's yours to start talking.

23 **SALTMAN:** I was recruited to UCSD to begin my life here on July 1, 1967. I had been
24 recruited in the spring of that year by a group of my colleagues—some of whom had been with
25 me at Caltech when I was a grad student—they were postdocs—people like Jon Singer and
26 others—Andy Betzer and others whom I met subsequently. And I was recruited, fundamentally,
27 to be the provost of Revelle College. At that time, the notion of colleges was a vague notion.
28 The tenure of provost was very short—there had been three before me—and life was a little bit
29 disconcerting on the campus of the University of California, San Diego, since the riots had

30 started at Berkeley, and it spread to UCSD. Nonetheless, it was agreed by this committee that
31 sought me out—

32 **CHODOROW:** Can you remember who was on it?

33 **SALTMAN:** Yeah. Teddy Traylor, the chemist; Andy [Andrew] Wright from lit; Herb [Herbert]
34 Stern from biology was on it. Who else? There was one other— I'm balking on that now, but
35 there were four of them, and they were all lovely people. The one thing I remember, very clearly,
36 their telling me at the time was that you were coming to be a professor of biology—that was the
37 fundamental issue—and that being a provost was a part-time job, really, and not particularly
38 demanding of time and effort; that it was some administrative task that could be handled by a
39 group of people in the office who were very capable of doing so. It was clear to me that wasn't
40 the case, but that's okay. I had resigned at USC. I was looking for a job— I had a wife and two
41 kids and no employment. I had been compromised by the president of that institution. I had
42 resigned because of that, and I was looking for a position. I was already slated to go to Irvine,
43 but then I was told to come and report for duty here as the provost. So, I began to look into it. I
44 looked into from the records, from the catalogs that had been published, from the documents
45 there were— But primarily, I learned my lesson in the oral tradition from Hazel Alexson and Alec
46 Blackstock, respectively. Hazel was the academic counselor from Reville—had been with them
47 from its founding—and Al Blackstock was longtime Scripps bagman, running the money for
48 Scripps and then running the money for Reville College. And they kind of filled me in with what
49 the history was—it was an oral history—and it was a very good one, and a very thorough one.
50 And it was clear that what had happened was that the dreams and the realities of the founding
51 of UCSD were really quite orthogonal; that is to say, the founding fathers on the beach at
52 Scripps drawing little curricula in the sand and making sketches of numerology.

53 I'd conceived of this Caltech-like creature that would be roughly half-graduate, half-
54 undergraduate, and that there would be this wonderful kind of highly intense, very bright kids
55 who would come; and they would have this highly intense, very demanding curriculum to be
56 taught by yet some undetermined faculty because, certainly, it was beneath the dignity of many
57 of the faculty who had been recruited at the initial time who were really scholars and were
58 involved with much more important things. But nonetheless, they had conceived and had written
59 down this remarkable two-year curriculum. And conceived of this remarkable collegiate idea—
60 an ideal—that was quite sound. I loved it. Indeed, let me tell you what the theory was, and then
61 we'll talk about how the practice evolved. The theory was that Berkeley was wrong, that UCLA

62 was wrong, in the sense that you don't make multi-versities which become personal and
63 anonymous; but rather, you create microcosms for learning for undergraduates in the tradition of
64 England/the Ivy League/whoever you want to dream of from your childhood where it was
65 wonderful for you. And then what you do is you create that in the context of a great state, public
66 university. And, by golly, they had done this. They had programmed it out—that there would be
67 a series of colleges, and each college would have its leader—a provost. And each college
68 would create its own core curriculum that would be the breadth requirements for that; and they
69 would evolve not at T-zero all at once but one at a time, as these colleges evolved in time and
70 growth. Each one would learn from the previous one; without changing one, you could build two;
71 without one or two, you could build three. I liked that an awful lot because USC was a mega-
72 university [mega-university]; it didn't care about undergraduates—I did. So, all of that was
73 wonderful.

74 And particularly what was wonderful, when you looked at the Revelle curriculum, was everything
75 that I believed that an undergraduate education should be. It demanded that everyone, no
76 matter what their major was. Oh, by the way, all majors that were going to be offered on the
77 campus were available to all students of all colleges. You did your curricular in breadth, and
78 then you majored as you could fit that in your schedule, more or less, in a particular discipline in
79 a particular department; or even made up your own major where the case warranted it, and thus
80 went forward. And thence, to graduate school, professional school, and career. But Revelle was
81 to be the— What at that time was looked upon—in the dreams of Roger Revelle himself, by the
82 way—as manifest through his disciples who were there on the beach at Scripps. And Roger was
83 the personification of this curriculum. He still is to this day even though he died. He's my hero;
84 he's the hero of many of us who remember him. And Roger said, "Thou shalt know the sciences
85 and mathematics, including physics, chemistry, and biology, and the calculus—everybody. Thou
86 shalt be indoctrinated in the best sense of the word in the humanities, philosophy, history, and
87 literature, and that was to be taught as an integrated sequence of six quarter courses. Thou
88 shalt have three quarters in the social sciences," to be arranged in the sense that the social
89 sciences hadn't really been formed at the time, when you think about it—what was there?
90 Linguistics was there at the time. I hired Joe Gusfield for sociology; I hired Mel Spiro for
91 anthropology, who was there. Psychology was the only other social science that was there.

92 **CHODOROW:** And economics.

93 **SALTMAN:** And economics was there, right. Who was the wonderful guy from Harvard?

94 **CHODOROW:** Seymour [E.] Harris

95 **SALTMAN:** Seymour Harris was there. So that was it, and we were going to form this up and
96 maybe even make an integrated sequence. That was to the base— And, oh, by the way,
97 linguists were here, right? And so everybody had to have proficiency in a foreign language, and
98 Lenny Newmark was to see that that was done in his own way; and it was. And what else was
99 there? Well, then you had to, obviously, in order to have breadth, you had to have a fine art or a
100 music course. That's all there was. That's just a very simple set of courses. It was beautiful,
101 alright? That was very nice.

102 When the joint opened in 1964, who came through the door? The answer was a bunch of kids
103 with scuba gear and surfboards. And they suddenly were confronted by the rigidity of this
104 curriculum; a faculty that wasn't really prepared to teach it with very little experience with
105 undergraduates—anyplace at any time—before they got here; and this whole notion "we're here
106 to surf and to scuba dive, don't bother me with homework." [*laughter*] Meanwhile, Keith
107 Brueckner, who was the first provost. You didn't know that did you? Keith Brueckner was the
108 first provost. Before the first kid arrived, he said, "This is beneath my dignity." He resigned that
109 provostship, and it was given to Ed Goldberg from Scripps, a very fine geochemist. I love Ed
110 Goldberg. Ed Goldberg had never taught in an undergraduate in his life. And he promptly went
111 to sea on a Scripps cruise, and left the joint to Mary Avery, who was kind of the dean of
112 students at Revelle at the time—fascinating woman and a very good person. And so she had
113 these residence halls and these kids in these times of turbulence, and the whole thing started to
114 come unglued. And Ed Goldberg resigned from the provostship at sea.

115 **CHODOROW:** At sea?

116 **SALTMAN:** At sea. He sent a telegram, because it was clear that he didn't want to come
117 back and face the crazies on the plaza, or to deal with the notion of who sleeps with whom in
118 the residence halls in the absence of parents, and all of this business that turns out to be, at that
119 time, the core of the undergraduate educational philosophies of every university in America—it
120 wasn't just here. So, then there is this push and shove, and out comes Hugh Bradner. Hugh
121 Bradner was another wonderful guy—engineering, AMES [Department of Mechanical and
122 Aerospace Engineering]—plus Scripps, and an old timer at Scripps, and a guy who really
123 cared about undergraduates. But he never taught them. And so he became the acting provost,
124 so that's the third provost strike; and things are still not very happy, and that's when they came

125 after me. So that's the antecedents to my coming on the campus on July 1, 1967—to be
126 confronted by Angela Davis posting illegal posters on the Reville Plaza, and my asking her
127 would she please take them down since that was in violation of the laws of the campus and its
128 behavior; and she told me what I could do, and, of course, we cannot repeat that for this tape.

129 But suffice it to say, that was my beginning in terms of dealing with the new left: Angela Davis;
130 her mentor, Herbert Marcuse; and his fellow colleagues in philosophy and literature and
131 elsewhere on this campus, Spanish. I won't name names, but in point of fact, they were a
132 coterie—very radical faculty who were egging the students on to the issues of concern—of free
133 speech, of civil rights, war in Vietnam, etc., of the revolution. They say, "What the hell has that
134 got to do with education." And the answer is quite a bit, in point of fact. Because here was this
135 very rigid curriculum that I was told that I should enforce by my colleagues who hired me, and
136 for whom enormous respect as scientists and as scholars. At the same time, it was a period of
137 time when everyone was screaming, "All power to the people and freedom now," and "I want to
138 do my own thing." That was the clarion call. And the question is—how do you deal with this? It
139 was just before Muir College opened; it was the year before Muir opened its doors. It's very
140 important for that to be recognized, because that first year was characterized by no alternative.
141 A kid came to this campus, that kid was in Reville, and that was it. This is the curriculum, and I
142 always praised it as a neo-Renaissance curriculum. That's exactly what every human being to
143 college to learn, and the kids were saying, "That's a neo-fascist curriculum." *[laughter]* "I refuse
144 to give in to you totalitarian oppressors." And the fight began.

145 The moment Muir opened its doors, and John Stewart saw this and realized it, and his own
146 personality was such that he wanted to develop far more freedom for a kid to select and choose
147 among various aspects of the discipline and create a curriculum—if you will—for that kid and his
148 or her desire. It was very tough for us, but the moment Muir opened up, life became easier for
149 me. That is, I could always say to a kid, "Look, you don't want to do the calculus, don't do the
150 calculus. Just go to Muir." And the kid says, "I wouldn't go to that college." I said, "Then fine.
151 You do the calculus." *[laughter]* It was a very simple kind of relationship. Now, you could say it's
152 fascism revisited, but it's fascism with a choice. And thus, my life began at this place, alright?

153 And so, you have to understand that because it's very important in terms of as these colleges
154 developed, much of that integrity of the collegiate system was maintained despite the fact we
155 fought through many, many chancellors who didn't understand it. It took them several years to
156 figure it out; they finally embrace it; by that time, they were gone someplace. And vice-

157 chancellorship—although we'll talk about vice-chancellors a little later—but the fact of the matter
158 was, in those beginning periods, it worked out very well. Up to and even including the evolution
159 of the Lumumba-Zapata/Third College/Thurgood Marshall College, which was in effect forged in
160 this terrible heat of the civil rights movement. And that was important, but it was able to develop
161 without destroying Muir or Revelle. And out of it emerged something very good, and,
162 meanwhile, it was clear that they had to survive; evolve their own curriculum, so they couldn't be
163 a revolutionary college. You couldn't draw flies to a revolutionary college. Okay? It's still true.
164 Kids wanted to come here to get an education, which they've had an ability to use in their own
165 life after college. Nonetheless, there were elements of that whole program of the need to
166 understand the diversity of cultures and so on that maintained their integrity, and so the
167 evolution of that; that Warren and now ultimately Eleanor Roosevelt provided exactly what had
168 been hoped for.

169 But I want back historically again, so it's still Revelle; it's still in its infancy. And what I felt that I
170 had to do as a provost was to provide leadership. I have always felt— And this came about in
171 the years that I had spent on the faculty. I had never had a so-called administrative or
172 managerial role at USC. I was always sort of the village radical/crazy at USC, and always
173 challenged the administration for leadership. And I felt that leadership was just that—you had to
174 set by example what you wanted the others to follow. So, I've embraced that curriculum, and I
175 embraced the faculty that was there, and I said, "It's up to us to see that this curriculum is done
176 and done well." And so, it was my role, I felt, as a provost—number one—to recruit the very best
177 faculty to teach in the humanities. And as you'll recall, Stanley—because you were in the
178 beginning—to get all of these senior faculty to commit to the teaching of undergraduates,
179 particularly in an interdisciplinary sequence, was like pulling teeth.

180 Everybody paid lip service, but nobody was ready to put their body on the line. But we did—we
181 got a cadre—a very young, vigorous faculty, dedicated faculty—the humanities became great.
182 Leonard Newmark, for all of his madness and craziness, had this idea about how you teach
183 linguists and language and acquire language; and, by golly, the kids had proficiency in a
184 language. It was beautiful, okay? And there were language labs, and there were native tutors,
185 and so on and so forth. And, lo and behold, it even turned out that the scientists, the senior
186 scientists, were ready—in physics, in chemistry, in biology—to come forth and teach. And I
187 personally taught the natural sciences from biology, and as an example to my colleagues to
188 come and share this because, if the good faculty weren't there teaching, we were going to lose
189 it—and we did. And curiously enough, the weakest link in this whole chain of who was teaching

190 what to whom were the social sciences. Social sciences weren't very broad at the time, so I
191 would go out and hire people from USC and bring them down. Remember? —Levine came
192 down in the Society and the Law, and I got other characters who came down in sociology before
193 Joe Gusfield; Tom Laswell came down. I would hustle my buddies out of the L.A. basin, and
194 they would come down and teach. And we would give to the students the very best we could as
195 an undergraduate curriculum committed to this notion of a neo-renaissance curriculum. And
196 that's how it began. That was my role, and I wanted to do that, and I did that.

197 And in a nice way, I think, John Stewart personifying for, in his own style, did the same thing for
198 Muir, but it was different; and it was good that it was different. Okay? And then I'll never forget—
199 Who was it? Armin Rappaport was put in charge of doing the Third College at the time. And he
200 was a wonderful guy. He had every teaching award in history at Berkeley, and he came down
201 here, and the kids loved him; but for him to provide the leadership in this time of turbulence, it
202 just wasn't there. He was run out of the game, and the whole thing got all mixed up and screwed
203 around, and until it finally settled down, in effect, with Joe [Joseph] Watson taking the leadership
204 and trying to bring to it a sense of academic integrity—curricular integrity; he was having
205 trouble. So those were the situations that I saw developing at that time. I must say, it was a big
206 problem because the whole idea of the colleges was, to me, so powerful and right; and yet, at
207 the same time, the faculty that we were recruiting had a difficult time because they were from
208 the very institutions where publish or perish was the clarion call, and they wanted to know how
209 this was going to work for them. I think it worked out okay.

210 **CHODOROW:** Let me ask a question about the sciences. I remember, of course, with
211 personal experience, the struggle over the humanities and finding people to teach, and whether
212 the courses were going to be integrated with another and how they were to be integrated and so
213 on. In the sciences, the original ideas, I understand, was that it would be an integrated science
214 sequence. That, basically, there was two Biology [courses], two Chemistry, two physics, but it
215 was mixed.

216 **SALTMAN:** Well, not only that— And the six became five because of time. So, it really
217 became— On the original sands at the SIO [Scripps Institution of Oceanography], it was
218 inscribed "thou shalt do physics first for two quarters; then thou shalt do chemistry for two
219 quarters; and now you're ready to study modern biology"—which happens to be correct.

220 **CHODOROW:** Right. That's correct.

221 **SALTMAN:** However, kids weren't ready to do physics fresh out of college.

222 **CHODOROW:** Fresh out of high school.

223 **SALTMAN:** I mean out of high school.

224 **CHODOROW:** Because they didn't have the calculus.

225 **SALTMAN:** They didn't have the math, and they didn't from the science from the schools.
226 And so what happened is very quickly, they developed two tracks; and that's side one and that's
227 side two. And that side one was God's own way with physics first, and that side two was, you
228 know, for the unwashed. And you began there with chemistry, and then you did biology, and
229 they you did physics. And both of them worked, but, again, that ultimately degenerated once
230 again when there were so many students. And so many, it turns out, biology majors, that you
231 had to have for every college—in effect—physics, chemistry, and biology; and the natural
232 sciences and integrated sequence ceased to exist.

233 **CHODOROW:** And it ceased to exist because you just didn't have the personnel to produce
234 independent courses across the board.

235 **SALTMAN:** Absolutely. You see, all of the dreams of running a college system were flawed
236 by the reality that they didn't want to put the money up that it took to run college programs. The
237 provosts were constantly being depleted of money. I remember it as a provost, and I remember
238 it as a vice-chancellor, where monies were taken away from the provosts to do those courses,
239 to enrich those programs. The only courses that survived were, like, the Humanities or—the one
240 in Third College—Diversity of Culture (DOC), and so on. Those programs have been strong and
241 good, and what I see Ann [Craig] doing in Eleanor Roosevelt is wonderful. The Making of the
242 Modern World—it's just beautiful. But it's taken— You have to pay money for that. At a time
243 when there was this constant erosion from the state, by the way, of monies to the campus, the
244 undergraduates paid the price.

245 **CHODOROW:** As I remember it in the mid-sixties, the student-teacher ratio in the formulas
246 was 14:1. And by the end of the seventies, it was 17.6:1.

247 **SALTMAN:** At the end of the seventies, it was already in the twenties. It's now 22:1. It's
248 obscene, and that obscenity, you see, is compounded by the fact that we are using too many,
249 what I call, gypsy faculty—non-tenured faculty—to teach these students. And I'll tell you frankly,

250 as I look at the future having looked at the past and lived it, I think the kids are going to wake up
251 one day and say, "Look, we're paying one-third of the bill with our tuition. The state's paying a
252 third, and they're not paying for research of the faculty. They're paying for my education. And a
253 third is being paid roughly by the overheads on various grants and contracts. I'm not getting
254 two-thirds of the action. Where's mine?" Ask yourself a question: what's the difference between
255 that challenge and what Mario Savio was saying at Sather Gate when he said that "you are
256 exploiting the graduate students teaching the faculty's load." And blew up Berkeley. It had
257 nothing to do with free speech; it had nothing to do with civil rights; it had nothing to do with the
258 war in Vietnam.

259 **CHODOROW:** It was long before that.

260 **SALTMAN:** It was long before that, and it had to do with who was teaching the students. The
261 faculty had withdrawn its commitment to teaching undergraduates. Now, the problem is
262 compounded by, we still have the publish or perish thing, and I believe in it. But we don't have
263 the resources to adequately have enough faculty to accommodate both commitments; and,
264 therefore, we find ourselves scrounging and scraping and substituting rather than really
265 encouraging our very best faculty to be in there, other than they do so by dint of their own
266 personal commitment and value system, which I think is very high on this campus. I think our
267 faculty, by and large, is a remarkable faculty committed to both. But still, it's a strain.

268 **CHODOROW:** It's my impression that from the sixties on, the provosts steadily lost a role
269 that they'd played in the recruitment of faculty. That earlier on, there was a lot of negotiation
270 over what faculty—what kind of faculty; what capacities those faculty should have—who were
271 recruited by departments. And that over time, the departments essentially seized the entire
272 initiative and left the provosts out. And one result of that was that they were recruiting faculty
273 who were not suitable to teach some of these courses.

274 **SALTMAN:** Oh, there's no question about that. As a matter of fact, in the early days, there
275 was an enormous amount of cooperativity among the chairs of the department. First, they had
276 to recruit the chairs; and then to try to, in effect, allocate resources to departments predicated
277 on the needs both of the graduate program of that department and building it, and of the
278 undergraduate needs as seen as by the colleges. And in the beginning, when—and this actually
279 didn't happen until I had become the vice-chancellor—I was so demanding of the fact that
280 resources be allocated with the recognition of both that we started the program review

281 committee—I started the program review committee—much against the wishes of [William D.]
282 McElroy and [Bernard] Sisco, who wanted to have a top down allocation, so that you could, in
283 effect, pay off your buddies in the departments. And I said—and clearly put into effect the
284 notion—that we had to look at what was needed in order to carry out the programs of the
285 colleges, and balance that with the graduate dean, of course, at the table and the departmental
286 chair, trying to create a dynamic equilibrium among undergraduate and graduate education. And
287 at the same time, recognize— By the way, there was another factor here. There was a medical
288 school run; here was SIO.

289 Now, SIO was very interesting. SIO refused to have anything, but anything, to do with
290 undergraduate education, and it kept demanding resources. And that was anathema to many of
291 us who said, "Look, you guys are good scientists. Why don't you teach them the natural
292 sciences?" They replied, "It's beneath my dignity. I'm SIO." So, at that point, we said that "Look,
293 this just can't be done." Then you had a situation in the medical school where there was
294 supposed to be shared FTEs between the medical school and the basic sciences—the so-called
295 Bonner Plan—which on paper was excellent, and in its beginnings was superb. But as the
296 medical school grew, it was clear that the clinical people were going to take over the control;
297 and what they did is, over a period of time, completely erode, so that once was twenty or so
298 FTEs that were shared. So, you were taught in a medical school, and you taught on the general
299 campus, and the notion of integration of the campus and the medical is shattered—it's shattered
300 to them. Okay? It was terrible, because the idea was good. I think that what happened was that
301 the resources got squeezed and squeezed and squeezed to such a point that everybody—
302 Then you turn on one another. You know how the rats turn on one another when the food runs
303 low—that's what we did. We couldn't live in a community anymore in some of these places. And
304 I'm sorry for that, but it's a reality.

305 **CHODOROW:** Well, here's a question—a straight question. In the recruitment— You were
306 here the recruitment of a lot of the social science department. Were you involved in
307 conversations with the candidates, or the chairmanship or the first beginning chairs, about
308 undergraduate education?

309 **SALTMAN:** Absolutely.

310 **CHODOROW:** What kinds of things were you talking about?

311 **SALTMAN:** Just the very things that I was done talking about here. I said, "Look, we have
312 this system—we believe in it—and we want you to be committed to this notion." And, I think, that
313 by and large those chairs who came afterwards—I think specifically of Joe Gusfield and Mel
314 Spiro; and I think specifically of what happened in visual arts, for example, where I was involved
315 in such a recruitment.

316 **CHODOROW:** Paul [H.] Brach.

317 **SALTMAN:** And Paul Brach. I helped to recruit Paul here. Two things I made clear: one, that I
318 felt that it was important that in the arts and drama—I recruited him for drama—I remember that
319 very clearly. Because I said, "We want you to be, in your own discipline, as creative and
320 imaginative as our scientists are in theirs. This is not to be a history of art, or a history of drama,
321 or a history of music. It's to be an enterprise of creativity, of discovery. At the same time, we
322 want you to be involved deeply in the notion of the life and times of our undergraduates."
323 Because, by the time I was involved in that stuff, it was clear that the dreams of 50/50 were just
324 absolutely absurd; of 50 percent graduate students, 50 percent undergraduate. As you know,
325 Stanley, where are we now? We're something like 12-15 percent graduate and professional
326 students. I mean, it's a miracle that we're as powerful a research enterprise as we are. But I
327 think it's because we had, originally, that kind of a fact.

328 **CHODOROW:** What other academic issues arose in this period, per se, when you came in
329 '67 to ten years later, that haven't been covered yet? That affected the colleges, and either was
330 cooperative with the departments or in conflict with the departments.

331 **SALTMAN:** That ten-year period is interesting, Stan, because it was marked by a rising
332 sense of discontent and dismay; that is, the whole of issue of who had the power, so to speak,
333 the power issue—"all power to the people." I remember the whole notion of the young faculty
334 wanting to rise up and give themselves tenure and to lead the kids into the whole new left-wing
335 movement and change the curriculum and so on. And that struggle for the minds, if you will, and
336 the hearts of the students was very powerful. As you know, there were lots of instances where
337 leather-jacketed thugs would go in and try to break up faculty meetings and take control and so
338 on. That was resisted. I thought the remarkable aspect about this campus, I think, was the
339 solidarity with which the faculty banded together from the humanities and the social sciences
340 and the sciences to resist that. There were pockets of faculty who were, in effect, egging the
341 students on, but you and I were together on the barricades, and our staffs, the Tom Hulls and—

342 who was the wonderful—? George Murphy, and all of these other characters who stood
343 stalwart—saying, "Look, we believe in freedom but not anarchy." The whole issue was to define
344 freedom and anarchy, and to live with freedom and to oppose anarchy. And I think we did that.

345 As a matter of fact, I can proudly say, in retrospect, the only person who ever shut down this
346 campus was Governor Ronnie [Ronald] Reagan; he shut it down for one day. And I was against
347 shutting it down; I was the vice-chancellor at the time. I recall that I said, "We should not shut
348 this down. Nobody shuts down the university." He shut it down. But I think that was important,
349 and those forces were terrible. What happened with those forces were a couple of things also, I
350 feel.

351 I believe, in some ways, that people got mixed up about what a university is for. What is the
352 purpose of the university? What should we have here? And the whole notion of, are we training
353 people for jobs? Are we really trying to educate the very bright students and give them an
354 opportunity to grow and develop? And I think that that dichotomy still exists a little bit, although I
355 think we've resisted it more than any other campus. I think that the kids who come here have
356 opportunities to do research, are encouraged to do research, are brought into the life and times
357 of the faculty. We tend to get confused from time to time about do we want big time athletics, or
358 do we want big time fraternities or sororities, or is this social life any good? I think all that stuff is
359 extraneous; and that, fundamentally, considering who we are and the period in which we grew
360 and the scarcity of resources during that time, what has happened is a tribute to the faculty and
361 to the leadership of this campus.

362 **CHODOROW:** Let me characterize something, and let you react to it. One of the things that
363 struck me in looking back is— I had the feeling that we had a regression to [*inaudible*]
364 eventually. When we started, we were really quite special; and we were special in the way the
365 way we constructed the place; the recruitment of senior faculty first; the creation of college
366 system and its ideals; and also, in the quality of the students. You said that the first students
367 with their scuba gear and their surfboards, but when I arrived, which was in '68, I had in that
368 period some of the best students I'd ever had in my life.

369 **SALTMAN:** Excellent.

370 **CHODOROW:** And then when I went away for a year and a half, and I came back in '72—
371 beginning of the '72 and the '73 year—and I looked at these students and I said, "What
372 happened to our great students?" Part of it was me, by the way; part of it was my problem, not

373 their problem. But there was a definitely a feeling that in the mid-seventies the quality of our
374 students had declined; their interest in learning had declined; their education, whether they were
375 bright, is not the same thing as education. And then it started again in the eighties, it started to
376 improve slowly but surely, and I think it's much better now than it was, say, in '85. What's your
377 sense? You were a provost through part of this period, and then you actually became—

378 **SALTMAN:** The vice-chancellor.

379 **CHODOROW:** —vice-chancellor in '71?

380 **SALTMAN:** '72 to '80.

381 **CHODOROW:** '72—okay.

382 **SALTMAN:** And the issue clearly, Stan, was what you described. A university is no better
383 than the quality of its student body. I don't care how good its faculty is—I'll say that in any faculty
384 senate meeting, anyplace in the world, because its true—the quality of the students. It's very
385 much like an athletic team. It ain't the coach, it's who's on the field. When we started— You are
386 right, this was a rare place. It was attractive to the rare kid, to the bright kid, and when they saw
387 this curriculum, and they knew they had to do this. Yeah, you had the surfboards and scuba—
388 you had bright kids, too. So we lost a lot of kids, but those that we kept were superb. And the
389 word went out. The grapevine is what dictates who comes to you. It ain't the brochures, it's the
390 grapevine. What do the college counselors say? What do your fellow students say a year ahead
391 of you who come? I think that during that time of tumultuousness, that that tumultuousness went
392 into the high schools as well, and those kids weren't coming out as rigorously educated and as
393 dedicated to the intellectual causes that some of those earlier ones did in that period. And we
394 paid a price for that.

395 Now what you're seeing is very interesting to me, because it's the old Darwinian bred of tooth
396 and claw playing out again. When you look at the quality of the students who are coming to us—
397 You can talk all you want about quality of high school and elementary school—secondary
398 elementary schoolteachers. In point of fact, there are so many students now, it's the numerology
399 which drives; and the fact that you're cutting higher and higher on the hog. And as you cut
400 higher on higher on the SAT hog, on the GPA hog, on the grades, the brighter kids that you get,
401 they're back now. And of the Universities of California, remember that we're number two now.
402 We have edged UCLA in the quality of the incoming freshman, and we're just a smidge behind

403 Berkeley. So we ain't talking about a bunch of kids on the beach anymore; we're talking about
404 serious hitters. And those serious players— But it's still not Caltech, it's still not Stanford.
405 Alright? And yet, there are kids on this campus—and I have them in my classes—up with my
406 kids up against Stanford's kids, up with my kids up against Caltech kids. I don't have as many of
407 them as they have, or the numerology. A faculty is as good as its student body and vice-versa;
408 and how do we react to those qualities of those students and rise to the occasion and treat them
409 to the kind of stimulus and educational environment that they deserve? I think we're doing that
410 okay. I'd like to do it better.

411 The forces still don't play out to reward the teachers as much as it rewards. The fact of the
412 matter still remains, if you look around academia—and I know you've been involved with it,
413 Stanley, and I have too—the pay-off goes to the guy or the gal who wins all the big prizes for
414 research, for the book, for the scholarship papers, and so on. Rarely do you go out and recruit
415 somebody because he or she is a great teacher. I mean, you always have one or two around,
416 and you pat them on the head, and you give them a thousand bucks or something; but when
417 you talk about currency—when you talk about currency in the academic realm—that currency is
418 what have you published lately? It still will be that, and I think the best we can do. I think we're
419 trying to do it. I can certainly speak for biology, my own department. We are keenly concerned
420 with the quality of our people teaching, and I would say right now 80 percent of our faculty are
421 really absolutely first-rate teachers and first-rate scholars. And that's pretty damn good. I could
422 live with that in a public university for a long time. We just have to keep it that way.

423 **CHODOROW:** You said earlier you were going to say something about vice-chancellors. In
424 the period before you became one, what role did they play in relation to the colleges and
425 recruitment and all of that.

426 **SALTMAN:** They were almost above it all, if you want to know the truth. The first guy I knew
427 who was a vice-chancellor—Bob [Robert] Tschirgi. Now, Bob Tschirgi, even you, Stanley—

428 **CHODOROW:** I remember him.

429 **SALTMAN:** But you didn't know he was a vice-chancellor. Bob Tschirgi was from the
430 Department of Psychiatry in the School of Medicine, and he was this wonderful dreamer. He
431 had all of these vivid imaginations about what this place should be and so on. And John
432 Galbraith loved him a great deal; thought he was really super. You see, before Galbraith

433 came—and I guess when [Herbert F.] York was the first. York relied pretty much on Keith
434 Brueckner. Keith Brueckner was sort of the eminence grise around this joint.

435 **CHODOROW:** At age forty.

436 **SALTMAN:** Yeah. And it's very interesting because it was Keith and Herb York who in 19—
437 Let's see, I came in about 1964, I believe it was. Was it '64? Yeah. Andy [Andrew A.] Benson
438 and a gang at Scripps wanted me to come down and be dean of the graduate school. It's very
439 interesting, they were forming up the joint. In fact, it was '64. It was the year they opened. I'll
440 never forget coming down and being totally ignored by Herb York and being dismissed by Keith
441 Brueckner as being totally unqualified. I mean, who was I to come down to be even a member
442 of the faculty, much less a dean of the graduate school? So, I put my tail between my legs and
443 went back up the freeways to Figueroa Tech at USC and resumed my duties there. And it was
444 very interesting because I see what was happening at the time. They had all these marvelous
445 dreams, but they weren't dealing with the reality of what was going to happen. Now I say that
446 because then, ultimately, when I came down—and Herb had had this heart attack, as you
447 know—and I was actually appointed provost by John Galbraith, who had been moved down
448 from UCLA. And who was a sweet man—is a sweet man—a terrific guy, and he turned to Bob
449 Tschirgi to be his vice-chancellor. And Tschirgi was sort of the academic dreamer. Now Tschirgi
450 had never taught undergraduates in his life.

451 **CHODOROW:** He was a medical school guy.

452 **SALTMAN:** A medical school guy, but he had all these visions. I mean, you know— I don't
453 know what he was smoking or taking. It doesn't matter, but he had these visions, but they were
454 totally unreal! I remember talking to him when I first came, and then it was clear that Bob
455 couldn't do it. So, they got Sol in there; they got Sol Penner to come on in. Now Sol is a very
456 tough cookie from Caltech, and a number cruncher and an analyst and so on. And Sol came up
457 with such things as the Penner parameter, among other things, which could actually calibrate
458 "how much have you done for me lately," in terms of teaching and graduate work, etc. And Sol
459 was very, very good about this stuff. But again, Sol had no sensitivity. When I remember trying
460 to deal with Sol about these matters as a provost, saying, "Look, you go take care of the kids, I'll
461 take care of the education." Okay, Sol. I know you guys from Caltech—you educated me as a
462 child. But then, you see, very interesting things took place. John Galbraith couldn't handle the
463 madness of the plaza, nor could Sol.

464 **CHODOROW:** Sol was the target, in a particular way, because he was so involved—

465 **SALTMAN:** He was involved in military research; he supported what we were doing; he
466 fought them, both legally and on the premise that it was God's way; and so on and so forth. And
467 all of that kind of collapses, as you know. And that's when Galbraith resigned. York came back,
468 and then York came back, and then he went away for six months. I ran this joint as the acting
469 chancellor for six months when he was gone and tried to just sort of maintain the course of the
470 place. Then we went out, and we got [William "Bill" D.] McElroy. And when McElroy came in, he
471 asked me, and I don't think there was a search of—

472 **CHODOROW:** You skipped Bill McGill.

473 **SALTMAN:** Oh, I forgot! Oh my god. How could I blank out? Now, let me pick up on Bill
474 McGill. I remember that like yesterday because Bill... Thank you.

[END OF PART ONE, BEGIN PART TWO]

475 **SALTMAN:** And I guess at the time, I was still provost. In fact, I know I was. I'm trying to think
476 who was the vice-chancellor at the time. Kathleen Douthitt, probably.]

477 **CHODOROW:** I think that Sol was the vice-chancellor under—

478 **WESTBROOK:** McGill.

479 **SALTMAN:** Oh, he was?

480 **CHODOROW:** Yes. He served basically the year '68-'69.

481 **SALTMAN:** Okay, then I had missed that chronology.

482 **CHODOROW:** And Tschirgi was the last year—maybe it was more than last year. I didn't
483 know that he was the chancellor at all—in '67-'68, which was the year you came. Then Sol
484 stepped down, and I don't whether in the second year McGill even had a vice-chancellor.

485 **SALTMAN:** You know what, no. As a matter of fact, I know what exactly what happened. It all
486 comes back to me. Kathleen Douthitt was, in effect, the Madame Defarge for Bill [William J.]
487 McGill. And she ran that Office of Academic Personnel, and it was not an office of academic
488 planning at all.

489 **CHODOROW:** She managed the system.

490 **SALTMAN:** She managed the system, that's right.

491 **CHODOROW:** And Bill was making his own decisions?

492 **SALTMAN:** Absolutely, that's right. You know, that was terrible because I really had hoped
493 that Bill McGill was going to come in and stay with it. But Bill had bigger plans for himself. And
494 he told us, less than a year after he had been appointed, he was going to go back to Columbia,
495 which was extraordinarily disappointing to those of us who had fought out there on the plaza
496 with him. When he pulled out, that was really very, very bad for us. Then I guess it was then—

497 **CHODOROW:** It was then that York came back, and you served?

498 **SALTMAN:** And I served because he went off someplace, God knows where. He was at
499 some arms control—

500 **CHODOROW:** Yeah, he was doing arms control agency.

501 **SALTMAN:** And so, I was kind of running of the store as an acting—God knows what—out of
502 the provost office. And I would go over and get my daily fix from Kathleen Douthitt. She would
503 tell me what to sign, and I would sign it. But there was no vice-chancellor of academic affairs
504 until Bill McElroy came in.

505 **CHODOROW:** He arrived in '72?

506 **SALTMAN:** He came in in '72, because that's when I assumed— He asked me very quickly
507 after her arrived, would I serve him as his vice-chancellor? And I was very pleased to do so.
508 And I did. That was a big lesson of coming of age because an enormous number of problems of
509 academic freedom and tenure had come up, which had been allowed to languish, so to speak.

510 **CHODOROW:** Without the leadership.

511 **SALTMAN:** Without the leadership. And McGill, of course, was very much by that time gone
512 to New York. His head was elsewhere.

513 **CHODOROW:** What kind of issues were those? How would you characterize them in a
514 general way?

515 **SALTMAN:** I deserved tenure, and I'm not being given it, and I have more than enough. I'm
516 being mistreated because of my politics. The students want me— Who was the sociologist?
517 Remember? The guy the kids would riot on a regular basis to give him tenure. He used to do
518 movies. "The Sociology of Dome of the Western—

519 **CHODOROW:** Of the memory of musing— The guy I remember was also in the philosophy
520 department—David Morton. Was that his name?

521 **SALTMAN:** No, David got tenure. David was fine. There was another one who would whip up
522 the students to a frenzy. You know, there was such pain that I forget their names now. He went
523 into Rolfing as a profession after he left philosophy, so he was that kind of a guy. But all of these
524 characters that had been brought in under the aegis of Herbert Marcuse and Dick Popkin and
525 the radical left, these guys who were insisting now on getting their tenure, and yet they had not
526 published. They had not been really creative scholars. And now they were, in effect, using the
527 body politic to try to get tenure. So that was one thing that happened that took a lot of time and
528 effort. And we had to very, very carefully document that, work with the academic senate, and
529 that was a big issue.

530 **CHODOROW:** Brad, please— Can you think of who—

531 **WESTBROOK:** No, I can't.

532 **CHODOROW:** I remember very distinctly the tension between colleges and the departments.
533 Because the departments professionalized arts was really professionalized. And the graduate
534 programs and the major programs became their sole concern. And the colleges were essentially
535 told, "You run the general education 'catch-as-catch-can'. If you can persuade one of our faculty
536 to teach in it, that's fine, but know that we will compete with you for that faculty member's time."

537 **SALTMAN:** That's true, and I think it was only by the dint of very strong persuasion on my
538 part and John Stewart's part and then ultimately from Joe and the others that faculty were
539 brought into the colleges more effectively. I think that what I have seen happening. Tom [F.
540 Thomas] Bond has done a wonderful job with Revelle and continuing that; that commitment in
541 getting faculty and students involved. I think until Cecil [Lytle] got involved with the charter
542 school, he was doing the same thing through Thurgood Marshall. Pat [Patrick J.] Ledden, in his
543 own way, has done something, I think, to carry out the tradition of John and transcend what
544 John had been doing by gathering very good faculty to teach, and by creating a program that

545 the kids— They respect Pat, and they respect the program that he's doing for them. [David K.]
546 Jordan, a guy I wouldn't have expected to be a great provost, has become a great provost.

547 **CHODOROW:** He's got wit?

548 **SALTMAN:** He's very funny, and he has learned how to work with the kids. And even in the
549 absence— By the way, if you want to talk entropy, you've got to really worry between Muir and
550 Warren—who's got the greatest entropy in choosing a curriculum? And yet, both of these
551 schools have been able to attract good kids and give them good programs. And to me, boom!
552 That comes back to my true belief system. You have to have a diversity of educational
553 environment, because kids come with all kinds of different needs. I know kids for whom Revelle
554 was super. They needed the discipline. I know others, it would have destroyed them if they
555 couldn't have gone someplace else. You know these things, kid.

556 **CHODOROW:** Absolutely.

557 **SALTMAN:** I know it in my own sons. I know it in other people's sons and daughters.

558 **CHODOROW:** Brad, did something occur to you?

559 **WESTBROOK:** Yes, something did occur to me. You had said that you were involved in the
560 construction of a couple departments right from the get-go. And Biron, Spiro, and Gusfield and
561 host of others. I just wonder if you can make an assessment of the development of those
562 departments. Were they equally successful? If not, why not? What were the pluses and minuses
563 with them?

564 **SALTMAN:** Well, I looked at these departments, and— What do I say? I would say in terms
565 of prestige, probably Anthro has probably got the great prestige because of Mel and because of
566 his commitment. He's not the world's most dynamic tap dancer for undergraduates, and yet he
567 understands the meaning of teaching and he had very good teachers come into anthropology,
568 who did well and taught well. And I think from a scholarly point of view, that was very good. Joe
569 Gusfield, on the other hand, brought together a much more heterogenous department in
570 sociology. I don't think they're quite as—how do you say? —world class sociologist amongst
571 sociologists. Although I think the diversity of the people that they brought in—the subjects they
572 teach—have been very interesting. They've been much more involved with social issues, and
573 their teaching has been quite good. The visual arts department, I think it's terrific. It's wild; it's
574 kind of slightly mad, but it's very creative. I mean, when you get guys like— I remember bringing

575 Italo Scanga in here, you know. I thought, my God, what hath gone wrought. And indeed, it was
576 Italo, and he was wroughting all of this iron that he would find in the dumps, and training it, and
577 becoming an international creative guy. And I'm sorry we lost Paul Lynde.

578 **CHODOROW:** We lost Paul—

579 **SALTMAN:** I mean, Paul Brach; and Mimi Schapiro, his wife. But these were the creative
580 people, and they made it an exciting place. Manny— Look at Manny Farber. My god, he's one
581 of the great contemporary artists of America today; an unsung hero; a fine writer and critic.
582 These are the people that make the department beautiful. The fact that drama has taken on
583 unto itself, you know, this persona in alliance with the La Jolla Playhouse. And the great people
584 that we have put up in terms of directing and set productions. I love it! To hear biology majors
585 say that they're drama majors pounding their chests with passion, I think is great. I love it. I think
586 it's good. So I think we're doing okay. Could we do better? Sure, you could, but, you know,
587 when push comes to shove— My favorite story is one that has yet to be written. It's to ask
588 people to go through a Gedankenexperiment and think about how it is that the same year, in
589 three of the most beautiful locations in California, with the same amount of money, Santa Cruz
590 opened, Irvine opened, and UCSD La Jolla opened. And three more different universities you
591 will never find, okay? And who is the greatest in terms of their academic stature and their
592 undergraduate teaching and everything about them—it's UCSD. Ask yourself why. I think that's
593 the key. And to me, the reason why begins with the vision of three different human beings. At
594 Santa Cruz, it was Dean McHenry; at Irvine, it was— Who was the big, tall ag-economist
595 [agricultural economist]?

596 **CHODOROW:** Yes, starts with an "A".

597 **SALTMAN:** Danny Aldrich.

598 **CHODOROW:** Aldrich.

599 **SALTMAN:** Danny Aldrich. And here was Roger Reville. Look at those three people. Those
600 institutions are reflections of these men and their ideals and their dreams. Nobody wants to deal
601 with that, but it's reality. Somehow or another, that aura came through in the nature of the
602 faculty and the spirit and the organization; the goals, everything. But the money was the same.
603 The place— You can't say it's Merced and the beach. Come on, baby. It's not Riverside and
604 Berkeley. It's real gorgeous places, but dreams and realities that come about.

605 **CHODOROW:** Let me ask you a question about that, because I've always had a worry about
606 it, particularly with respect to Irvine and UCSD, which are closer in size to one another than
607 Santa Cruz. Santa Cruz did, from the beginning, have this very different—

608 **SALTMAN:** Isolation.

609 **CHODOROW:** —point of view. And one of the fundamental differences of the way in which—
610 And I think you're right, putting emphasis on founders is not useless, and plays a really big role,
611 particularly in choosing the first people who were here. But one of the differences between
612 those two campuses is that at San Diego, departments were founded by department chairs. You
613 hired these very powerful intellectuals, and you said to them, "Go and do it."

614 **SALTMAN:** Copped out.

615 **CHODOROW:** And at Irvine, that role was played essentially by deans who covered lots of
616 different fields—who were deans of this school or that school—and who might have had
617 expertise in some particular area of their school, but didn't cover the whole range; and didn't
618 know as well how to choose those early—

619 **SALTMAN:** I think that's a very important, Stanley, but there's another one I think that also
620 has to be stated.

621 **CHODOROW:** That's what I want. I want you to fuse mine.

622 **SALTMAN:** Dan Aldrich's dream for Irvine was to be another UCLA. End of statement.

623 **CHODOROW:** So, he was choosing people and putting resources into—

624 **SALTMAN:** And he wanted big-time athletics; and he wanted the kind of campus of reflective
625 of that sort of UCLA theme. Does that mean UCLA is bad? No. It just means that it's different.
626 Are there great departments at UCLA? You bet. But are there resources at UCLA? Is there a
627 history of UCLA fighting the oppression of Berkeley in the early thirties? I remember that. I was
628 a little kid. My aunt and uncle were part of that thing. But the fact is that Dan's dream was that
629 they wanted to be just like UCLA, and that was certainly not Roger's idea.

630 **CHODOROW:** No. Roger was much more focused on Caltech and on the small college.

631 **SALTMAN:** And on Scripps, and on the notion that you have to have an intimacy, Roger
632 knew, and we all knew—I knew, even as a young prof from USC—that the bigness was
633 destroying us. That if you didn't have the persona of a learning environment, of a collegiate
634 environment, where does the kid turn? The fact that you could live together, and you could eat
635 together, you could take courses together, had enormous meaning to me. I was a product of
636 Caltech. I mean, sure we were nerds, and we were all male segregated, but there was this
637 sense of a community. We needed that, and it still worked. The kids to this day—despite
638 everyone dismisses the college as "oh, what the hell"; and the department chairs reign; and the
639 subject is king and queen—in point of fact, the kids still identify with the colleges. To this day,
640 Stan, whenever you run a social science survey.

641 **CHODOROW:** I will tell you that one of the things that I think has been a long-term mistake
642 in fundraising in San Diego is not emphasizing the colleges.

643 **SALTMAN:** Absolutely right. I agree.

644 **CHODOROW:** It was a conscious decision because it was raised in the eighties when
645 fundraising became a real thing. And I always said that the colleges were the point of affection
646 and attachment, and that you could build from the colleges to gifts that would— There were two
647 things you could say, there were gifts that would go to the heart of the institution, and, in fact,
648 gifts to the colleges, particularly for academic programs, would benefit the academic programs
649 of the campus. That was sort of by definition, but it was never ever expressed.

650 **SALTMAN:** Never allowed. No, you're right. And I felt the same way. I felt keenly that— By
651 the way, it's been a long time since— The leadership in fundraising has only come lately. And it
652 comes primarily out of the biotech and out of the engineering stuff, and it hasn't really come
653 from the richness of the alumni association.

654 **CHODOROW:** It hasn't really been organized yet. And the alumni are just now arriving.

655 **SALTMAN:** They were just coming, yeah.

656 **CHODOROW:** Okay. I think we're finished, unless you have some other—

657 **SALTMAN:** I'll do anything you want. It's yours.

658 **CHODOROW:** Good.

659 **WESTBROOK:** Wonderful session. Absolutely wonderful.

660 **SALTMAN:** Well, I just think this is a wonderful place. I think it deserves all of our love and
661 affection and energy. And I'm always dismayed when it's treated in a cavalier way.

662 **WESTBROOK:** I'm going to speak for Stan for a moment, but I think we're accumulating a lot
663 of data; and at some point, when it starts to be sifted, or when you start to sift it, there may be a
664 need to talk again.

665 **SALTMAN:** I'm here.

666 **WESTBROOK:** I'll send you a copy of the tape.

667 **SALTMAN:** Whatever.

668 **WESTBROOK:** Just for your records.

669 **SALTMAN:** Thank you. Alright, good. It's been a pleasure, both of you. I appreciate your
670 doing this. I think it's a most worthwhile endeavor. What do I have here? Nothing, until 2:30. A
671 kid needs a letter.

[END OF PART TWO, END OF INTERVIEW]