

INTERVIEWEE: DICKSON D. BRUCE
Professor, Comparative Cultures

INTERVIEWER: Samuel C. McCulloch
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SM: The date is August 2, 1989, with Dr. Dickson D. Bruce, in HOB-360 at 10:30. And what happens in this interview, I'll ask these questions, but if you want to add anything or if I think I'd like to add something, just nothing is really formal. It just gives us a start. How well has Comparative Cultures done? I mean, Social Sciences. If you remember, it used to be separate.

DB: Right, right. I think the answer to that would be mixed, but there have been some very good things about being under Social Sciences. There have also been some very bad things about being under Social Sciences. And I'm sure you know some of the story, or much of the story, of some of the turmoil. I'd say, in terms of good things, that it's probably helped to attract students to some of our undergraduate courses, and also has provided a somewhat larger community for our graduate students who can deal with their Social Science colleagues. In other ways, it's probably . . . I'm not sure what to say. In other ways, it's probably made things a little more difficult for us, in terms . . .

SM: [Earlier] you were completely independent, weren't you?

DB: Right, right.

SM: You were programmed with that information to view science as a program in Comparative Cultures.

DB: Right.

SM: I mean, Ecology.

DB: Social Ecology, yes. The main difference, of course, is that now instead of going directly to the Vice Chancellor, we go through the Dean of Social Sciences. And I think it's fair to say that being under two deans now . . .

SM: And who is the present one?

DB: Willy's the present one. Before that, ^{Lin}~~Lynn~~ Freeman. And I think with both of them there have been some real difficulties, in terms of . . . Well, in terms of their own hostility to our program, apparently more than anything else.

SM: Yes, I was surprised, Dave, that what you did get on with Social Sciences. I assume you all voted to do it (inaudible).

DB: Yes, I think there were a couple reasons for that. I think one is that there was some concern about what was going to happen to our undergraduate program. As fashions were changing, and for a variety of reasons, we were concerned about enrollments and, I think, felt that we would do better under that kind of Social Sciences umbrella. You may know we have been traditionally excluded, for example, from breadth requirement, from having our courses fulfill breadth requirements (inaudible) rest of the state.

SM: (inaudible)

DB: Yes. And one of the things that that made us worry about was what would happen to our enrollments. So, there was some feeling that if we went with Social Sciences, that would be taken care of, and it was. I think there was also a sense that, in terms of graduate student funding and so on, that we'd be better off under Social Sciences. We'd have a better chance of getting enough TA-ships to support the students that we had.

SM: Did that work out, happen?

DB: Yes, it does work out very well. We don't have . . . Because we're mainly an upper division major, we don't really have enough courses with enough students to generate enough TA-ships to support all of our graduate students. Some of our graduate students were able to work as TAs in things like Introduction to Psychology, Economics, Anthropology, Sociology, and so on. And it's good for them, too, because it gets them teaching courses that they'll probably have to teach once they get their Ph.Ds.

SM: Yes, right.

DB: So, I think in that sense it's worked out. I think in terms of other kinds of things, including--you asked earlier about funding--but including some of the funding to support research kinds of efforts. In terms of, for example, things like personnel actions, merit increases, promotions, hiring and so on, I think being in the School has made it a little more

difficult. In part, because the deans haven't liked us, and that's the way a lot of the . . . I think a lot of the dislike has come out.

SM: That's really unfortunate.

DB: Well, it is.

SM: I had thought you seemed to be doing all right. I haven't followed the enrollment figures. I'll get them for the years, of course, when I write . . . start to write this book. But they should be interested in some of our Humanities courses (inaudible).

DB: Our graduate students?

SM: No, the undergraduates.

DB: The undergraduates. Yes, they do, and we've also had a lot of their graduate students come over here for (inaudible) courses.

SM: Oh, good.

DB: In the History Department and in the English Department.

SM: Great. I know some of them have taken my History of Australia and New Zealand. I've had them in there.

DB: Yes.

SM: I guess it's an elective with them.

DB: Yes.

SM: I feel (inaudible). I know.

DB: Yes.

SM: Well, sorry to hear this. Now, weren't you Assistant Dean?

DB: Well, yes, I was . . .

SM: You were Assistant Dean of Social Sciences?

DB: Right, right.

SM: And, therefore, you could see first-hand the problems, I expect, the budgetary problems?

DB: Yes, I did.

SM: (inaudible) couldn't let you take the (inaudible).

DB: (laughter) No, not really. Well, I did that job. I was Associate Dean for Undergraduate Studies.

SM: What year?

DB: For, well, it was for about three years. I think three. Yes, 1980 to 1983.

SM: Nineteen eighty-two, eighty-three.

DB: Nineteen eighty.

SM: Eighty to eighty-three.

DB: Yes, right.

SM: Very good. Well, wouldn't . . . I always thought, Dave, that you could have sort of explained things to the Dean.

DB: Well, there was a central issue, and you'll probably hear it. I don't know if you've heard about it from anyone else or not. Having to do with the source of funding that Comparative Culture had for a long time. There ^{were} ~~are~~, at least at that time, there were funds that came from University Hall that were specifically ear-marked for Ethnic Studies. They came to each of the campuses. Traditionally, that money had gone

to Comparative Culture. One of the conditions of our going into Social Sciences was that we would continue to get that money, that Ethnic Studies money.

SM: And you didn't?

DB: And we didn't.

SM: Well, now, how in the world could they renege on an agreement?

DB: Well, there were lots of aspects of that agreement that were reneged on. We were . . .

SM: Well, that's a bad (inaudible).

DB: We were promised, for example, two positions, and these were for a time frozen and then finally taken away. The Ethnic Studies money was a problem. There were some other issues, too, that I can't keep all straight. But in any case, one of the sources of conflict with the Dean was that the program tried to get the Dean to go to the administration and to fight for that money, that Ethnic Studies money, and he didn't want to do that. Essentially on the grounds, as I understood it, that he didn't want to hurt his own relationship with the Vice Chancellor's Office.

SM: You must be disappointed.

DB: Yes. So, it was, and this is really the source of the conflicts that continue to exist. It caused a lot of trouble within the school. It was difficult for really anyone who was kind of in the middle, the way I was, to do much of anything about it.

SM: Did you enjoy your work as Associate Dean of Undergraduate Studies?

DB: Some aspects of it, yes. It was a difficult job because, as you may know, the School was structured differently then from the way it is now. There were no departments. They were groups. And these groups were very permeable. That is, if someone wanted to change they could, simply by doing it. The way the school was set up is that the groups were responsible for graduate curriculum, but the undergraduate curriculum was the responsibility of, as it was put down, of the School as a whole, which meant it was the responsibility of the Associate Dean. It was really hard to coordinate because the School had already become fairly large by then. And to coordinate courses and try to get people to teach them, even when they saw their main responsibility was to their group, to the graduate curriculum as such. It was pretty tough, but it was kind of fun to try to do that.

SM: How do you think this departmentalization is working out?

DB: Well, I think it's working out pretty well, from what I've heard.

SM: The reason I say that, you know, I'm very interested in your history.

DB: Yes.

SM: We started out with four deans--five deans. We absolutely started cold, with nobody but us. And when I recruited the

four chairmen and I scouted around the country and found Hazard Adams and others, you know, they were the first to come (inaudible). And I made the decision. I wanted a department and I wanted four chairmen and I wanted my four secretaries and (inaudible) graduate program. We're a university. We're going to have to offer Ph.Ds. and we really have to have departments, I felt. And then Jim March said, "No way. No departments. Just use clusters." Use clusters, which were research clusters. They weren't teaching clusters. They were research clusters. Well, ultimately, they've come around to departmentalization. And they're already behind in a sense that there are a lot of (inaudible). They've got to dig up secretaries and that sort of a thing. And that's the background.

DB: Well, I think it was an interesting idea, and . . .

SM: I think it was a good idea while you were small.

DB: Yes.

SM: And [March] didn't ask anyone for it. He was a sort of whimsical guy in many ways, and rather a touchy sense of humor. I think when he left . . . I think they'd really done as much as they could do.

DB: Yes.

SM: He [probably] realized this.

DB: Yes. I think he was. I think that's probably true, from what I've heard. Certainly by the time I was Associate Dean, it was too big. And it was too big for a lot of things.

SM: Quixotic. Quixotic.

DB: But, you know, there were a lot of people, even fairly recently hired people, who were very much devoted to that idea and very much opposed to going into departments.

SM: Kim Romney, for instance, (inaudible) Dean, you know, after March.

DB: Yes.

SM: He liked the idea and, to this day, you sense he understands or has to go to meetings and all the rest of it, but they've got a group going on there with that fellow who came who's in . . . he's in the National Academy of Sciences.

DB: Luce? Duncan Luce, yes.

SM: Yes. And they've got a group in there, and it's not really a department, it's a group.

DB: Yes.

SM: Just the way (inaudible).

DB: Well, there are still some of those groups, but I think administratively this reorganization into departments made an awful lot of sense.

SM: Well, let me ask a couple of questions before I go on to your own research and so on.

DB: Right.

SM: What do you feel is distinctive about the Comparative Culture Program?

DB: I think . . . Well, there are a couple of things that it might be good to compare it to. I think it's because there are a couple of kind of sources for it, yes.

SM: (inaudible)

DB: A couple of kind of sources for it. One of the things that I'd compare it to is the American Studies Program. And I guess it was initially planned to be an American Studies Program.

SM: You're right. You're right there.

DB: I think the emphasis in the program on Ethnic Studies, the study of minorities, is certainly something that sets it apart from other American Studies programs. And I think that's something good because I think that too many American Studies programs are simply too narrow in what they define as American culture. I think, when you compare it to other efforts in Ethnic Studies, that probably the most distinctive thing about it is the seriousness of the comparative dimension. That is, that we really try to understand minority . . . what minority groups are about in a comparative perspective, to see what can be identified in a specific . . .

SM: Interdisciplinary.

DB: Yes.

SM: And I think . . . And I look at, for instance, Comparative Culture, which really made an effort and still makes an effort to be interdisciplinary.

DB: Yes.

SM: The Deans, the colleagues, and so on. In (inaudible) for instance, (inaudible) does all sorts of comparisons that pertains to Social Ecology and what problems [should be identified]. So, I think that's the great thing about your program. Did you have any problem placing your Ph.Ds? What sort of notch. People who don't have the same kind of program that we have.

DB: Yes. Well, we haven't had too much trouble. No, because . . . well, there are a number of routes they can go.

SM: Such as?

DB: Well, of course, there are American Studies Programs.

SM: Yes, right.

DB: And a couple have gone on to those. We place people in traditional History and Anthropology Departments, English Departments.

SM: Where did Sweet Ernie go?

DB: He ended up at Fullerton.

SM: Fullerton?

DB: Yes, Cal State Fullerton.

SM: (inaudible) his department?

DB: I think Linguistics. I'm not sure.

SM: (laughter)

DB: I haven't seen Ernie for awhile.

SM: (inaudible)

DB: (inaudible) Yes, he was a gas.

SM: Well, that's a good answer to my question. Now, turning to your own publications, Dave. You've done some very interesting work and what do you . . . Briefly tell me about what you've done and what you're now about to do.

DB: Oh, okay. Well, I've done several books. The first three I did focused mainly on the pre-Civil War South and on certain aspects of . . .

SM: Excuse me.

(tape is turned off)

Okay.

DB: Okay. And on certain aspects of Southern social life, Southern culture, mainly looking at white Southerners and the kind of society that they tried to develop. The last couple of things have been a little different. I just had a book come out last spring.

SM: Yes, I read about that.

DB: Right. That's on turn of the century (inaudible). Looking at the period from the close of Reconstruction to the First World War.

SM: And did Hopkins, Johns Hopkins Press do that?

DB: That was LSU.

SM: LSU, really a good press.

DB: That did it, yes. And so, that represents a little bit of the change in what I've done.

SM: Oh, yes.

DB: In some ways, although, of course, dealing with the South, I had been talking about race and race relations.

SM: Who did you get your doctorate degree under?

DB: A fellow named Robert Zemsky at Pennsylvania.

SM: At Penn.

DB: Yes, yes. He was . . .

SM: How do you spell that?

DB: Z-E-M-S-K-Y.

SM: Yes, that's easy.

DB: He got over into . . . He got interested in computers and finally ended up in Education (inaudible).

SM: Did he? (laughter)

DB: Yes, he got . . . He started in some kind of job where he was doing . . . analyzing enrollment patterns and all kinds of stuff, and then he ended up in ^Eeducation.

SM: Yes, I (inaudible).

DB: So, anyway, now I'm working on something related to the last book, which is a biography of a black political leader-lawyer-writer.

SM: What's his name?

DB: Named Archibald Grimke.

SM: G . . . ?

DB: . . . R-I-M-K-E.

SM: Yes, I know that.

DB: With an accent over the E. (chuckle) Yes.

SM: That's (inaudible).

DB: Right, he's . . .

SM: I read that. I've seen that name. Now, tell me, who published that for you?

DB: I have to finish it first. I don't know.

SM: Well, at LSU I have a (inaudible) press.

DB: Yes.

SM: Well, now, turning to the funding of Comp[arative] Culture. I'm not quite clear yet whether you . . . They've not made up that Ethnic Studies funding?

DB: No.

SM: But how do they do otherwise? I mean, are you fairly well funded? For instance, will you be getting a couple of new FTEs soon, or what?

DB: That's complicated.

SM: Yes.

DB: But it's okay. I think our funding has been broader. One of the ways in which we've existed under Social Sciences, beginning in about 1983, was that even before there was departmentalization in this school, we were put under a separate budget. And I think it was to keep us quiet.

SM: You're darn right.

DB: (chuckle) So we wouldn't make so much noise. But that's actually worked out pretty well for us. I don't think we did well when we were simply under Social Sciences. Our individual budgets just dropped like rocks, but we've recovered a lot since then.

SM: Now, tell me, are you doing some . . . Are you getting some new FTEs?

DB: We have two.

SM: Two coming to you?

DB: That are coming to us.

SM: Recruiting throughout this year?

DB: We've been recruiting for one, but that's also a complicated story. And it happened . . . all of this happened while I was out of the country, so I have to go back . . . This is second-hand, but what happened is that we've been recruiting for it for two or three years without much success. This was a position in Black Culture, Afro-American Culture. We've had a few people out but nobody that we really wanted. While I was gone to Hungary in 1987-1988 . . .

SM: What were you doing there? On a Fulbright?

DB: Fulbright. Teaching.

SM: Teaching?

DB: Yes, teaching English in the English Department. Teaching American Literature.

SM: Where were you? What city?

DB: Szeged.

SM: How do you spell that?

DB: S-Z-E-G-E-D. It's in southern Hungary.

SM: Southern Hungary?

DB: Right on the border with Yugoslavia.

SM: Oh, well, did you have a good experience?

DB: Oh, yes, a good time.

SM: Did you take the whole family, your daughter and wife?

DB: Yes, we were all there.

SM: Gee.

DB: We had a ball.

SM: Good.

DB: It was great.

SM: But while you were gone . . .

DB: While I was gone, the program did turn up a candidate who was white, who is getting his Ph.D. at Harvard. I guess he's got it by now. And as I understand this story, second-hand, before the offer even began to be processed through the Dean, CAP, and all of that, the Vice Chancellor sent a letter to the candidate saying that there wouldn't be an offer.

SM: This was Lillyman?

DB: Lillyman, yes. And so, that's apparently . . . Now, I don't . . . (inaudible) that's all hearsay for me, but that's

apparently all in court. And so, we haven't been recruiting for that position and can't really.

SM: Well, let's just look down the department a little way. You're, you know, (inaudible) in this because things have not been fair, where you're concerned.

DB: Yes, yes.

SM: (inaudible) not fair. What in the future, can you get into any kind of administrative organization where you would be happier?

DB: I think there's a lot of concern about the future for the program. And I think it's concern that comes from a number of things. One is that . . .

I want to back up to something that you said. I'm not sure how, in terms of fairness, I think there's certainly been areas where the program has been treated unfairly. I think, for example, in the taking of the Ethnic Studies funds, and there's a lot of paper that . . .

SM: Well, it's unfair to (inaudible).

DB: Yes, and it made me particularly uncomfortable because there were plenty of people who were willing to say that yes, this money had been unfairly taken away, but no, they didn't want to do anything about it. And that sort of gets to you. But I think in other ways we have been treated unfairly. I think, for example, in personnel actions that . . .

SM: I think that's a very delicate area.

DB: That there are ways in which the unfairness, at least, has been checked and balanced in a number of cases. So, I think that, you know, it's not kind of consistent on fairness, but I think there are ways in which there's been a certain amount of arbitrariness in the way the program has been treated.

SM: Well, I'm just thinking of your future, Dave.

DB: Yes.

SM: And there's a very distinguished lot you've got. Jim Flink is one of the best men in automobile scholarship and so on. And you've got Joe Jorgensen who is a very distinguished man.

DB: Yes, yes, very distinguished.

SM: So, you've got . . . I hate to think that these people are just going to go through the rest of their academic life unwanted.

DB: I think people are concerned. I think certainly one of the things that's concerned a lot of us recently, for example, has been the most recent approach to Ethnic Studies on the campus. As the Vice Chancellor has informed us . . . As you know, this new breadth requirement passed.

SM: Yes, yes, I know. I thought to myself, "Well, that's a great boost for you people."

DB: Yes, well, we really didn't. But (inaudible) certainly one of the ways that the Vice Chancellor responded and that was to set up a series of ad hoc groups to, for example, develop courses that will be taught in Afro-American Studies, in

Native American Studies, in Mexican-American Studies, and so on. And some of our faculty have been involved in those groups and some haven't. But it certainly sent a pretty clear message that even though we've been doing Ethnic Studies on the campus for twenty years . . .

SM: Twenty years now.

DB: It will be twenty years that it began in the fall. That now that this has become an enterprise to which the campus will devote some . . . presumably devote some effort, we're sort of pushed over to one side. And I don't think that makes a lot of us feel good. And there are a number of questions that it's raised for us. One is certainly whether this represents a serious treatment of the field.

SM: It should be.

DB: Sure.

SM: We're the University of California.

DB: Yes.

SM: We're supposed to be doing things with very high standards.

DB: And yet it seems to be unlike any other enterprise on the campus. Being treated as something that can be dealt with in terms of undergraduate courses and people from here and there teaching them, as opposed to relying on people who have been doing twenty years worth of research. But the ^{other} ~~outer~~ question, obviously enough, is to what extent will we be recognized for what we've been doing (inaudible).

SM: Well, that's the hard one, isn't it?

DB: Yes, yes.

SM: I thought to myself when I read it--of course, I don't go to Senate meetings any more. I can, but I don't. I've done my share.

DB: I think so.

SM: I've done my share.

DB: I think so. (chuckle)

SM: And I thought to myself, "Well, this is a real chance for the Comp[arative] Cultures to show their expertise and get some more faculty and . . ."

DB: Yes.

SM: And pretty fair, a nice program where the students could just (inaudible) campus (inaudible).

DB: Yes.

SM: (inaudible)

DB: Well, I think the sad thing is that many of the courses that they're talking about are courses that we already have.

SM: Well, see, that's where it's wrong.

DB: Yes.

SM: And that's where the . . . Of course, the (inaudible) to me, he should have said no.

DB: Yes, yes.

SM: This is a duplication.

DB: Yes. Well, I think we'll try to make that case.

SM: At San Francisco State when I was Dean of the Faculty in 1960, the first thing the president wanted to do was to do away with duplication.

DB: Yes.

SM: And it wasn't easy because each one felt they had a certain prestige . . .

DB: Right.

SM: . . . you know, bent to their course. And they wanted to keep giving them. But somebody has to give way, you see.

DB: Yes.

SM: There shouldn't be duplication.

SM: Well, I think this is . . . I'll certainly keep in touch with you, Dave, and see how things are going before I get this thing . . . I've got to write this, you know. I won't be finished . . . Incidentally, I have completed, really, this month, half my . . . I have to interview sixty-five people. I got the budget. Dr. Peltason, Jack Peltason, has given me the budget to interview . . . I don't get . . . I get a little money but the money really goes to the Cal State Fullerton . . . excellent Oral History Program. They've got the best program in the state university system. They've got all the Nixon interviews. I looked at some of them when I was over there last. But I'll send this taped interview to Fullerton. They transcribe it. I will then check it, go over it, and correct spelling and all that, and it goes back for

final typing. And I'll send it to you where you'll check it. And, incidentally, you can't change any sentences.

DB: Yes.

SM: You can only change grammar and punctuation. You know why you can't?

DB: Clean up my English.

SM: You can't clean up . . . Well, you say it like Casey Stengel sometimes.

DB: Yes.

SM: But the interesting thing about this is it's working out very well and I'm very pleased with it. Of course, we're working on one budget, too. I'm budgeted for sixty-five interviews and . . .

DB: Oh, very good.

SM: And so then I'll send . . . Then when it's finished, the mortality is on my mind. All my friends are kicking off at my age, seventies. I'll be seventy-three next month. And so, I send it right over to the archives. And the archives now already have about twenty-five tapes and . . . of the interviews I've done. And they're each one . . . It will take about four or five weeks to get this done for you, to (inaudible) back to you. Then you'll get back to me and I give the tape and the stuff over to the archives. And from there they Xerox it and send me back a copy for my work.

DB: Oh, good.

SM: But I will keep in touch with you. So, I mean, I won't get to writing this book for a year or so at least.

Now, the recruitment. I mentioned funding. How about your recruitment? You've really told me that it's not easy to recruit for some of your positions.

DB: No, it's not at all easy. And I think there may be a lot of reasons, but probably the most important reason is that in the areas we're recruiting in, which have to do mainly with minorities, it's partly the case that the demand exceeds the supply of people working in these areas. There are simply not as many people as there are people who want to hire. So, it means that when we go after anybody good that . . .

SM: Seller's market.

DB: Yes, (inaudible).

SM: Well, I'm just thinking back to the problem of having possible competing courses set up. And this wrong and it seems to me your dean really owes it to your department, which is in the school, which means his FTE, it means his enrollment. And he should go fighting so it will add to our concoction and the students can get the courses from there.

DB: Right.

SM: It seems to me he should be . . . Is he still Dean, Willy?

DB: Yes. I think Willy would just as soon we went away, basically. (laughter) You know, I don't think he's likely to take any positive steps, in terms of the program. He

certainly has been Dean for a number of years now, and it's hard to think of anything positive he's done.

SM: And I think . . . Oh, that's really too bad. I didn't know all this. I must say--of course, I was away for two years, you know, when I was in Australia. By the way, this Education Abroad is a wonderful program and to be a Director is a very good experience.

DB: Yes, it is.

SM: Because they're good students. They're all good students. They're all 3.0 [grade point average] or better. The Berkeley students, the Davis students, are all very good.

DB: Yes, so I've heard.

SM: Yes, they're very fine. And the Santa Cruz students are all right. And they wanted to have no grades, this thing (inaudible).

DB: Oh, right, like they do it there.

SM: [Aussie teachers think] this is for the birds.

DB: (laughter)

SM: I had a terrible time trying to get this done by the tutors. Now, so your recruitment is a problem.

DB: It's difficult, although we have turned up some pretty good candidates. We hired, maybe three years ago, someone in Asian-American Studies who I think is doing pretty well. We've turned up some good candidates for targets of

opportunity positions, although we haven't been able to hire them. We haven't been given the positions but that's . . .

SM: Yes. You know, I don't know whether you were in on that lady from Michigan (inaudible).

DB: Oh, yes.

SM: (inaudible)

DB: Right, right.

SM: She was very, very good.

DB: Very good.

SM: (inaudible)

DB: Yes. Well, we . . . so we turned up a few good people. I think the problem is when we get into competition with places like Yale and Princeton and Stanford and wherever.

SM: Yes.

DB: It's hard to do very well. And that's not just our program. That's, I think, all over the campus.

SM: Well, now, Dave, the seventh question following along on what we were talking about. We've been talking about maybe an extra five years, but what do you see (inaudible) down to the year 2003? Now, we're supposed to reach 26,000 students. Now, where do you think your program will be involved?

DB: I think a lot depends . . . I hate to keep coming back to this, but I think a lot depends on what role, if any, we're actually given on the campus. I think a lot depends on whether we are given a serious role in the general effort

towards creating an Ethnic Studies curriculum, or whether we're sort of allowed to exist without any real encouragement. And so, it's hard to say. And it's hard to say what student interests are going to be over the next few years. It fluctuates a lot.

When I came to the campus in 1971--of course, this was a period when there was still lots of interest in things having to do with Ethnic Studies and so on--and our courses were consistently over-enrolled. We turned students away. As that interest has waned, then . . .

SM: Social Ecology had a bit of a tip.

DB: A tough go for awhile, yes.

SM: (inaudible) Was it (inaudible) to say from 400 freshman, or whatever it was in that particular area, it went down.

DB: Yes.

SM: In the middle seventies, the 1970s, and then started to . . .

DB: To come back up again, yes. And so, I . . .

SM: Well, I'm thinking of your work. You've got a good answer. Well, then, it seems to me much of your fate will rest with the abilities of the next dean. I mean, assuming . . . I don't think that any dean should be dean for any great length of time during this period (inaudible).

DB: A long time. He's been through . . . He's on his second go-around.

SM: Has he had his review?

DB: He's had his review.

SM: Well, he shouldn't really have a third, I should think.

DB: I don't know. See, I'm not sure what will happen, but I think a lot depends . . . I think all of us sort of feel at the moment that the administration doesn't have a clear sense of where we belong.

SM: Yes. Well, I think there are two things about what you can do. Two things you can do. One is somehow try to get an in with the Executive Vice Chancellors here of what you're doing, and what . . . that you answer his request for Ethnic Studies properly and so forth.

DB: Yes.

SM: And secondly, that you bird-dog the Course of Studies Committee so that there are no repetitions.

DB: Yes.

SM: I think, really, having gone through that when I was at San Francisco State, it's not easy to do.

DB: Right, right.

SM: But it should be done.

DB: Yes, I think that's exactly right.

SM: Look at all we've (inaudible) a question mark about you.

DB: About our future, yes. I think that's . . .

SM: Well, what comments do you have about UCI's future? You wouldn't believe this, when I was Chair of the Academic Senate, there were going to be no more capital buildings done.

DB: Oh, really!

SM: Now, we have (inaudible). If you consider two years ago and three years forward, we're spending \$400 million on the capital . . . You know, the Physical Sci Building, \$30 million. The Biological Science Building, \$35 million. The stuff over at the Med[ical] Schools and things going on . . . Look at the big student center.

DB: Yes.

SM: Now it's called the University Center. And, well, there's the new Business School of Management now. That's finished.

DB: Right. Oh, I like that building. (inaudible)

SM: It's incredible. Now, what do you think about the future? I mean, you're probably preoccupied, I'm sure--as you should be with your own future of the program--but what do you see of the rest of the campus?

DB: Well, of course, it seems to be making enormous progress, in terms of not just the size but I think the stature of the university has grown enormously. I say all this about our program and I really mean what I say about our program, but clearly we're situated in a university that I think is becoming better.

SM: Yes.

DB: Becoming much, much stronger . . .

SM: That's what people feel today. They say we are . . . Look at Miledi coming here.

DB: Yes, yes.

SM: And did you know--I was told--that Abraham Lincoln said only two foreign-born members should be elected each year to the National Academy of Sciences overseas. So, Miledi is one of them [this year].

DB: That's right, one of them.

SM: Now, Jim McGaugh we're proud of because we can say Jim has been here for twenty-five years.

DB: Right, right.

SM: So, all the work he's done on memory and so on and gets himself into the National Academy of Sciences. And then we have this fellow Ayala.

DB: Ayala, yes.

SM: And then this Yale professor in English, who was . . .

DB: Yes.

SM: And it's rare . . . just when we're getting to be recognized.

DB: Yes. Yes, I think that's true and I think the growth has just been astonishing. I don't think, certainly looking back from six or seven years ago, it would have been possible to predict that we'd come so far so fast. It would be nice to know more people walking across the campus, though, wouldn't it? I see lots of strangers now.

SM: Right, right.

DB: I kind of miss the old days, of knowing everybody.

SM: (inaudible) Yes, when I started out in 1965, I knew most of . . . half the students and all the faculty then.

DB: Even when I came here in 1971 it was possible to know an awful lot of people.

SM: Yes.

DB: But I think that's a pretty small price to pay for the kind of progress that we've seen.

SM: Now, (inaudible) it breaks up. You know that the Commons, everybody wanted the students to go to Commons.

DB: Yes.

SM: Now they are building satellite restaurants.

DB: Right, right.

SM: One over in Social Sciences, one in Bio Sci and one in the Medical School.

DB: Yes.

SM: And what happens to the Commons? We're going to turn it over to the Library.

DB: Are they?

SM: That's what I was told.

DB: I didn't know that, that building.

SM: (inaudible) Well, they just need more space for students to study.

DB: They need that. They also need more space for students to sit down and have something to eat. You know, it's sad.

SM: Yes. So, these are fairly big, these . . .

DB: Yes, these satellite facilities.

SM: Satellite cafeterias.

DB: Well, I think it's going to be a good idea.

SM: Well, it's the price you pay for bigness, you see.

DB: Yes.

SM: Most people in the Sciences, I never see them much. So, I walk over to the University Club and then I run into . . .

DB: Yes.

SM: And, my god, the ethnic mix is, you know, very high there, [in] the Sciences.

DB: Yes, yes.

SM: Lots of Vietnamese.

DB: Yes, yes.

SM: More so than in Humanities. I think the program (inaudible) the English language, rather than Math and Science (inaudible). Well, do you know of any events that have happened that are not in the written record? Jack Peltason asked me to ask this question of everybody. You've brought up some interesting things (inaudible) in the record.

DB: I've thought about that question a lot and I'm not really sure . . . Well, some of (inaudible).

SM: Well, some of it you don't want to talk about.

DB: Right, exactly. (chuckle)

SM: It might help me a little. Well, if you think of something that's not in the record it would help me, and I'm telling the story of UCI.

DB: I keep thinking just of silly things. The filming of "Planet of the Apes," for example, right outside our building.

SM: Oh, yes. (inaudible) because, you know, that's where I like the . . . You know, somebody said . . . I guess it was Jim Dunning off the record. "Oh," he says, "Dan Aldrich stories."

DB: Yes, right. (laughter)

SM: Do you any stories about the Chancellor (inaudible) not in the record.

DB: (inaudible)

SM: But that was true. I'll never forget that day, two days. The other day was when they were doing . . . Paul Newman and . . .

DB: Oh, yes.

SM: And Dom Deluise was in a wheelchair.

DB: That's right, racing around the Library and then . . .

SM: What's his name . . .

DB: Mel Brooks.

SM: Mel Brooks, yes.

DB: Yes. But I'm not sure what I could add. I mean, that would add anything. That's kind of a (chuckle) . . .

SM: That's enough. Now, do you have any final words to me as the UCI Historian, that you'd like to have me do when I'm writing it, and so on? There is quite a genre of Histories of the Universities.

DB: Histories of the Universities, yes. I'm not very creative this morning. No, no. I think it's a complicated story because the university has changed so much, just in the short time that it's been in existence.

SM: Well, the university that we knew when we came (inaudible).

DB: Yes.

SM: And the university of the seventies and right just at the beginning of the eighties was hard, no FTEs.

DB: Right.

SM: No buildings.

DB: Right.

SM: But students were still coming.

DB: Still coming, yes.

SM: And then we finally convinced them that the demography was wrong. But, you know, it did change. Jim Dunning explained it to me as to how we constantly get more students. You figure that so many will go to the private institutions, graduates of high schools. Half of them now don't go.

DB: Right, yes.

SM: Because they can't pay to go to Stanford and Yale, but they come to the university. They say the University of California

is a high-class university and they will get a good education.

It will cost seven times, six times if they went to Harvard.

DB: Right, right.

SM: And that's been a constant, Jim tells me, so that that's why they're building.

DB: Yes.

SM: And that's gotten now into the thinking of the demographers and the people in Sacramento who are giving out the money for construction and the whole thing.

DB: It's been interesting that, you know, I've been on various little Senate committees and big Senate committees over the years since I've been here and it's always been interesting to see how many of the projections have been wrong.

SM: Yes, right.

DB: And you wonder why. But I can remember even all during the seventies there were these constant predictions of no more students and . . .

SM: That's right. They were dropping off.

DB: Dropping off, and by 1990 we'll be shrinking, and here we're now having classes in a movie theater just to try and handle them all.

SM: You know something, Dave, that fact that we were having many of our important big lectures in a movie theater swayed the Regents to (inaudible) to have those two lecture buildings.

DB: Really?

SM: Those lecture theatres out back of the new Physical Science Building.

DB: That's been . . .

SM: And they've opened last April 1.

DB: Is that right?

SM: Yes.

DB: That's wonderful. I mean, it's just been . . . It seems to me there have been these constant battles with projections that turn out to be false.

SM: And what about your experience in the Academic Senate? You say you've served on a lot of committees. How do you feel it's . . . I think shared governance is very important, I feel.

DB: I do, too. I think that there have been some real frustrations. I'm getting ready to . . . The one that's frustrated me the most is I'm just now getting ready to do a second term of service as the Chairman of the Library Committee.

SM: Well, I'm glad. I was Chairman back in . . . right in the early eighties.

DB: Well, I was Chairman in the early seventies. It was one of the first things I ever did here, was to get on that committee and be Chairman of it. And now I'm going to do it again next year.

SM: Good for you. I'm glad. I'm happy to hear that.

DB: But it's been extraordinarily frustrating because I think that's been one of the real . . . That's a real difficulty, I think, for the campus. I mean, I can talk about all this Comparative Culture stuff, but I think one of the more serious problems is the difficulty in keeping that, getting that library to the level that it ought to be at and keeping there.

SM: Yes, (inaudible).

DB: Yes.

SM: Well, I've already interviewed Cal Boyer a couple of weeks ago.

DB: Yes.

SM: And, of course, it's a wonderful thing that we're getting the Science Library.

DB: Yes.

SM: We've got this Sterling fellow from (inaudible).

DB: Yes.

SM: You wouldn't believe this, I spent (inaudible), but we . . . Pei, the great Pei, he didn't even make the final cut for architects.

DB: Huh!

SM: You know the fellow P-E-I?

DB: Oh, yes, yes, yes.

SM: Well, you know, he's just fantastic.

DB: Yes.

SM: And that one at the Smithsonian Institute and other things that he's done.

DB: Yes.

SM: Well, this man is just . . . If you look at the model of the Library, you'll be excited.

DB: Very good. Very good.

SM: Yes, yes, yes. Well, now, we've got to do what you say, though, get accession rates up, get our journal subscriptions up and so on.

DB: Yes, but I think that's been probably one of the more frustrating things, and I . . .

SM: Well, I'm glad you're on it.

DB: . . . hope that can be taken seriously.

SM: And I think things will be a little better.

DB: Yes.

SM: I've experienced it. I raised this battle about these . . . (inaudible) our depositories out in the . . .

DB: So did we, way back when.

SM: Yes.

DB: And I don't think this . . . This was the university-wide committee. I don't think we could have spoken more strongly about that, but we didn't get very far, (chuckle) didn't have much ^effect.

SM: I battled . . . I got dressed down by a Vice President. You know, when I was on the Academic Council.

DB: Yes.

SM: I got to Berkeley and he dressed me down about it. And I said the library is fundamental and this is wrong to have this depository system as your basis.

DB: Yes, yes.

SM: We've got room on our campus to have a modular building.

DB: Sure.

SM: And I'm donating a golf cart to take the books back and forth, so we'll get them in two hours and not in about forty-eight hours.

DB: Forty-eight. Yes, it's not . . .

END OF INTERVIEW