

An Oral History of  
**MANUEL ROTENBERG and STANLEY CHODOROW**  
On May 4, 1999

1   **RO滕BERG:** —what you've done so far.

2   **CHODOROW:** Okay. What we have done—I'll tell you how it started and how this has  
3   progressed so far. It started with Jim [James R.] Arnold calling me and saying that he and Keith  
4   [A.] Brueckner were going to come in here to do an interview and to talk—they didn't say  
5   "interview" so much as to "talk"—about the origins of their two departments with Brad [Bradley  
6   D. Westbrook], who is the university archivist, and would I come as a historian and help form the  
7   questions and keep them more or less on track. And I said, "Sure." And that session turned out  
8   so interesting and illuminating that we decided—Brad and I—we would just continue to do it. So  
9   now we have talked to—What we aimed at was the founders of departments.

10   **RO滕BERG:** Yes.

11   **CHODOROW:** Right. So, we've talked to Mel [Melvin] Spiro, to Joe [Joseph R.] Gusfield, to  
12   Gabe [Gabriel] Jackson—

13   **RO滕BERG:** Oh, really?

14   **CHODOROW:** —who came through, as he does about once a year, to Roy [Harvey]  
15   Pearce—

16   **RO滕BERG:** Oh. Was he coherent?

17   **CHODOROW:** He was mostly coherent, yes, but still fighting every battle—

18   **RO滕BERG:** Oh, yes.

19   **CHODOROW:** —from the early days on. Herb [Herbert F.] York, Mel [Melvin] Voight and  
20   Andy [Andrew] Wright about the origins and early development of the library, which was very  
21   interesting. Am I missing somebody?

22   **WESTBROOK:** Jon [S. Jonathan] Singer.

23   **CHODOROW:**   Jon Singer, who was— And I will bring also [Robert N.] Hamburger, who was  
24   also here at the very beginning—maybe even earlier, actually, than Singer because he came  
25   with [David] Bonner.

26   **ROTBENBERG:**   Yeah, he was Bonner's protege.

27   **CHODOROW:**   Right. And Leonard [D.] Newmark, who was terrific. He was really terrific. We  
28   have scheduled Sol [Stanford] Penner a little later this week. Probably it'll be Murray Rosenblatt  
29   for—

30   **ROTBENBERG:**   SIO

31   **CHODOROW:**   No.

32   **ROTBENBERG:**   For math.

33   **CHODOROW:**   Math.

34   **ROTBENBERG:**   Oh, yeah.

35   **CHODOROW:**   And Helmut Röhrl, who was also—who was actually here, I think, in that first  
36   year. I think the two of them were here the first year.

37   **ROTBENBERG:**   Yeah, there are some—

38   **CHODOROW:**   There are some problems—

39   **ROTBENBERG:**   —there. I don't know whether this should be on microphone or not.

40   **CHODOROW:**   Well, we can talk about it later.

41   **ROTBENBERG:**   Okay.

42   **CHODOROW:**   Okay. I've contacted Burt [Burton] Rodin, right? Burt's response—he's away  
43   right now—was, "I was a junior faculty member"—a beginning assistant professor in effect. "You  
44   had better talk to the two senior people who were here." I will follow up with him when he gets  
45   back, because I think that his perspective may be a balance. And he became— You know, he  
46   lived through and became a very senior person in the department—and a chair of the  
47   department. So, he was eventually in a position to reflect on all that.

- 48   **RO滕BERG:**   Ted [Theodore T.] Frankel may give you another—
- 49   **CHODOROW:**   And Ted Frankel, right. Somebody had mentioned him. And he was here very  
50   early, maybe in the second year or third year. We have not yet moved on economics: Don  
51   [Donald V.T.] Bear is the oldest living economist here, and Dick [Richard] Attiyeh, who was here  
52   within a year or so.
- 53   **RO滕BERG:**   He has the junior point of view.
- 54   **CHODOROW:**   And he also has the junior point of view. But none of— If I could get Dan  
55   [Daniel] Orbach at some point I would interview Dan for economics. So, we're trying to go  
56   through this. I will tell you something that's come up—
- 57   **RO滕BERG:**   Music and art. Music and visual arts.
- 58   **CHODOROW:**   Yes, I will— Well, John [L.] Stewart is no longer really able, and of course,  
59   [Robert] Erickson is dead. But Wil [Wilbur L. Ogdon] is still going—
- 60   **RO滕BERG:**   I think he's still—
- 61   **CHODOROW:**   And still compos mentis. And then in the arts, some of the early people are  
62   here. I know them all very well, of course, because I was their dean. I will start to bring some of  
63   them in. That's going to be a tough one.
- 64   **RO滕BERG:**   Oh, yeah. I think if you get somebody somewhat removed, like—what's his  
65   name? He's back in New York now. He was—
- 66   **CHODOROW:**   The founder. The founding— Miriam Shapiro's husband—
- 67   **RO滕BERG:**   —Miriam Shapiro's husband.
- 68   **CHODOROW:**   —whose— I'm also— It's not— Paul—
- 69   **RO滕BERG:**   Yes.
- 70   **CHODOROW:**   Paul— I want to say Brach but—
- 71   **RO滕BERG:**   You're close. It is Brach.

72   **CHODOROW:** Oh, it is Brach. Okay.

73   **ROTBENBERG:** [*inaudible*] Brach.

74   **CHODOROW:** Yes. And yes, if we can get him to either go there or on one of the trips that I  
75 make to do it there or here. He was, in fact, the founding chair, and it would be interesting to  
76 reflect on that.

77   **ROTBENBERG:** I remember Miriam especially because she was over at my house a year ago  
78 and she said, "You know, you ought to invest in art." And I said, "Who should I buy?" And she  
79 said, "Me."

80   **CHODOROW:** Yes. Good advice. Good advice. And the other— In theater, obviously, Arthur  
81 [Wagner] is—

82   **ROTBENBERG:** Oh, yes.

83   **CHODOROW:** —still quite active and— Although he comes down fairly regularly.

84   **ROTBENBERG:** He comes down once a year.

85   **CHODOROW:** Yeah, or more often. He's here fairly often and we'll talk to him—

86   **ROTBENBERG:** He just came back from a nice, long cruise.

87   **CHODOROW:** But he's still— He's a person we want to talk to. And it would have been  
88 interesting to talk to John Stewart because John formulated the idea along with colleagues who  
89 were here in the sciences, and their unique perspective on the arts at UCSD was in fact  
90 generated by that intersection between artists and the scientists.

91   **ROTBENBERG:** We did a good job on that, I thought, but I thought it was miscast as a  
92 provost.

93   **CHODOROW:** Perhaps. Perhaps. Now, art— Now one of the things that would be interesting  
94 at some point, obviously, is to talk about the early history of some of the colleges. And they are  
95 all here, right?

96   **ROTBENBERG:** Yeah.

97      **CHODOROW:**    And we could do that because the— But Paul Goldberg—

98      **ROTBENBERG:**   June Tapp is not.

99      **CHODOROW:**    No, she's not, but she succeeded Paul. And John, of course, is not here but  
100     Pat [Patrick J.] Ledden was involved for practically from the beginning. He was involved also in  
101     Warren [College]—or what became Warren. And both I and Jim [James K.] Lyon were involved  
102     in the origins of Fifth College, so we have that—

103     **ROTBENBERG:**   And Irwin Jacobs was involved in the origins of Third College.

104     **CHODOROW:**   Is that right?

105     **ROTBENBERG:**   Irwin Jacobs, yeah.

106     **CHODOROW:**   He was a member of the faculty when we—

107     **ROTBENBERG:**   But he quit in a huff because they wanted to go the Lumumba Zapata way—

108     **CHODOROW:**   Was he connected then or one of the people who— One of the faculty  
109     members connected to Armin Rappaport in the early days when it was going to be a history  
110     college, in effect?

111     **ROTBENBERG:**   Might have been. Might have been. But the distain came and when he saw  
112     academic standards were not going his way, right.

113     **CHODOROW:**   There, of course is, part of Bill McGill's book, *The Year of the Monkey* is  
114     about that transition.

115     **ROTBENBERG:**   Yeah.

116     **CHODOROW:**   And I saw it from Armin's point of view, which was a bitter point of view. But  
117     talking to Irwin might well be a very good thing to do in that respect. Now let me say something  
118     about one of the things we found or that I'm beginning to observe in this. It comes from a  
119     discussion I had recently about the origins of the departments and programs at [University of  
120     California,] Irvine as compared to UCSD. The fundamental difference so far as I can tell at this  
121     point—and it may only be an artifact of the approach that I'm taking, and that Brad is taking, in  
122     terms of the way we're trying to do this history—is that UCSD was founded by department

123 chairs. Every department, the first step was appointing somebody and giving that person quite  
124 free reign to develop the department—

125 **RO滕BERG:** To recruit.

126 **CHODOROW:** —recruit. Whereas at Irvine it was done by deans, school deans, which—  
127 One of the things that meant was that the people who built our departments were, in fact, within  
128 those disciplines. As we are finding out—it's one of the big questions we're asking—they had  
129 very strong views about the nature of their disciplines: where they were going and where they  
130 ought to go, so that their departments began as realizations of that vision that they had which  
131 was a disciplinary vision. At Irvine, the dean might know one discipline and vaguely a couple of  
132 others, but the choices as a result—the early choices—were very different.

133 **RO滕BERG:** Yeah, I think that's right. And it had an effect nationally. That is, when  
134 somebody said, "Okay, Penner—" Rutgers said, "Okay, Penner, start this department of  
135 Engineering," then that news got around and everybody knew what the style of the department  
136 was going to be like.

137 **CHODOROW:** Because he has a distinctive personality within the discipline.

138 **RO滕BERG:** That's right. Right.

139 **CHODOROW:** Well, that's very good. Now let's go back and talk about— To start with— The  
140 questions we've been asking people have been rather straightforward: What was the—from the  
141 point of view of the founder—what was the state of the discipline around the time of the  
142 founding? What was happening in his or her area? And in this case, it's been "his" in every  
143 case. And how did that person—the founder—react to it and think about those issues? What  
144 was the vision—the disciplinary and intellectual vision—that person had coming in? Then how  
145 did the early recruitments— What were the strategies for recruiting a department based on that  
146 vision? How did the successes and failures of the early recruitments affect the vision and  
147 realization of it? We generally go from the beginning, which basically is from 1960—'58 to '60,  
148 depending on the department—through about 1975, by which time most of the founders had  
149 given up their authority. They were members of departments that had corporate existence. And  
150 you might say, the ordinary politics and development of a corporate body in the department was  
151 now governing what was happening. Of course, you then also go into, as you know, a hiatus in  
152 the development of the institution. You were told, "No, you're not going to be 27,500 students;

153 you're going to be maybe 14,000." And so, everything sort of went into a hold at that point and  
154 then took off again in the '80s. But we're trying to deal with that first period which makes it, by  
155 the way, optimistic. It's an optimistic period up to the end of it for most departments.

156 **RO滕BERG:** Well, you know that I was involved in two departments.

157 **CHODOROW:** Yes, and that's where I wanted to start. My understanding was you came in  
158 physics and then moved over to what was APIS: Applied Physics and Information of Science.

159 **RO滕BERG:** No.

160 **CHODOROW:** What was it?

161 **RO滕BERG:** It was AEP: Applied Electro-physics. That was under [Henry G.] Booker. And  
162 they had to abandon that because nobody knew what the hell it was. You know, even today  
163 [*inaudible*]. But we can come to that. *[crosstalk]*

164 **CHODOROW:** Okay. Why don't you go back and talk about when you got here and about  
165 the early years of your experience in moving through those two departments and what was  
166 going on. And then we can— Then when you became graduate dean and graduate research,  
167 and what your functions were and how that developed.

168 **RO滕BERG:** Well, Keith Brueckner brought me here in '61, that's when I came. And I knew  
169 Keith from Los Alamos. Now, when I graduated MIT [Massachusetts Institute of Technology] my  
170 first job was at Los Alamos. Los Alamos had the tradition of—because we were so isolated—in  
171 the summer all the bigwigs used to come and visit—the summer people, the summer  
172 consultants. And Keith was especially interested at the time because he needed computers in a  
173 very bad way. He had developed a theory in nuclear physics, called "many-body" theory that  
174 was very computer-intensive. And the place where you could find lots of computing time was at  
175 the National Laboratories—or Los Alamos was not yet a national laboratory, but they had  
176 computers. And so, he and I and another guy by the name of "Bud" Locket [?], who has since  
177 died, would start our day at eight or nine o'clock in the evening and tend the computer—

178 **WESTBROOK:** Overnight.

179 **RO滕BERG:** —all night when nobody else was on it. And over a matter of the summer we  
180 were able to generate the paper, too. And that's how I got to know Keith. Then after I left there, I

181 went to Princeton [University], and then from Princeton I went to [University of] Chicago in  
182 195?—

183 **CHODOROW:** There you went as an assistant professor?

184 **ROTBURG:** An assistant professor. I went to Chicago. And I was consulting in  
185 Livermore—not in weapons, but in computers. And I bumped into Keith, who was up there for  
186 some reason or other—you never discuss these things in bright light. *[Chodorow laughs]* So we  
187 were—And then he said, "Oh, by the way, I'm starting a new campus" he mentioned. He says,  
188 "Let me get in touch with you; you can come and give us a seminar." And sure enough, he did  
189 get in touch. I came, gave the seminar and got a nice sunburn. And this was at Christmas.

190 **CHODOROW:** Right. *[laughs]*

191 **ROTBURG:** —at Maria Meyer's pool, and then he invited me out there in 1961. And I  
192 became assistant director—computer center director—

193 **CHODOROW:** And the director was called?

194 **ROTBURG:** Clay Perry.

195 **CHODOROW:** Oh, Clay Perry.

196 **ROTBURG:** Clay Perry was—I don't know Clay's background at all; he wasn't much of a  
197 mathematician. He knew something about computers, but he was in the math department in  
198 which there wasn't any. He was a professor of mathematics—assistant or associate, I've  
199 forgotten his rank. So, he tended the computer—

200 **CHODOROW:** Which was not yet the Burroughs?

201 **ROTBURG:** Oh, no, no. This was an IBM [International Business Machines] clunk  
202 *[Chodorow laughs]*, which Keith managed to get—mostly for himself. He kept the thing busy, but  
203 everybody else began to chip in. People weren't as familiar with computers then as they are  
204 now, only now it's unthinkable that you don't have something on your desk. But then it was only  
205 when the going got impossible you finally resorted to a computer. So that went along nicely for a  
206 while. Then Clay—something happened to him mentally; he became paranoid. Clay became  
207 paranoid, and I was the guy. I was the—As you know, paranoids focus on something: I was  
208 going to take over the computer center and throw him out. That got worse and worse. Finally,

209 the vice-chancellor at the time, who was Carl Hickert, said, "Rotenberg, you had better clear out,  
210 go to physics." Things got worse. Finally, the math department had been formed and [Stefan E.]  
211 Warchawski, who was a very close friend of Clay's, got Clay to go to a psychiatrist. He got the  
212 psychiatrist—He got pills that normalized him. Things kind of gelled for a while. I came back in  
213 and helped him out, still very wary. Clay felt very good. You could see a few ups and downs, but  
214 still, those pills seemed to stabilize him. He felt good enough to go to a math conference  
215 somewhere in South America, I think Brazil. He landed, he knew something was wrong, got on  
216 the airplane turned around and came home. He was very ill. And shortly after that he overdosed  
217 and he died. Now, we don't know whether it was suicide or an accidental overdose; you never  
218 can tell with those things. But that's what happened. I've forgotten—Because of the paranoia  
219 and my position in that paranoia it didn't seem like it would be a good idea that I would take  
220 over. So, I gave it all up, went to physics. I forgot who became the computer center director. It  
221 wasn't [Kenneth L.] Bowles yet, because Bowles wasn't on the scene. It was somebody else; I  
222 can't remember. But shortly after that Booker came on board, brought Bowles with him, who  
223 was a student from Cornell [University]. After some time, Bowles took over and talked us into  
224 getting a Burroughs, and the Burroughs were suited to some God-awful language like—it wasn't  
225 Cobol, but it was some non-Fortran language. And it was—

226 **CHODOROW:** It wasn't Cobol?

227 **ROTENBERG:** It wasn't Cobol, no—that was a business language. It was Algol.

228 **CHODOROW:** Algol.

229 **ROTENBERG:** It was Algol. I actually taught students Algol, and I'll tell you a story about that  
230 later. It was just the wrong thing to have done. We were the only people on earth who was  
231 teaching this Algol and programming in Algol. The philosophy then was the Campus Computer  
232 Center, above all; nobody was allowed to have a computer. Nobody.

233 **CHODOROW:** Right.

234 **ROTENBERG:** You had to support the central computer. I mean, we just—that just did not  
235 work. We fought it. When I was dean, I had to fight it for Salk [Institute]. But after a number of  
236 times at Salk when he said to his friends, "Okay, you can have a computer but nobody else.  
237 Well, you can have a computer but nobody else." The whole thing fell apart.

238   **CHODOROW:** I actually remember that, because I was responsible in the early '70s—the  
239   early to mid '70s—to the creation of the CAT system, which was the "computer-assisted text"  
240   system with the PDP 11-70s that were purchased for that purpose. And I was aware that there  
241   was a struggle between the center and the periphery, so to speak.

242   **RO滕BERG:** Right. But the pressure got too great and we just had to give it up.

243   **CHODOROW:** Right.

244   **RO滕BERG:** The story about Algol is the following: Paul and I were in a restaurant and the  
245   waitress comes over. "Oh, Dr. Rotenberg, how are you?" I said, "Do I know you?" She said,  
246   "Yes, I took a class from you." And then I gave her the tag line: "Well, what's a nice girl like you  
247   doing in a place like this?" And she said, "You taught me Algol. It was completely useless."  
248   *[mutual laughter]*

249   **CHODOROW:** All right. So, you never really came back into the computer center after those  
250   first couple of years.

251   **RO滕BERG:** No.

252   **CHODOROW:** But you were a user there, right?

253   **RO滕BERG:** I was a user. I had always been a user. When I went to Chicago, I was with  
254   the Institute for Computer Science—

255   **CHODOROW:** I see.

256   **RO滕BERG:** —as well as with the physics department, so I was designing computers. So  
257   that was part and parcel of my professional activities. So anyway, I went back to physics. About  
258   that time the fashion in physics was changing. Keith and his many-bodied system had done  
259   what it was supposed to do. And it wasn't really new anymore, to do things in there. Meanwhile,  
260   the stuff of the guys that Keith had brought on board: George Feher, Harry Suhl—the solid-state  
261   physics guys—

262   **CHODOROW:** Right. Bernd Matthias—

263   **RO滕BERG:** —Bernd [T.] Matthias, especially, that was taking over like wildfire. I mean,  
264   those guys were very smart, very successful. Everything they touched turned to gold. Walter

265 Kohn, of course, was not the least among them; he was just starting to develop [*inaudible*]  
266 frame and landed him a prize in the wrong subject. [*mutual laughter*] So that was taken over  
267 completely. And fortunately, but that time I was starting to switch over to things in mathematical  
268 biology, but things were happening with [Paul D.] Saltman and Roy Harvey Pearce and so on,  
269 and I was brought over to the dean's office. Roy was beginning to feel that he needed an  
270 assistant, so Paul [A.] Libby became assistant or associate dean of something and I became the  
271 associate dean of everything else. And then shortly after that there was a real breakout of  
272 warfare between Paul Saltman and Roy Harvey Pearce. Pearce left and Paul Libby wanted to  
273 go back to engineering. A search committee was set up and I was appointed dean.

274 **WESTBROOK:** Now when— In what year was that, '72 or '73?

275 **ROTENBERG:** Yeah, something like that—maybe even a little later than '72 or '73.

276 **WESTBROOK:** When had you moved over to Booker's department? At what point did you  
277 move from physics to—what was it you said—AEP?

278 **ROTENBERG:** That was just before I got into the dean's office. It was a couple of years or  
279 maybe a year after Booker came. God, I wish I had this chronology better and down pat. But he  
280 got me in there because even though he had set up a department of applied electro-physics—  
281 which really meant atmospheric physics—he was interested in electrical phenomenon in the  
282 atmosphere.

283 **CHODOROW:** There was a man here at that time who was, as I remember, a New  
284 Zealander.

285 **ROTENBERG:** Yes. He came a little later.

286 **CHODOROW:** Alfred? Was that his name?

287 **ROTENBERG:** No, his name was—

288 **CHODOROW:** He ended up at the Max Planck Institute.

289 **ROTENBERG:** Yes, he was the director there.

290 **CHODOROW:** Yes, that's right.

291   **RO滕BERG:** And also, he ended up as vice-chancellor for academic affairs in the  
292 university system in New Zealand.

293   **CHODOROW:** Back to—

294   **RO滕BERG:** That was an extremely handsome man, tall—women students were just  
295 throwing themselves at him. I mean, he was— Oh, Acksford, Ian Acksford—

296   **CHODOROW:** Acksford.

297   **RO滕BERG:** Ian Acksford came and he was the world's authority in the aurora borealis.

298   **CHODOROW:** Right.

299   **WESTBROOK:** That's how I remember that he was interested in atmospheric physics.

300   **RO滕BERG:** That's right. But he was a plasma physicist—

301   **CHODOROW:** Really?

302   **RO滕BERG:** —and Banks, remember him?

303   **WESTBROOK:** Yes. I remember Banks.

304   **RO滕BERG:** What was his first name? He's still around. Banks— Anyway, Banks  
305 blossomed under Ian's—it wasn't tutelage, but he created an atmosphere. Good students came,  
306 good postdocs came, and Banks wrote a two-volume definitive work on the upper atmosphere.

307   **CHODOROW:** Now, was Barney [Barnaby] Rickett part of that as well?

308   **RO滕BERG:** No.

309   **CHODOROW:** He was interested in radio astronomy.

310   **RO滕BERG:** Yeah. He and Bill [William A.] Coles were interested in radio astronomy, and  
311 this was part of Booker's scheme. Then there was another very able fellow by the name— He  
312 was from Sri Lanka.

313   **CHODOROW:** Asoka?

314   **ROTENBERG:** Asoka Mendis.

315   **CHODOROW:** Who I just saw today.

316   **ROTENBERG:** Now, Asoka came—he was here on sophomore year—and Booker said,  
317   "We'll take care of you" because he was really becoming well-known in the area of cometology.  
318   By the time Asoka came up for appointment, the complexion of the department had changed so  
319   that we were becoming more and more solid-state and computer-oriented. So, when Asoka  
320   came up for appointment, there was nothing there. Now, Asoka was very disappointed of  
321   course, but he hung in there. I don't know why.

322   **WESTBROOK:** There was a lot of soft money.

323   **ROTENBERG:** A lot of soft money; he was bringing in soft money. We began to notice that  
324   he was away a lot, giving invited talks. He became a world figure. After a while we just said, you  
325   know, let's get—we've got to get a special [*inaudible*] for him or something. But he was  
326   appointed.

327   **CHODOROW:** This was about the time that CASS was founded?

328   **ROTENBERG:** Yeah, yeah. And even though he's now retired officially, we still see him.

329   **CHODOROW:** So where did Jacobs fit in? Was he in this department or a different  
330   department?

331   **ROTENBERG:** No, he came—Jacobs came as an associate professor. The two of us started  
332   courses in programming and in computer science.

333   **CHODOROW:** He came when—in '66, '65?

334   **ROTENBERG:** No, I don't think it was that early. I think it was a little later. But he came as a  
335   beginning associate professor and quit by the time he was a professor. He started Linkabit. It  
336   was M/A-COM, and then became Linkabit.

337   **CHODOROW:** Linkabit.

338   **ROTENBERG:** —Linkabit and then he lost control. And he said, "To hell with you guys," and  
339   took his marbles and—

- 340   **CHODOROW:**   Created QUALCOMM.
- 341   **ROTBENBERG:**   Created QUALCOMM. And the rest, as they say, is history.
- 342   **CHODOROW:**   Now when did the department take on the name that I knew, which was
- 343   APIS?
- 344   **ROTBENBERG:**   Well, they went from AEP—
- 345   **CHODOROW:**   *[laughs]* From AEP, yes—
- 346   **ROTBENBERG:**   They went from Applied Electro-Physics—AEP—to—APIS. I think was next. I
- 347   think it was three or four years after AEP's founding. Then it became Computer Science—
- 348   Information— No, was it ICS?
- 349   **CHODOROW:**   Oh, I remember that stage. I think that's right: ICS—
- 350   **ROTBENBERG:**   It was something like that: Information and Computer Science—something
- 351   like that. And then it finally became SCE. And that was very important for various departments.
- 352   You know, we split—
- 353   **CHODOROW:**   Yes.
- 354   **ROTBENBERG:**   For a while: software went one way, hardware went the other way. And then
- 355   there was a gray area in between they didn't know what to do with and they called it "Computer
- 356   Engineering."
- 357   **CHODOROW:**   In both departments.
- 358   **ROTBENBERG:**   And both departments tried to hang on with mixed success.
- 359   **CHODOROW:**   Talk a little bit about the— The original vision then was a department which
- 360   would affect the physics of the atmosphere with—
- 361   **ROTBENBERG:**   Yeah, right.
- 362   **CHODOROW:**   —near earth phenomena.

363   **RO滕BERG:** At one time we had three physics departments: we had the Physics  
364   department where Saul Penner was doing very theoretical stuff at the time. It was Applied  
365   Physics, more on the hydrodynamic and aerodynamic area. And we were doing Applied Physics  
366   in the [*inaudible*]. And that was great. But we were a physics department. And then we became  
367   more and more applied in computers—

368   **CHODOROW:** Right.

369   **RO滕BERG:** —and not only computer circuitry, communications and information theory,  
370   but in solid state—the actual making of these micro-devices.

371   **CHODOROW:** Who was involved with that?

372   **RO滕BERG:** Oh, I guess Bill [William S.C.] Chang was the first and began to bring in other  
373   people. Bill Chang was a founding integrated circuit guy. But now we're working in quantum  
374   reactive materials.

375   **CHODOROW:** Right. And this—Once you had arrived at the information science applied or  
376   solid-state physics—applied solid-state physics—by the perhaps the early '70s—let's see,  
377   yeah—then that lasted in effect for another ten years before—? In '83 I think, the division of  
378   engineering was— You were still an Applied Science department or regarded that way.

379   **RO滕BERG:** That's right.

380   **CHODOROW:** Can you talk a little bit about that, the developments that led—especially from  
381   the faculty point of view—to the creation of the division? And was that an outside thing that the  
382   faculty paid very little attention to? Or was there really a feeling that they needed to be a part of  
383   an Engineering department?

384   **RO滕BERG:** Well, at this point [Richard C.] Atkinson was Chancellor.

385   **CHODOROW:** He came in 1980.

386   **RO滕BERG:** That's right. Now, you'll remember that—we haven't talked about it yet—there  
387   was this kind of blow-up with Saltman and McElvoy.

388   **CHODOROW:** Right.

389   **RO滕BERG:** There was the famous "palace coup", the vote of confidence, the subsequent  
390   "pooh-poohing" by the [University of California] Board of Regents saying the faculty has nothing  
391   to do with this. Of course, a couple of months later McElvoy was all set to step down, Atkinson  
392   was doing a quick interview with the LA airport or something—there were various rumors about  
393   that—and became chancellor. The first thing he did was fire Saltman. I waited for the other shoe  
394   to drop; it didn't drop for a couple of years. John [W.] Miles came in as *[inaudible]*—

395   **CHODOROW:** Interim.

396   **RO滕BERG:** It was more than interim; it was for a couple of years.

397   **CHODOROW:** Well, at the beginning it was interim and then he slid because Dick didn't  
398   want to make a search.

399   **RO滕BERG:** That's right.

400   **CHODOROW:** And he said, "Okay, I will do it for three years," because that made a  
401   difference to John financially.

402   **RO滕BERG:** That's right, financially. I remember that going into his calculations.

403   **CHODOROW:** Right. John was very careful about that.

404   **RO滕BERG:** Right. Then there was this— And so I was sort of sitting there waiting to be  
405   dinged at any time. I was very careful to report to the Vice-Chancellor, because the fight started  
406   out—I don't know if you remember this, or you weren't here? —

407   **WESTBROOK:** No.

408   **RO滕BERG:** But the fight started because McElroy called me into the office one day and  
409   he said, "Rotenberg, you are now Vice-Chancellor of Graduate Studies and Research and you  
410   are reporting to me."

411   **CHODOROW:** Without telling Paul—

412   **RO滕BERG:** Without Saltman—

413   **CHODOROW:** —who was the Vice-Chancellor for Academic Affairs.

414   **RO滕BERG:** Right. And with that he lit a fuse which blew up in his face. So, I got off the  
415 street as Saltman advised me to do, because these two guys were firing each other. And  
416 Atkinson came in, fired Saltman, and I was the natural "other guy" to be fired but he didn't fire  
417 me. So, I sort of hung there very carefully reporting to Miles. But Miles was very taciturn. When I  
418 would sit down with Miles in my weekly— You were supposed to have an hour with him after the  
419 Chancellor's Council. "What went on? What did I have to know?" He would always say,  
420 "Nothing. Nothing went on." And he would say the same thing to the Provost: "Nothing went on."  
421 So, there I was kind of operating in a vacuum. Well, one day at the [Academic] Senate  
422 meeting—and it wasn't a representative senate; everybody turned up.

423   **CHODOROW:** Everybody was there. I was chair.

424   **RO滕BERG:** Up comes [Richard C.] Atkinson announcing that we're going to have a  
425 School of Engineering. So, somebody said, "Rotenberg, you're going to be the Dean of  
426 Engineering; how do you feel about that?" And I was just caught totally by surprise. And I made  
427 some goofy answer which was, I think, inappropriate. *[mutual laughter]* But anyway, that didn't  
428 endear me to Dick's heart, but I still *[inaudible]* about doing it. But after a while I got tired of the  
429 job. After a while you just see everything.

430   **CHODOROW:** Twice. By the time you stepped down you'd been there almost ten years.

431   **RO滕BERG:** Oh, yeah. I'd been there for a long time. And I was getting bored and things  
432 were slipping away from me. I felt I was losing my mathematical skills. I was losing my research  
433 skills which you have to keep, you know. I tried—I used to take off every Friday to keep up. But  
434 I could see that the level of my work declined steadily, and if I could notice it then I knew  
435 something was wrong. So—

436   **CHODOROW:** I know that I remember that in those days you were doing work on  
437 mathematics in biology—

438   **RO滕BERG:** That's right.

439   **CHODOROW:** —having to do with chemotherapy.

440   **RO滕BERG:** Well, yeah. I was—

441   **CHODOROW:** Some of it, anyway.

442 **ROTENBERG:** Yeah, part of it was chemotherapy. Because a lot of the things you do with  
443 competing populations—*insects, rabbits and frogs [inaudible]*—you can apply that to  
444 chemotherapy where you have cells being eaten up by chemicals and being regenerated.

445 **CHODOROW:** And getting the timing right. That's what—

446 **ROTENBERG:** Getting the timing right, yeah. That was something that is under control,  
447 which isn't under control in the natural populations.

448 **CHODOROW:** Right.

449 **ROTENBERG:** So that had a short growth. People were interested in that suddenly because  
450 it seemed to be a new kind of paradigm. But other paradigms were much more successful  
451 *[inaudible]*. So anyway, I got into the department and somebody said to me, "Rotenberg, we  
452 need a lab course." I said, "Well, I *[inaudible]*." *[Chodorow laughs]* They said, "That doesn't  
453 change the facts." Well, I used to— You know, when I was a kid, I used to build radios and  
454 things like that, so I started up a lab course and it's been going ever since. It was— At that time  
455 it was the first lab that our majors would take. Then when the Electrical and Computer  
456 Engineering [ECE] got to be very fashionable and we had to raise the standards. We had  
457 entrance requirements. You couldn't be an ECE major until you were a junior, and then you had  
458 to have a three-point—. It kept going up: three-point six, three-point six-five GPA [grade point  
459 average] even to get your foot in the door. And they used my course as the screening course.  
460 So, they would put the guys through everything and they had taken twelve exams and all kinds  
461 of things, and we would ding everybody and still there were hordes of people coming into the  
462 major. But at any rate, now that things aren't quite as tight, it is a required course. It is the  
463 second laboratory course—they take a very easy course before that—and it's still going on:  
464 ECE 60L. *[Chodorow laughs]* People learn things that, you know, I learned in high school.  
465 People learn this—which end of the oscilloscope to look at. This is a resistor. That's a  
466 condenser. And you spell ohms with an "h." *[mutual laughter]* Things like that.

467 **CHODOROW:** If you do crossword puzzles you know that.

468 **ROTENBERG:** Oh, yes. That's right.

469 **CHODOROW:** Let's go back and talk a little about your tenure as the Dean, because it's  
470 interesting in itself. First of all, the early years of the campus there wasn't at the beginning this

471 Division, was there? I mean, when Keith [Brueckner] was head of the campus—I think he was  
472 called Dean, in fact, not Vice-Chancellor.

473 **RO滕BERG:** He was Dean. I don't think there was even a Vice-Chancellor. Yeah.  
474 Remember he was head of the department. He was Dean, and he was, in effect, in control of all  
475 recruiting.

476 **CHODOROW:** Right.

477 **RO滕BERG:** And there was a Dean of Graduate Studies by the name of [Norris W.]  
478 Rakestraw, I believe—

479 **CHODOROW:** Oh, yes. I remember that man. He's not somebody I ever knew.

480 **RO滕BERG:** I hardly ever knew him either.

481 **CHODOROW:** Was he an SIO [Scripps Institute of Oceanography] person?

482 **RO滕BERG:** He was an SIO person and he was in charge of actual graduate admissions.  
483 He did the paperwork. And the only time I saw him, he was going to go on sabbatical for a year  
484 and we needed a house—because we were building a house.

485 **CHODOROW:** Right.

486 **RO滕BERG:** And so, we all got moved into his house and then two days before we were  
487 supposed to move in, he cancelled his plans. And there we are, stuck out in the street  
488 practically. So that was the one time we saw him. Yeah, he was a Dean. And then after  
489 Rakestraw, in that position, I think, Jim Arnold, Mark McCain, Herb York—

490 **CHODOROW:** So, there wasn't— Well, yes. I knew that Herb came back and did that.

491 **RO滕BERG:** Did that job, right.

492 **CHODOROW:** And then he had a hiatus when he was Interim Chancellor—

493 **RO滕BERG:** That's right.

494 **CHODOROW:** —between [John] Galbraith and— No.

- 495   **RO滕BERG:**   McGill—
- 496   **CHODOROW:**   McGill and—I thought it was McGill and McElroy.
- 497   **RO滕BERG:**   Where was Galbraith? Galbraith was—
- 498   **CHODOROW:**   Galbraith was before McGill.
- 499   **RO滕BERG:**   Okay. Then it was McGill and Galbraith. And then because McGill took off  
500   for—
- 501   **CHODOROW:**   And then he went back to being Dean.
- 502   **RO滕BERG:**   Yeah, right. That's right. And then Roy Harvey.
- 503   **WESTBROOK:**   Right. So, Roy was after—? York?
- 504   **CHODOROW:**   After York. Yeah, that's right.
- 505   **RO滕BERG:**   Now actually this— The fact that these guys took over in kind of short  
506   succession really did great things for the staff in [*inaudible*], because they were the people who  
507   *[inaudible]* into continuity and making policy and so on. When Paul Libby was Acting Dean for a  
508   brief time, he hired a woman by the name of Jean [Forte].
- 509   **CHODOROW:**   Yes.
- 510   **RO滕BERG:**   She was a natural. She somehow embraced the concept of graduate study,  
511   and fellowships, and equity, and women's rights and all of this. She had it all in one— And she's  
512   still there. And if it weren't for her, I don't know where any of this would be. She really made the  
513   difference in the standards of that place. I really owe a lot to her.
- 514   **CHODOROW:**   As does Dick.
- 515   **RO滕BERG:**   Oh, yeah. Oh, yeah.
- 516   **CHODOROW:**   Now, what about the research side? The graduate side is mostly  
517   management of the technicalities of the graduate program and the adjudication of the  
518   occasional blow-up.

- 519   **ROTENBERG:** Well, also the disbursement of funds to the various centers—
- 520   **CHODOROW:** Right.
- 521   **ROTENBERG:** —and the disbursement of funds— We used to actually give some—
- 522   **CHODOROW:** Graduate support funds, you're talking about?
- 523   **ROTENBERG:** That's right. When I got there, we were actually looking at every application  
524   for graduate support individually.
- 525   **CHODOROW:** Wow.
- 526   **ROTENBERG:** And I said, "This is impossible. Every department doesn't— They have  
527   different standards, different languages. You know what we'll do? Let's divide it all up." So, we  
528   became— We— Jean Forte designed it: block grants.
- 529   **CHODOROW:** Right.
- 530   **ROTENBERG:** And we're still operating with block grants.
- 531   **CHODOROW:** How did the block grants get shifted—? They can't stay the same forever.
- 532   **ROTENBERG:** No, they have a historical—
- 533   **CHODOROW:** Is there a limit, for example, on change? Like ten percent or fifteen percent?
- 534   **ROTENBERG:** Yes, yes. It could be 15 percent. But it changes. Dean to Dean and year to  
535   year, it changes. But we did have— In order to avoid catastrophes and sudden shift in academic  
536   fashion—you know. Kids can change in two years. You'd leave the department hanging out  
537   there with nothing. We did have a cap on the decrement of each department so their support  
538   wouldn't suddenly disappear.
- 539   **CHODOROW:** Right. And that— Most of that support was TA [teaching assistant] support.  
540   To what extent was it fellowship support?
- 541   **ROTENBERG:** Oh, it was fellowship support.
- 542   **CHODOROW:** Oh, it was?

543   **ROTENBERG:** This was the way— Yeah. This was the way we got our research support.  
544   And this is now the way we get our foreign students, because the block grant makes up that  
545   difference.

546   **CHODOROW:** What about TA support? That was done with the provosts. When did that  
547   system start, do you know?

548   **ROTENBERG:** That started under Saltman. Saltman, as you know, was a provost. And while  
549   I was always banging heads with him, as was proper, as to where resources should be going,  
550   he was always very mindful of undergraduates and was always very accommodating to the  
551   provosts. And it was always his decision to make sure that our undergraduates and our provosts  
552   were treated properly. And I was always mad at him for that, but looking back with twenty-  
553   twenty hindsight, it was the right thing to do. I mean, it was the right tension to set up. And had  
554   he listened to me, of course, the undergraduates would never have done as well as they are  
555   doing here. I think that the college system, as much as I hated it at the time—and as much as it  
556   didn't turn out the way it was supposed to—. It was supposed to be the "grandmaster," you  
557   know, being a provost, sucking up a pint, in front of the fireplace with the undergraduates  
558   around him listening to—

559   **CHODOROW:** And the faculty were supposed truly to be divided amongst the colleges, and  
560   each college faculty was to be more important than any departmental faculty.

561   **ROTENBERG:** That's right. It never panned out that way. And these turned out to be—. The  
562   visions that the students could cope with— You know, it could have been eating halls, it could  
563   have been dormitories; it turned out to be colleges. Fine. It worked out well.

564   **CHODOROW:** It gave human scale to the place.

565   **ROTENBERG:** Yeah, that's right.

566   **CHODOROW:** It also did one other thing, which was I think very important. And that is that it  
567   permitted a multiple approach to undergraduate education so that faculty who disagreed with  
568   one another about how this ought to be carried out did not have to beat one another into  
569   submission or compromise to the level of lowest common denominator—which happened in  
570   many places—but could get a group of like-minded colleagues together and go ahead and  
571   develop a college in that form.

572   **ROTENBERG:** We developed out of models. When you [*inaudible*] a college, you need to  
573    *[inaudible]*. Kids can take each one—

574   **CHODOROW:** Right.

575   **ROTENBERG:** —or anyone. And they responded to it as, "Yes, but you'd still have to  
576    administrate these things, and you may not have needed a secretary here or there." Like  
577    *[inaudible]*.

578   **CHODOROW:** Yeah. Well, we did a study as you may remember—at the beginning of the  
579    '80s, as I remember; maybe it was a little later than that—of the cost of the colleges. We  
580    reviewed the cost of the colleges roughly at the time of the twenty-fifth anniversary—the middle  
581    '80s I guess—and we used Irvine as our comparison and differently organized. And what we  
582    found was that the cost was roughly the same—

583   **ROTENBERG:** Probably a little more expensive here.

584   **CHODOROW:** Slightly, but very slightly. Because you had— They had more deans and we  
585    had the provosts—at that time, four. But the actual assignment of funding for administering  
586    undergraduate education to both campuses was equivalent from the formulas that the state  
587    system used. And we were not spending very much more money. We had the offices of the  
588    provosts, which cost money to run, but in personnel it was essentially the same.

589   **ROTENBERG:** Well, that's what it will always turn out to be. At any rate, there was this  
590    tension all the time between the graduate dean and the four provosts. I complained at the  
591    beginning that this was unfair.

592   **CHODOROW:** Right. There were four of them and— *[laughs]*.

593   **ROTENBERG:** We had this PRC (Program Review Committee), the program that you came  
594    in on, which was the—. This was a very fine committee. All the goodies were put on the table—  
595    all the FTEs, all the money—and there was a public pie-cutting ceremony. Everybody knew  
596    what was going on. We'd all argue, and Paul would say that this is what it's going to be, and you  
597    have to handle it. But there were four of them and one of me. And after some months I said,  
598    "Look, why don't they just get one of them"—that turned out to be the chairman of the Council of  
599    Provosts—"to come to this meeting, and then it would be one-on-one?" And Paul *[inaudible]*.  
600    The PRC, I think, was a wonderful invention. Saltman was, for that time and for that size of the

601 university, probably the ideal administrator. It was strictly run on personality. He had personal  
602 contact with every chairman and that's the way he did it.

603 **CHODOROW:** Right.

604 **ROTBENBERG:** For the size of the university he carried it off beautifully. But just at the time  
605 when he left that office and Atkinson came in as chancellor, the university was getting just a little  
606 too big. And he began to introduce this idea of deans and decentralizing. Then by the time  
607 Casiero came, she decentralized power totally. So, at the council—the Vice-Chancellors'  
608 Council of the Deans—the pie was broken up. FTEs and money were given out and that was  
609 the end. After that she was more or less powerless.

610 **CHODOROW:** She was doing the personnel—

611 **ROTBENBERG:** Yeah, she was—

612 **CHODOROW:** But even the deans played more and more of a role in that as well.

613 **ROTBENBERG:** Oh, yes. Yes.

614 **CHODOROW:** That was an argument that was carried, basically, by Michael Rothchild with  
615 the support of the rest of the deans in the late '80s. After Hal Ticho, who kept very close control  
616 of everything.

617 **ROTBENBERG:** Well, I was chairman of our department for five years. I never got to see the  
618 Vice Chancellor once. Every time I would call up to have a chat with her—

**[END OF PART ONE; BEGIN PART TWO]**

619 **CHODOROW:** Well, that has taken I think a step even further.

620 **ROTBENBERG:** Yeah. Now the *[inaudible]*. Bob [Robert] Conn is a very powerful man.

621 **CHODOROW:** Right. Certainly Murph Gromer—

622 **ROTBENBERG:** Murph Gromer doesn't take any guff from anybody. I think that the Dean for  
623 the Arts is not quite up to that caliber. I mean, he just doesn't have it in him.

- 624   **CHODOROW:**   Nor the Social Sciences.
- 625   **RO滕BERG:**   Nor the Social Sciences.
- 626   **CHODOROW:**   The Social Sciences are carried in part by their enormous enrollments—
- 627   **RO滕BERG:**   Yeah.
- 628   **CHODOROW:**   —which is the modern trend in almost every institution.
- 629   **RO滕BERG:**   That's right. But I think for the size that the campus is going to be—which is  
630   going to be 27,000-30,000—that's the only way to handle it.
- 631   **CHODOROW:**   Right. Sure.
- 632   **RO滕BERG:**   There was something I wanted to mention. This is going to be—you'll have to  
633   splice this in—about the difference of the way that we started our departments. The early  
634   departments had a honeymoon period of graduate students only, and that's how they got key  
635   people to come here. You didn't have to do undergraduate work for two or three years.
- 636   **CHODOROW:**   And when they did they had brought a cadre of junior faculty to assist them in  
637   doing this. That's true.
- 638   **RO滕BERG:**   And the standards of the tradition was that the standards were extremely  
639   high. It's very strange; if you look at the statistics of how many assistant professors leave either  
640   because they were whispered to by the chairman before it came time or because they were  
641   actually told to go, it's at two percent.
- 642   **CHODOROW:**   Yeah.
- 643   **RO滕BERG:**   I mean, the number of assistant professors who continue on is somewhere in  
644   the ninety-two percent or something like that. It's very high. And it turns out that we have a  
645   reasonably high success of getting people who are "somebody" by the time they are professors.  
646   Lenny [Leonard D.] Newmark, who had a terrible time recruiting bigwigs—
- 647   **CHODOROW:**   Right, at the very beginning.
- 648   **RO滕BERG:**   —when he was— At the very beginning. He said, "I'll grow my own." And so,  
649   he got the best students of those bigwigs and they turned out to be very good, by and large.

650   **CHODOROW:**   That's right, that's right. Let's talk a little bit about your role in the research  
651   side. What were you expected to do?

652   **ROTBENBERG:**   Ah. I was expected to encourage the formation of centers, institutes and so  
653   on. And indeed, I did that whenever there seemed to be a community of interest that seemed to  
654   go across departmental boundaries or there seemed to be a special interest within a department  
655   that seemed ripe to get money from DOD or various agencies. Then I would come and try to  
656   suggest that a center be formed. And then they would say, "Well, what's the advantage of that?"  
657   And then the advantage always was, "Well, you'll get your own overhead funds coming back,  
658   they're already coming back, and you have better control." If they were interdisciplinary, as they  
659   usually were, then these institutes would sometimes rise above departmental barrier—they don't  
660   have to worry about that. You get special money for graduate support. And so, these things—  
661   That was part of the argument.

662   **CHODOROW:**   And you were the only distributor of whatever the money was?

663   **ROTBENBERG:**   Yeah, that's right—for [*inaudible*] years.

664   **CHODOROW:**   So, some of the overhead money that was collected at the center would  
665   come to you, and then from you directly into the—

666   **ROTBENBERG:**   It was a very circuitous route. It was money that would go directly to the state.  
667   The state would take off ten percent from the top for administration, split the rest in half, half  
668   would go to the [University of California, Board of] Regents.

669   **CHODOROW:**   Right.

670   **ROTBENBERG:**   Then the regents had sticky fingers; it came to—By then it was a distribution,  
671   not in proportion to the—

672   **CHODOROW:**   No. I calculated that we were getting seventeen cents on the dollar when in  
673   1982-83 when I was chair of the [Academic] Senate. And it was a big issue at that time,  
674   because that was the first—That was the beginning of the A-21 cycle—

675   **ROTBENBERG:**   Yes.

676   **CHODOROW:**   —and what was that going to mean? Well, the first thing you had to do was  
677   figure out what the current state of the situation was. And Dick [Richard C. Atkinson] was at war

678 with the system-wide administration of that and how much money was coming back, to the  
679 extent to which we were subsidizing [University of California,] Santa Cruz, [University of  
680 California,] Riverside, [University of California,] Irvine and so on.

681 **RO滕BERG:** Right. The Regents didn't do that subsidization, so there were sticky fingers  
682 there. It then got to the Chancellor and that became special programs.

683 **CHODOROW:** Right.

684 **RO滕BERG:** —and I think that gave him some flexibility. That was marvelous. And then  
685 the few pennies that came down to the Dean, who then divided it up. And I didn't want any  
686 warfare: I simply divided it up in proportion to the—

687 **CHODOROW:** To the production.

688 **RO滕BERG:** Yeah. And sometimes I would give a little extra to somebody that started.  
689 Sometimes somebody was—needed a secretary, so we gave a half-time secretary to get the  
690 proposals rolling. And then that's how some of them got started. Some of them were very  
691 successful, some were not. But even after I stopped being dean, I found myself being on the  
692 board of directors in various places, just to get them started since I knew the ropes.

693 **CHODOROW:** These are the Chancellor's advisory committees for ORUs—?

694 **RO滕BERG:** Yes.

695 **CHODOROW:** Well, that's good. Can you think of anything else you think we should—?

696 **RO滕BERG:** Well, there was this business of speaking of— You reminded me of it when I  
697 said something about Dick Atkinson being at war with the Chancellor for our fair share of the  
698 overhead dollar. Paul Saltman was in that war with—who was it? It was David [S.] Saxon. And it  
699 was quite public. I remember David Saxon came and addressed our senate, and Paul Saltman  
700 stood up and said, "Why are we not getting our fair share of the dollar? Why do we work so hard  
701 just so that Santa Cruz can *[inaudible]*?" There was open warfare there. Then when—I don't  
702 think that stood him well.

703 **CHODOROW:** No, I would think not.

704   **RO滕BERG:** When it came time to pick a new Chancellor—and he was a candidate, of  
705   course—people were saying, "Do we want somebody who's a Chancellor who's at war with  
706   David Saxon?"

707   **CHODOROW:** Right.

708   **RO滕BERG:** The war with McElroy was very complicated; I don't know whether you were  
709   aware of the two strains that were—

710   **CHODOROW:** Well, I was Chair of Privilege and Tenure and had been involved in a case—a  
711   complaint made against McElroy by a chair of a department in the medical school—where the  
712   committee, after roughly a hundred hours of hearings, reported to the president—since the  
713   chancellor was involved—that the chancellor had misbehaved. The result in the end was that  
714   the chair was reappointed; it was over the reappointment of that chair.

715   And then I was— Since I was about probably the youngest of the chairs of committees, when  
716   the meeting occurred in Mandeville [Hall?] to discuss the vote of no confidence, I was asked to  
717   be sergeant-at-arms [*laughs*] and had to try to monitor that meeting, which was packed as you'll  
718   remember and had people in it who shouldn't have been in it. I could identify them, but I couldn't  
719   climb down the rung and grab them by the collar and get them out of there. That was not really  
720   my role, but I did note them and watch to see whether they voted or not.

721   **RO滕BERG:** Well, you know there were two strains that were—I don't think they were  
722   recognized by the general academic public. There was the strain, the pro-Saltman strain. And  
723   then there was the anti-McElroy strain: the people in that school who thought he had  
724   misbehaved with regard to the senate. Of course, he thought very little of the senate.

725   **CHODOROW:** And the Chair of the Senate was Russ [Russell F.] Doolittle[?], who was a  
726   very strong proponent of senate authority.

727   **RO滕BERG:** And then there were the people who thought that Paul was getting a bad  
728   deal.

729   **CHODOROW:** Now, didn't that dispute—that is, the strain between the Chancellor and the  
730   Vice-Chancellor—go back well before that final argument?

731   **RO滕BERG:** Yeah. But then when the opportunity arose both of these opposing groups  
732   joined in getting rid of McElroy. There was some miscalculation in that I think Paul thought that  
733   this whole thing was on his beat. I think there was some miscalculation there. Whereas there  
734   was a large faction of [*inaudible*] who didn't agree with Paul, who just didn't [*inaudible*].

735   **CHODOROW:** Right.

736   **WESTBROOK:** So, he was a bit [*inaudible*] he was going to move up, [*inaudible*]?

737   **RO滕BERG:** Yeah, yeah. [*inaudible*] was a very likable guy; people loved him.

738   **CHODOROW:** He was well-known in the community.

739   **RO滕BERG:** Very well-known in the community. He was a great showman, and it was  
740   just—

741   **WESTBROOK:** Who appointed the [*inaudible*]?

742   **CHODOROW:** McElroy.

743   **RO滕BERG:** McElroy, yeah. He had just been Provost of Revelle [College], right?

744   **CHODOROW:** And he had been since, I think, 1966.

745   **RO滕BERG:** He did a very good job there. But then he made a mistake, he appointed June  
746   Tapp as provost.

747   **WESTBROOK:** I'm sorry, what?

748   **CHODOROW:** He appointed his successor as Provost of Revelle College, he appointed  
749   June Tapp—

750   **RO滕BERG:** She was a very egocentric person.

751   **CHODOROW:** —who was a big problem. She managed to drive me—a very dedicated  
752   Revelle faculty member—away from the college. I didn't quit the college, but I stopped  
753   participating in the activities of the college because I could not work with her at all.

754   **RO滕BERG:** Right. There was one meeting the four provosts and I had with [Paul D.]  
755   Saltman—it was very tense. I've forgotten why, but after the meeting—I do believe it was  
756   *[inaudible]*—one of the Provosts came over and he said, "Look, *[inaudible]*, I don't want to be  
757   seen talking to you, but watch out for your parking space." And a couple of days later June Tapp  
758   was asking Saltman—and he said, "Get out of here"—to get rid of my parking space, which was  
759   next to the Vice-Chancellor, because it gave the Graduate Dean more of a psychological edge  
760   than the Provost because the provosts tended to have their parking spaces *[inaudible]*.

761   **CHODOROW:** She was a psychologist, though most of us would have said that she was a  
762   "pop" psychologist.

763   **WESTBROOK:** So how was her appointment a miscalculation on his part, then?

764   **RO滕BERG:** Well, she had a reputation. She was on various boards in the National  
765   Congress of Psychologists, and apparently, she did a good job. She was an old high-school  
766   buddy of Paul's.

767   **CHODOROW:** That's right. They had gone to high school together.

768   **RO滕BERG:** Do you know him?

769   **CHODOROW:** Uh-huh [affirmative].

770   **RO滕BERG:** —and Paul thought a lot of her. And as a matter of fact, at first splash, we all  
771   thought a lot of her. And so, he made the appointment and it turned out that she was just going  
772   to *[inaudible]*.

773   **CHODOROW:** I'll give you an example—

774   **WESTBROOK:** I guess I'm trying to connect this to the fallout with McElroy, though. So, it's  
775   out of this—

776   **RO滕BERG:** No, I think it's disconnected.

777   **CHODOROW:** No.

778   **WESTBROOK:** Not quite in that way, okay.

779 **CHODOROW:** There was no— It didn't have anything to do with that. What it did was  
780 alienate a lot of faculty. And when you make an appointment like that, even your friends think—  
781 have just learned that you're capable of making a serious mistake of judgment.

782 **ROTBENBERG:** And it looked like nepotism [*inaudible*]—

783 **CHODOROW:** That's right.

784 **ROTBENBERG:** —because of these childhood associations.

785 **WESTBROOK:** So, being absent from that history or the time of that history, what was the  
786 fallout between Saltman and McElroy about? Where did that originate?

787 **ROTBENBERG:** That originated— Well, that went back to when McElroy got here and  
788 appointed Saltman, but he brought with him as his close associate. I guess he was Associate  
789 Vice-Chancellor?

790 **CHODOROW:** He may have been Associate Chancellor or Assistant Chancellor—Assistant  
791 Chancellor, probably Head of [*inaudible*].

792 **ROTBENBERG:** I don't know. It was not a—

793 **CHODOROW:** It was a kind of amanuenses.

794 **ROTBENBERG:** Yeah. He had a lot of power and he was a non-academic.

795 **CHODOROW:** He came from the—

796 **ROTBENBERG:** National Science Foundation.

797 **CHODOROW:** National Science Foundation.

798 **ROTBENBERG:** And he had all the power. And he and McElroy would decide over drinks—.  
799 McElroy was a great boozer, and so was Francisco [?]—at somebody's house, his house or  
800 McElroy's—and this is the way it's going to be. And then at the next Chancellor's Council that's  
801 the way it was, and it would drive poor Paul up the wall.

802 **CHODOROW:** And Paul was a defender of the academic prerogative. And what was  
803 happening was at the business side, because 'Cisco was essentially the Vice-Chancellor for

804 Administration or for whatever they called it at that time—was that the business side was  
805 "wagging the dog." And as far as Paul was concerned, the "dog" was the academic program  
806 and the academic personnel—the faculty.

807 **ROTENBERG:** And then, I think, McElroy saw that the faculty were really in love with Paul.  
808 They really liked him a lot and he wanted to clip his wings. And then that's when I got dragged  
809 into it and he just announced to me that I was reporting to him.

810 **CHODOROW:** That was in 1978-'79, right? Or was it '79-'80? It must have been '78 or '79.

811 **ROTENBERG:** And it was a spoken love. A spoken love. And Paul looked at me with a great  
812 deal of suspicion, and I was entirely innocent of the thing. The more I protested, of course, the  
813 worse it got. And so, he gathered his lieutenants around him and [*inaudible*] war.

814 **CHODOROW:** And had very strong support. And I think what Manny says about the two, in  
815 effect, parties—. There was a party that really was Paul's supporters and friends, and there was  
816 a party much less distinct of people who were fed up with McElroy. And one of the problems—  
817 McElroy was, in fact, drinking a lot.

818 **ROTENBERG:** Yeah.

819 **CHODOROW:** He was doing things like saying untruths to people. He was—. We were  
820 starting to build buildings, and we were building buildings and he was giving away more than  
821 100% of buildings—promising to this group and to that group that they would have space in the  
822 building when there was just not enough space—and letting somebody else sort that out. There  
823 were a lot of those kinds of activities going on that bothered people. So, there was a group that  
824 really was—had become anti-McElroy. As I remember, however, there was a great deal of—  
825 especially among the senior faculty—hesitation to take the step of no-confidence.

826 **ROTENBERG:** Well, it was unprecedented.

827 **CHODOROW:** It was unprecedented. It was clearly going to be disruptive.

828 **ROTENBERG:** The Chancellor— The [University of California] Board of Regents didn't know  
829 what to do with him. They said, "Well, it's none of your faculty's business. The Chancellor is our  
830 appointment."

831 **WESTBROOK:** How disruptive was it, in retrospect?

832   **RO滕BERG:** Well, it wasn't disruptive as far as classroom activities were concerned or  
833 research. It took a lot of nervous energy talking to a lot of people.

834   **WESTBROOK:** Sure.

835   **RO滕BERG:** Just like I said, there were a lot of sleepless nights. I didn't know what was  
836 going to happen from one day to the next. Administratively it was very disruptive by the time we  
837 got down to the departmental level.

838   **CHODOROW:** It is possible—and I'm not sure whether I would make this assessment on  
839 further study—that the amount of energy, emotional and physical energy, put into this may well  
840 have burnt out a lot of senior faculty who had given a very great deal to the institution, had been  
841 real citizens of the institution for a long time. And what had it gotten them? It got them into this  
842 mess where they had to spend a lot of time, much more time at this than they ever wanted to.  
843 And after that, through the '80s, they backed off. It was harder to get through certain  
844 committees—you know, "What am I getting myself in for here?"—because of that precedent of  
845 how much it involved.

846   **RO滕BERG:** And also, when [Richard C.] Atkinson came forward, the whole tenor of the  
847 administration changed. It was less *[inaudible]*.

848   **CHODOROW:** And as you said, there's another factor that was part of this, and that was  
849 when we were beginning to grow again we had arrived at a point where the old system—which  
850 had been held together in part by the powerful personality of Paul and his energy, which was  
851 amazing—

852   **WESTBROOK:** We've had this characterization of the early days of these very energetic men  
853 with great personalities coming and trying to tear down *[inaudible]* orders—*[inaudible]* talked a  
854 lot about that.

855   **CHODOROW:** Right.

856   **RO滕BERG:** So, I'm wondering, is this transition that's happening with McElroy such a  
857 dissimilar departure from that?

858   **CHODOROW:** Well, I think you would find—and you may remember this, Manny—there was  
859 in this period of the late '70s a battle between departments and colleges. Not merely about what

860 you were involved in but also over curriculum. Because originally, for example, there was  
861 supposed to be a chemistry course for Revelle and a chemistry course for [John] Muir [College]  
862 and a chemistry course for Third [College] and so on. And the chemistry department finally said,  
863 "Wait a second, chemistry is chemistry is chemistry. We're just not going to do that." And the  
864 Provosts felt that it was very important that there be these distinctive courses. And the end  
865 product of that was that the departments won except in the humanities, and humanities  
866 courses—or humanities/social science courses—remained distinctive. But at the end of that  
867 period, the only distinctive courses that were college-oriented and identified with the college  
868 were with our humanities: the Third College course, and courses that had been created one way  
869 or another for Muir, and then [*inaudible*] for the Fourth College to keep, [*inaudible*], and all the  
870 others with their associated writing programs. All the other courses were departmental courses  
871 taken by college students in accord with the college's general education requirements.

872 **RO滕BERG:** Yeah, that's right.

873 **CHODOROW:** And that battle went on as well. And that was a very important battle,  
874 because by the end of— That's why in the '80s the question[s] arose: Should we still have the  
875 colleges? What good are the colleges and how expensive are they? And we did that study.

876 **RO滕BERG:** I think one of the other things that made the colleges stick was that Saltman  
877 was one of the favorites of the local newspaper. He would always give them stories. He was a  
878 good interview. The reporters loved him. He would always play up the colleges, and then the  
879 newspapers began to talk about "UCSD: famous for its colleges." It was just impossible to go  
880 back. It was out of the bottle.

881 **CHODOROW:** That's right. The role Paul played was critically important, and we ought to  
882 talk to him.

883 **RO滕BERG:** You'd better go [*inaudible*].

884 **CHODOROW:** Yeah. Sir, thank you very much.

885 **RO滕BERG:** I had fun, yes.

886 **CHODOROW:** Thank you.

887 **RO滕BERG:** I've been [*inaudible*] that I remembered so much.

**[END OF PART TWO; END OF INTERVIEW]**