

Interview with David G. Aldrich, Jr., Chancellor of UCI,
1962-1984, at 2 pm ~~May~~ 24th, 1989

1. Our last taped interview was in 1973. What were the high points and low points for you between 1973 and your retirement?
2. Could you please review the history of the Medical School in general, and the UCIMC hospital in particular?
3. How soon do you think UCI will have a hospital on campus?
4. How do you rate the four UC presidents under whom you served - Kerr, Hitch, Saxon, and Gardiner? (I have not included Harry Wellman) in support of UCI.
5. Could you explain to me the workings of the Council of Chancellors?
6. Could you comment on the contributions of your Academic (later Executive) Vice Chancellors - Hinderaker, Peltason, Russell, Adams, McGaugh, and Lillyman?
7. What Program (or School) stimulated you the most? And which ones concerned you the most? How do they seem to you in 1989?
8. Those of us who were "present at the creation" admired your work with the community - do you have any particular events that come to mind?
9. Your support of the Program in Social Ecology was strong from the first. Why did Arnie Binder have his resignation accepted when he was in Ireland?
10. Which faculty members impressed you the most in our drive for excellence?
11. Your relations with students were always excellent. Which students come to mind that you considered outstanding? We can both think of Michael Krisman!
12. Your record is outstanding in the area of student ethnic minorities. Could you comment on your work with these students?
13. Could you review the origin of the Senior Olympics, and when you began to participate?

INTERVIEWEE: DANIEL G. ALDRICH, JR.
Chancellor Emeritus

INTERVIEWER: Samuel C. McCulloch
Emeritus Professor of History
UCI Historian

DATE: April 24, 1989

SM: This is an interview with Daniel G. Aldrich, Jr., the Chancellor of UCI from 1962 to 1984, at 2:00 p.m. on April 24, 1989.

And the first question, Dan, is in our last taped interview was in 1973, what were the high points and the low points for you between that, 1973, and your retirement?

DA: Well, for me to proceed to pick out high points and low points over decades, that is the time that we're talking about--1973 to 1984--obviously, my comments at this point are going to be terribly rambling and probably each thing that comes to mind will suggest something else that will result with me not providing you high points and low points and essentially in any time frame or sequence, but simply as things pop into mind. In 1973 and 1974, 1973-1984, I, frankly, at this point, 1989, don't recall high points and low points during that period. I could only do so by thinking about . . . it was 1975, I believe we produced an update of our academic plan and, as a consequence, I can think about what we were doing at that time.

Actually, I go back to 1970. That was the point of take-off, as I proceed now to think about what took place during

the decade of the seventies. It was in 1970 that, actually, I think it was probably in December of 1969, that I received a letter from President Hitch--as did all chancellors receive a letter from President Hitch at that time--essentially indicating that the numbers of students, which the existing campuses and the new campuses were expected to enroll, had as a consequence of recent review, been decreased a great deal, significantly so. The demographers and those who had planned for the new campuses and, essentially, the reason for the new campuses to come into being, was that in the late fifties, early sixties, it was expected that the University of California would enroll somewhere in the neighborhood of 220,000 plus students by the latter part of the nineties.

And the launching of three new campuses was the way in which the Regents determined they would provide space for those who were qualified to enter the university, determining that rather than add some probably 150,000 students to the existing campuses of the university, there were six at the time, with about 60,000 students among the six, the Regents determined none of them would accommodate this additional number of almost 170,000 students on the six existing campuses, they'd build three additional ones. And Irvine and San Diego and Santa Cruz came into being, to be part of the university's ability to accommodate this 220,000 plus students by the latter part of the nineties. And, so, the campuses at

Irvine and San Diego and Santa Cruz were launched with a target of enrolling some 27,500 students by the latter part of the eighties, nineties, and each campus--the three new ones as well as the existing campuses--all had that enrollment target established for them, somewhere in the neighborhood of 27,000 to 30,000 students.

Irvine embarked, therefore, on planning and developing, opening in 1965 with a notion that we would in time be building a campus to accommodate some 27,500 students. The letter to which I referred came from Hitch in, I think, December of 1969 or 1970--1969 it was--essentially indicated that there had been a miscalculation or the information that led to this 220,000 figure was off by 100,000. And, therefore, Irvine, instead of thinking about 27,500, should plan on 7,500. The same was indicated for San Diego, for Riverside, for Santa Cruz. I think Santa Barbara at that time was somewhere in the neighborhood of maybe 9,000, 9,000 or 10,000. As I recall, they were told to plan on 15,000 as a figure. Davis was probably in the neighborhood of 10,000. They, too, were told to look at 15,000. Los Angeles already was beyond 27,000 and, essentially, they had arrived, as had Berkeley. And San Francisco, of course, was not targeted for 27,000, it being ^{health}~~both~~ sciences entirely, and probably somewhere in the neighborhood of 4,000 or 5,000 students.

Well, that was a big shock, as far as Irvine and I was concerned, and those of us on the campus, because the whole physical planning of the institution, the whole academic planning and programming of the institution had been built on the notion that growing enrollment would essentially fuel a funding of the development of this campus. And if we were to have to now think in terms of a student body of only 7,500, that was essentially indicating to Irvine that you were only going to get one-third of the resources that you otherwise had ✓ planned on ultimately ^{coming} pulling to the institution from the state of California and, therefore, building and academic program, et cetera, were . . . obviously, could be terribly affected, inasmuch as students are the coin of the realm, insofar as the funding by the state of the campuses of the university.

Well, I immediately countered to the President that Irvine . . . it made no sense to hold at 7,500, inasmuch as we had 3,000 or 4,000 students at our doorstep who shouldn't be forced to go to other campuses in the university. If they came down to here, since that was the nature of Orange County, and potential for student enrollment here. And, therefore, I indicated that we are to at least be provided an opportunity to plan to, say, 12,000 or . . . and 7,500 didn't make sense.

I think San Diego did likewise. Riverside, however, Santa Cruz, they were both small at that time, and more or

less accepted the 7,500 at that time, planning target, and I guess Davis and Santa Barbara the 15,000. And as we embarked upon this notion that the campus was going to probably be--at least they indicated at the time--half the size in this time frame as was originally planned, we maybe set about to examine the academic programs, recognizing what were the . . . what the future held insofar as likelihood of monies coming to the campus related to student enrollment, and to determine whether or not the programs that we already had in motion we should continue, should adjust, stop some, set in motion new ones. In short, what would the future, under the circumstances of a reduced enrollment target, likely to be? And so, an academic plan, program committee, was set in motion to examine where we were.

I think Jim March was still with us at the time. He hadn't left for Stanford. He was involved, along with probably yourself and other deans, in looking at that, and out of this review of where we were at that time, in terms of some of the programs, it was apparent we were beginning to achieve evidence of quality and excellence. Others were en route to it. Others were getting off the ground. And, essentially, the review added up to . . . that we continue as we are, and seeing to it that funds, as they come aboard, are utilized in order to insure the maintenance of quality in programs already under way. Were there were others that, in

terms of resources, we thought ultimately would come, we would see no likelihood of ever achieving quality, although some of those that we were having in mind to embark upon, in the light of the resources of the future, are likely to suggest we shouldn't start.

As I recall, the report came back from that committee saying that essentially we should continue doing what we were doing. We obviously were in no condition, as we contemplated, to add new programs that were in mind, but we would concentrate (inaudible) the resources as the campus grew toward what was supposed to be its future enrollment, to insure that existing programs continue to be supported in ways that would achieve excellence.

A good example of what we did not set in motion that we had in mind to set in motion was the School of Physical Sciences, which began as a school with the departments of Chemistry and . . .

SM: Physics.

DA: Certainly, and Mathematics. And we had in mind that we'd be going on into Astronomy and Geology . . .

SM: Geology.

DA: But determined at that time not to, and instead focused on Chemistry, Physics, and Mathematics, which is characterized in Physical Sciences to the budget (inaudible).

SM: To budget (inaudible).

DA: Except that there was a faculty member, a lecturer as I recall, who was brought in from the community over a significant period of time, to offer a course in Geology, and we took aboard a very capable young faculty member.

SM: From Riverside, didn't we? Didn't we take someone from Riverside in Geology? He came three times a week?

DA: No. Well . . . but he wasn't from Riverside. He was a, I think, a background in petroleum geology or something.

SM: Oh, yes.

DA: And there may have been someone who came down from Riverside, Sam, but I don't recall it. I recall we having such, by reason of the fact that periodically I had to approve the re-appointment of this individual, who was not a regular appointment on the professorial ladder. He was functioning as a visiting lecturer in the field of geology. Furthermore, the person reached an age where, again, there was need to be special dispensation in order to hire the person to stay on.

But the other individual that I think about who provided some capability in Astronomy, but we have never moved, at least at the present time, to a major undertaking . . .

SM: That's right.

DA: Was Virginia Trimble.

SM: Oh, yes, I know her well.

DA: She was an outstanding faculty member in Physics. She was, however, among other things in Physics dealing with some introductory programs in Astronomy.

SM: Astronomy, yes.

DA: So, I would identify that information coming from the President to Irvine in, say, 1969 and 1970 as what might have been thought of as a low point, since it completely . . . Well, suggested that we were going to have to completely undo that which we had planned and were headed toward. By reason of the fact that the President accepted our wish to build toward something larger, it was not necessary for us to cut back on what we were presently involved with, nor our desire to see to it that what we had commenced we ultimately had in mind we were going to be able to do well.

SM: Well, now, Dan, if I may interrupt . . .

DA: Yes.

SM: I have three high points, which I think would identify it. So, let's see what you say. This first one, when all that was reversed, and they said, "Ah, the demography is wrong, go ahead now, make it 20,000, 25,000 by 1990." There was 20,000 . . .

DA: No, there was never . . . There was never any reversal. There was a reversal in going from 27,500, which was our original target, down to 7,500.

SM: Yes, yes.

DA: But there was never, during the period 1973 to 1984 when I retired, any move on the part of the university to turn things around and move toward a larger target. We simply . . .

SM: We went ahead with it.

DA: We went ahead and continued to grow. And, essentially, what did not take place was a determination by the President's office that as we hit 12,000 or 15,000, that we stop.

SM: That we stop, yes.

DA: Because, by this time, there had been the reversal in the numbers of youngsters seeking to come to the university, and that would have been the latter part of the seventies.

SM: Yes, yes. And the other high point, I felt, with all you'd been working for, for us to be an important institution of Orange County, and then it really percolated on many, but particularly the Irvine Company. So, they gave us all of a sudden \$1.25 million, or whatever it was, they started . . .

DA: Well, I can come to that.

SM: Yes, that was a great day, I thought.

DA: (inaudible) but that was, well, that came in the eighties.

SM: Yes, right.

DA: The early eighties. But, going back to the developments in the seventies, for me, I suppose one of the high points was when Arnie Binder, who was a faculty member in the School of Social Sciences, came over to talk to me about his interest in moving out of Social Sciences, which was highly

quantitative, model simulating in character, to engage more in behavioral science, social science, psychology, and that he had in mind a program in which the interaction and impact of the physical environment upon human behavior and the nature of social organizations, were something that he thought would be of great interest here on the campus. Further, that there were a number of faculty in Social Sciences who were interested in moving in this direction, so that it would, as he outlined what he identified as Social Ecology, could see faculty in Social Sciences interacting with other . . .

SM: Disciplines.

DA: Disciplines, correct. Biological Sciences, Physical Sciences, Engineering, Humanities, and the like. And so, Arnie described for me this . . . what he identified as a program in what he would call Social Ecology, which had to do with the impact of the physical environment upon, as I say, human behavior and social organizations. He described not only the interdisciplinary, multi-disciplinary approach to the subject of Social Ecology, but also indicated that the focus of this effort would be to deal with some of the major problems of our society. And that faculty, various faculties, not only in Social Sciences, but Engineering and Biological Sciences and Medicine and Humanities, would engage with their students in essentially experiences, problems, existing in the community, in the field. And [he] saw an opportunity to have students

involved in internships, fieldwork, as a significant part of their undergraduate program.

Well, as Arnie unfolded this idea about Social Ecology, it struck me that this is what essentially I came here to Irvine to do, not knowing as I began how it would come about. Because when I . . . the very first piece I wrote about academic plan for UC Irvine, I was returning from Japan where I'd gone in 1962. Actually, within a month of the time I'd been appointed Chancellor here, which was January 19, 1962, I'd gone to Japan to review the young Japanese farmer program, which at that time had involved young Japanese farmers and the University of California and the program had gone on some ten years. And I'd gone out to Japan with Jean to meet with the young Japanese farmers, who for a decade had come to California to learn about some of the major agricultural operations in California.

And it was on the way home from there, stopping in Hawaii en route, as I had been informed that I was to report to the Regents in April what I had in mind what I was going to be doing here at Irvine.

SM: (laughter)

DA: And so I sat down in the hotel there in Honolulu to put down some thoughts about what it was . . . I gather, Sam, this was probably in March, and so I was supposed to be at a meeting with San Diego, as I recall, and so I put down on

paper there in the hotel in Honolulu. I can see it right now, the writing out there, overlooking Waikiki . . .

SM: (laughter) Jesus, that's one place to plan.

DA: . . . the thoughts about . . . and, the other day, I came across that paper.

SM: Oh, wonderful.

DA: Which I presented to the Regents in April of 1962. And I had indicated, among other things, that there were themes that would be developing on this campus, which I had in mind would be developed in the land grant tradition of teaching, research, and ~~SERVICE~~

SM: Did you . . . Excuse me for one second.

DA: Yes?

SM: Did you give that . . . I hope you gave that paper that you found to our Archives.

DA: I have the paper and I had some copies of it made because I was passing it on to Social Ecology, because I indicated that this campus, which I saw . . .

SM: Well, just send one to me, please.

DA: All right. . . . saw being developed in the land grant tradition of teaching, research, and service, but rather serving an agrarian society which the original land grants had done, we were hoping to serve an urban society. And went on to comment about the schools and programs that I saw being organized as the campus got under way, and had occasion to

comment about a theme that might characterize the nature of that which we did on the campus of essentially being man in relationship to his environment. All of which has, Arnie Binder proceeds to describe this program in Social Ecology that he had in mind initially. And here is the thing that I had in mind here initially to do, but wasn't sure about how it was to come to pass.

SM: I'd like to say right now that I interviewed Arnie for our history last week.

DA: Yes, yes.

SM: And he said the same thing that you did, "That's what I've come to UCI for."

DA: Yes.

SM: And I had a very fine interview with Arnie.

DA: Well, I describe Social Ecology as ~~for~~ the latter-day land grant college, doing just what I had in mind to do. It is essentially mission-oriented. It is the application of Social Sciences and Biological Sciences and Physical Sciences and Engineering and the Humanities to the solution of major problems confronting individuals, as well as organizations of individuals.

In any event, would think of that as a high point, and it also accounts for what has been my continuing interest in the development of the Program in Social Ecology, and an

interest that I had occasion . . . Social Ecology is under review right now. There has been a review committee here.

SM: Yes, he told me.

DA: And, as I met with that review committee, I had occasion to comment about the fact that on a campus of the University of California, and probably any other university today that identifies itself as a quality research university, the faculty, for the most part, are members of specific disciplines and departments, not of interdisciplinary or multi-disciplinary units, academic units.

SM: Yes.

DA: Social Ecology is an interdisciplinary program and the faculty who come to that out of various disciplines, as they proceed to do their work that involves interdisciplinary, multi-disciplinary approach to a subject, are confronted as they were from day one here, and the young ones particularly, with the fact that the pressure from the campus from peers is for them to identify with a discipline. There wasn't . . . I think in time there will be something known as Social Ecology, with all the appropriate journals, et cetera, that provides for those who work in that field to publish there. But that is not the case confronting who came into the program in Social Ecology; and, so, the pressure is on young faculty members, continuously to move to the discipline, which was the thing that they originally perhaps would pursue.

Mathematicians, lawyers, psychologists, sociologists, you name it. And I, frankly, as Chancellor, as these . . . as the faculty in Social Ecology came up for review for advancement to the next step on the professorial ladder, that there had to be constantly someone who was prepared to say to those in the academic machinery on this campus, who would only evaluate the suitability of a faculty member's advancement, as what had they published in a particular field.

SM: That's the whole problem you find in interdisciplinary studies.

DA: Sure. Agriculture, you see . . .

SM: Yes, because, if I say he's not an economist, he's an historian, and the other fellow says he's an historian, not an economist, and the poor guy doesn't get promoted.

DA: Yes, well, I proceeded to see to it that when the Budget Committee and the Committee on Academic Personnel would come down with a recommendation against promotion, that I was not about to buy that, if there were evidence of good scholarship, creative ability on the part of that faculty member; but, rather because of what might otherwise be thought a deficiency in the amount of publication in a particular discipline, I would say, "Hey, I'm not about to approve the appointment of or the advancement of any faculty member who does not display the quality of scholarship that this institution expects."

On the other hand, in lieu of volume of publication in a particular discipline, there is evidence on the other hand of this individual's involvement in the profession, in the multi-disciplinary, interdisciplinary field, I'm prepared to approve." And realized that it was only the likes of me who could do this. Otherwise, the machinery, the academic machinery--and I don't belittle it; I don't criticize it. It's simply a fact of life within the framework of an institution such as this, unless we can educate our faculty to evaluate otherwise not only according to the discipline, are we likely to make advancement. And, of course, I felt Irvine had early on evidenced its ability to think otherwise, by reason of the manner in which we appointed and promoted our people in Fine Arts. Because Irvine, unlike the traditional institution that looks upon activity in the Fine Arts as only being as worthwhile as being history, theory, or criticism, Irvine, however, was performance-centered, studio-centered. Theory, history, criticism were part of the experience, but nonetheless we brought people who were performers, painters, (inaudible) dancers . . .

SM: Dancers.

DA: It was . . . et cetera, and the question came in, where on the professorial ladder do you put an outstanding painter?

SM: Yes.

DA: Or, you know, a world-class dance . . . et cetera. And our faculty seemed to be, in those earliest days, came to accommodate this evaluation of individuals beyond the traditional, which was in the Fine Arts or whatever they published in the area of criticism of what have they done in the history or in theory. And, to me, this was a very important thing to keep in mind as this campus grew. Engineers are known by their works. Other people pursuing medicine, by their works. On the other hand, the other basic disciplines, it is by their ideas and how they describe their ideas, publishing new information; and, to me, the coming of Social Ecology onto the campus, the setting in motion of that program, interdisciplinary program, and a gradual development of appreciation on the part of people that quality work could go on in a discipline, even though it was interdisciplinary or multi-disciplinary at that, was the major development in the academic affairs of the Irvine campus. And it continues, I think, to thrive and, increasingly today, when a society perhaps more than at any time, at least in our understanding, has become sensitive to the impact of people upon environment, there is great interest in the impact of environment upon people. In any event, that to me was a high point.

SM: A high point.

DA: I would say . . . I mean, there . . . I would say, Sam, that Lord knows that decade, 1973 to the present, was characterized

by high points. Everything, for heaven's sakes, that we embarked upon . . . I don't care whether it was academic, co-curricular or extracurricular, athletics, et cetera, we were constantly setting new things in motion and seeing that which was set in motion grow in quality and stature.

SM: And Mike Scott was breaking records for the track team.
(laughter)

DA: Well, whatever, you know, but I mean there was a tremendous array of things that took place.

Now, coming to where were low points along the way, the very . . .

SM: Well, there might not have been any.

DA: Well, I would say since my cup is always half full, I'm not one who thinks in terms of low points. I always, some way or another, see whatever as an opportunity to do something better.

SM: I agree. That's a fine philosophy (inaudible).

DA: So, I'm not one who immediately recounts the low points. And I tell the story of the two young men shoveling in a pile of manure, one grouching away, et cetera, the other whistling. Somebody comes down and wonders what's the matter with the guy grouching away. Well, the flies and the smell and all this horse manure. To the guy who was whistling he says, "What's the problem?" "Well," he says, "with all this horse manure, there's bound to be a pony buried here someplace."

SM: (laughter)

DA: And this is essentially my nature.

SM: You're an optimist.

DA: That's right.

SM: I know . . .

DA: So, I would . . . I don't look upon things as low points. On the other hand, I can recall circumstances, happenings, events that certainly were troublesome, and things that we struggle with, at least I did, in order to get them viewed as something positive and not negative. And I'm reminded of that by the events of recent days when I read in the New U and the newspaper about . . . And there was an editorial today about UCI's effort to improve its minority, the status of minorities on the campus, access it's minorities as enrolled students, retention of them, faculty, staff appointments, et cetera. Reading also in the same edition of the paper yesterday or the day before, that People's Park in Berkeley is stirring again. I only add up . . . I say to people as I did last evening, the rites of spring. Never does May roll around that someone isn't banging away on the inadequacy of whatever.

SM: Yes.

DA: And certainly the opportunity for minorities and what is accomplished on the campus, not only in the enrollment of them, but the advancement of them as students, as faculty, as staff. Every year rolls around with minorities coming

together and coming to see the Chancellor and informing him of how inadequate things are; and, from day one, I would listen to them, acknowledge we haven't arrived, but don't tell me that we're not doing anything, because here are the things that have taken place in (inaudible) enrollment and counseling and improvement of opportunity for minorities, students, faculty, and staff . . .

SM: A new Cross-Cultural Center built . . .

DA: Well, I mean, all kinds of things. But I would also acknowledge we haven't arrived, and I certainly understood it was their responsibility to keep our feet to the fire, constantly reminding us of we haven't arrived, our deficiencies, et cetera, and together we would work at it. And we would and we did and we have and, as far as I'm concerned, things have taken place here on account [of that]. But, to me, it was always something I expected. Even though one is doing as well as they know how to improve a situation, it's a slow process. And simply by the nature of things, as far as I'm concerned, as long as that which we're concerned about involves a minority, we're always going to be faced with the fact that unless there is constant attention to the problem of the minority, life for the majority simply will keep it submerged.

SM: Yes, yes, that's right.

DA: And not by design.

SM: Yes.

DA: But simply because of the majority's involvement in whatever, thereby it begins to take attention away from the plight of the minority. And, so, I understand the minority of whatever. I don't care whether it's ethnic, religious, political, or what have you, they're going to be, should be heard. The majority should expect to hear from them, and sometimes that which the majority hears, they have . . . they don't appreciate. My lord, this is the situation that is common practice.

In any event, over a . . . To me, these were times in which one simply had to go back to the mat and struggle how to do better. I don't know as it's a high point or a low point, but it was a point of major concern, and that would characterize also the saga of the Medical School and the hospitals here on the Irvine campus here in 1963 . . .

SM: Well, that's the second question. Could you please review the history of the Medical School in general and the UCIMC Hospital in particular.

DA: Well, yes, yes. In 1963, the California College of Medicine, downtown Los Angeles, a private medical school, formerly the California College of Osteopathy, became affiliated with the University of California, in 1963. As the downtown became affiliated, because the state at that time was much concerned about the adequacy of medical education available, at least

the public supported institutions. And new medical schools in the university were coming into being. There had been the one in San Francisco since the late 1800s, a private medical school that had become the Medical School of San Francisco. UCLA was the second medical school. Along about 1950, 1952, Stafford Warren had come in to be the Dean of Medicine at UCLA. Then a medical school at Davis, a medical school in San Diego, and then there was a question of a fifth medical school; and about this time, as contemplation of additional medical schools on the campuses of the university were being thought about, this would be along in the early sixties, mid-sixties, there was discussion about establishing a fifth medical school. And a very powerful senator . . .

SM: Senator Teale?

DA: Yes, Steven Teale.

SM: Who was an osteopath?

DA: A physician, a graduate of the California College of Medicine.

SM: Yes.

DA: Who essentially indicated that, if there was going to be still another medical school, a fifth medical school in the University of California, that before he saw monies coming to establish a new school, he was going to see to it that state support went to the California College of Medicine in downtown Los Angeles. Well, this . . .

SM: Excuse me, Dan, I'm going to [change the tape].

(End of Tape)

SM: All right, we're now starting our second reel.

DA: Commenting about the coming of the California College of Medicine to the University of California, affiliating with the university in 1963, and Warren Bostick going from San Francisco to become Dean of this California College of Medicine, as it affiliated with the university.

And then from 1963 until 1967, the great question that was before the Regents: Would the California College of Medicine remain a free-standing medical school in downtown Los Angeles, as the one that San Francisco had? Would it become a . . . Would it be relocated? Would it become a part of an existing campus of the university? Would it become part of the Medical School at UCLA?

So, there was much discussion went on over a period of time, as to what ultimately would be the nature of the involvement of the California College of Medicine in the University of California. It being identified and the reason that the medical school came into affiliation--at least a very strong reason--was that Senator Teale was going to see to it that this school in downtown Los Angeles got state support. It couldn't get state support unless it was part of a public institution, and inasmuch as medicine was only pursued in the University of California, according to the master plan, and there was many overtures made by the state colleges to get the California College of Medicine, that it was clear that the

university had to become involved with it. And so it became, as I say, in 1963, affiliated--that's how it was identified, it was affiliated--with the University of California.

Well, then in the next several years, there was ongoing discussion of the nature of its future place in the University of California, other than as an affiliate. And along in 19 . . . Well, we opened in 1965 here at Irvine, aware of the situation as it pertains to what was to become of the California College of Medicine, aware that in our earliest discussions in what was then not a division of the Senate, but we were (inaudible) Senate, there had been a presentation. Dick Snyder, I believe, was the Chair of the committee.

SM: He was the Chair of the committee.

DA: He had made a report suggesting that we have a . . .

SM: Medical school.

DA: Medical school, that as this discussion raised, with respect to what was to become of the California College of Medicine, inasmuch as it was said at that time that there were eighty-eight medical schools in the country and that probably the California College of Medicine ranked eighty-nine. (laughter) That there was not any interest, as I understood it, of having it become part of medicine at UCLA.

And so, with this essentially the atmosphere in which discussion of the future of the California College of Medicine went on, I indicated to President Kerr if, in the wisdom of

the Regents, the California College of Medicine is to become a part of the University of California, then Irvine is prepared to have it become the medical school of Irvine and we'll set about to see to it that this medical school, however it is identified, becomes one of the top medical schools in the country. And, therefore, if the Regents are going to follow on and essentially identify the California College of Medicine with some campus, we at Irvine will welcome it, rather than the view that was then that no campus wanted it.

And so, it was in April of 1967 that . . . I think April 17 or 27, something like that, seven is part of the number that I recall, at a Regents' meeting, the California College of Medicine, downtown Los Angeles, became the medical school, the California College of Medicine at the University of California, the California College of Medicine at UCI.

And we began immediately planning for the move of the California College of Medicine from downtown Los Angeles. It occupied the second unit. Its hospital was the second unit of the Los Angeles County Hospital. And the school itself was contiguous to that medical unit, hospital unit.

We immediately set about planning the facilities into which the school would move. That gave rise to the so-called Med. Surge I and subsequently Med. Surge II. The notion being that we would move the medical school into these buildings, thought of, identified of early on as temporary buildings.

I said no how, no way are we going to construct Butler buildings to accommodate these. Or, we're going to have to figure out some arrangement, facilities, structures, that will last as long as the campus lasts, but recognize that this is the early stage of bringing the medical school here, and that we move on to producing major medical school facilities out of these initial buildings that served to stage the development of the medical school here on the Irvine campus. And so, we identified them as surge buildings. People move into them and move on as the structures for the long haul were to be constructed. And at the same time as preparation was made to provide space, and there was some 47,000 square feet of space in the surge facilities that was produced here, that they moved in 1968.

Also, there was affiliation with the Orange County Hospital, as a hospital to be utilized as a teaching hospital. And so, the medical school moved from Los Angeles down here. A teaching hospital was, essentially, though a contractual arrangement with the County of Orange to function there in the Orange County Hospital, and the first facilities on the campus were built as Surge I and Surge II.

I can recall, as the school of medicine came to the campus, a great concern as to the basic Science Departments and Medicine: Microbiology, Biochemistry, et cetera . . .

SM: Microbiology.

DA: Microbiology, that is correct. As to whether they would be departments within Medicine. (telephone rings and tape is turned off)

SM: We are now continuing on the Medical School.

DA: Yes. I am commenting about the concern, about the basic Science Department in Medicine, and the offering of graduate program in these departments, which would be paralleling the departments of Biochemistry, Microbiology, et cetera, in the School of Biological Sciences.

And there was much concern about . . . in the School of Biological Sciences about the faculty coming down in Medicine. And I remember talking with some of those who were greatly concerned about the impact of Medicine upon the School of Biological Sciences. I said, "If you people are half as good as you think you are in Biological Sciences--and I think you are--then what are you worrying about the impact of a faculty who, according to you and to others, are faculty of a medical school that's ranked about the last in this country. (laughter) I said to be afraid of them, I can't imagine it.

There was one young man who was a molecular biologist who was terribly concerned about this.

SM: That was Jack Holland?

DA: Yes. He left and went down to San Diego.

In any event, the California College of Medicine came. We set up the business of departments, the Dean of the

program, et cetera, in Medical Surge I and II with our hospital, eventually the Orange County Hospital. Well, there was from day one a view that we would be not only developing the medical school but its clinical facilities here on the campus, and that hospital and clinics et cetera would be built here on the campus. And that was the original notion. It remains that notion. However, in achieving it, we still had a ways to go.

Because as we commenced planning and actually had the architects at work on the design and development of the hospital that would be built here at the campus, the state of California was not in its most affluent condition. And this was during Jerry Brown's tenure as governor. And the county was interested in getting out of the hospital business, I guess, as many counties were. And the man who was . . . who recently passed away, was a potent member of the board of supervisors, was he not chairman of the board of supervisors at that time? Ralph Dietrich, much interested in getting rid of the county hospital, selling it. And to make a long story short, as budgeting for the development of the on-campus hospital came to focus, the governor essentially stepped in and indicated that funds would not be made available for the construction of a hospital at the campus, but rather that funds would be made available for the campus to acquire the Orange County Hospital.

SM: And they had the experience of Sacramento and San Diego to follow, I guess.

DA: Well, yes, but they weren't very long in that experience. But that is so, the new medical schools at San Diego, at Davis, and at Irvine, each of them acquired as their hospital the county hospital. Well, in any event, so the money was made available for the purchase of the Orange County Hospital, as well as the assumption by the university for the contract with the county for the care of the . . . the ongoing care of the indigent in that hospital.

And so, that was the beginning of our hospital facilities, et cetera, and our involvement with the hospital there at Orange, as well as our to contract with the county for caring for the indigent in that hospital, a hospital which, by way of its origin, had essentially subsidized patients, county patients. Probably 95 percent of the patient load were county patients and, essentially, that has been the source of the problem, insofar as financing the health care delivered at the Orange County Medical Center ever since.

Because with a patient mix of essentially county patients, poor, indigent, the money which a county pays or a the federal government pays Medicare, Medi-Cal, is not . . . is only, I don't know, 60 to 70 percent of what it costs to deliver the care. And in a hospital that is 100 percent indigent, or 90 percent indigent, or 80 percent, as is the

case at UCIMC, you have no patient, full-paying patients in which you can off-load the difference between what it costs to care for the indigent and what the county and state pays for.

On the other hand, at a hospital such as San Francisco or UCLA where the mix is 80 to 90 percent full-paying patient, the cost of caring for the indigent and the monies received in the care of such indigent patients, by raising the rate of the other 85 percent, you can make up that difference.

Well, UCI has never been able to raise the rate high enough to make up the difference, because they would have to go so high. Insofar as the few full-paying patients are concerned, it would price itself out of the market. And so, we've constantly been in the situation at that hospital of, on the one hand, not raising the rates of the full-paying patients to so high as, presumably, to make up the difference between that which we get for the care of the indigent, and pricing ourselves out of this. That constitutes the continuing problem at UCIMC.

And as far as I'm concerned, inasmuch as the University of California and its medical schools and its hospitals are part of the public institution serving this state, the university, its hospitals, its medical schools, et cetera, that which the University of California and UCI and UCIMC does in taking care of county patients, or those who are funded by

various programs from the state and the federal government, it is up to the county and the state and the federal government to produce enough in the way of paying for the care that we make of those patients, that we do not find ourselves with the constant deficit that this institution faces.

There is no interest in, desire on anybody's part, in such an institution to embark upon two tracks of care. One track of care that is aligned with the indigent and the monies received therefrom, versus that which the full-paying patient pays for, our patients at UCIMC receive the same care whether they've got a nickel to their name or whether they have got millions to their name. And it has been that way, it will continue to be that way, but it is a constant struggle to put together the resources to care for the indigent.

And until the county and the state compensate the university, the hospital, accordingly, there's always going to be the deficit. And if they want to get rid of the deficit or not encounter it, then the university is going to be led to do what the Chancellor has recently announced they will have to do, and that is to give up the county contract. And it will no longer be a hospital in which the majority of the indigent of Orange County are taken care of.

SM: That's right. Yes, I understand.

DA: Now, that is the situation that has characterized the funding of the Orange County . . . of the UCIMC, the University of

California Medical Center. There has continued to be on-site development and major improvement in the facilities there. The addition of new patient towers, new clinical facilities just dedicated here, an open house here the other day of the new ~~Fenster~~ ^{Cancer} Center. But while that has been taking place at Orange, which is our principle teaching facility, there has been ongoing the effort to get a hospital facility here at the campus.

And so, along in the early eighties, with the financial situation in the state having changed considerably, more to the end that resources might be made available, the passage of bond issues to produce the wherewithal to construct hospital clinical facilities and medical care, there was major effort to get a hospital developed here at the campus.

To get a hospital developed at the campus, the university had to get approval of a certificate of need. And that is granted by a planning body in Sacramento that determines whether or not a new hospital will be built anywhere, private or public. And because there are more hospitals that are not paying their way, by reason of their lack of occupancy. And so this body in Sacramento has responsibility for seeing to it that hospitals simply weren't brought on stream that, obviously, in doing so would affect the patient load at existing hospitals.

So, one had to apply for certificate of need. At about this time, there developed within the city of Irvine, interest of having a hospital in the city of Irvine. People in Irvine indicating that there was no city of comparable size, quality or affluence without a hospital, as was at Irvine. And, therefore, a group formed and became very much involved in promoting the development of a hospital, a community hospital, in the city of Irvine. And set about to get a certificate of need, too. There was great effort made as these two ideas about the development of hospitals in Irvine were launched.

For the university to persuade the people in Irvine, who were interested in having a hospital developed in Irvine, that that hospital develop at the campus. And, essentially, the hospital, clinical needs of the campus at this site be essentially accommodated by the hospital that the people in the city of Irvine were interested in developing, be developed at the campus.

However, there were among the medical interests, forces, doctors, et cetera, in the community, an interest in having their own hospital and not one that was involved with the university. And so, the effort to bring a hospital to the city of Irvine, a single hospital which would be located on the campus, went by the board, and essentially went by the board to the extent that at least there was not willingness to bring the two together. And so, there was effort being

made by the two institutions--the city of Irvine, the people in the city of Irvine, and the Irvine Medical Center group, as well as the university--to get a certificate of need granted. The granting of which would enable the group to launch, then, the development of a hospital.

SM: That's the one up in the Golden Triangle there?

DA: Yes.

SM: It looks very forlorn at the moment.

DA: Well, it's under construction, yes.

SM: Yes.

DA: And so, both groups, the university and the Irvine Medical Center group, submitted their application for a certificate of need. Hearings were held.

SM: Up in Sacramento?

DA: Here.

SM: Here?

DA: Here in Irvine, yes. And very strong reactions to the effort both were making to get a certificate of need granted . . .

SM: Naturally.

DA: And it became apparent that only one was going to be granted, not two. And further, that the grant was going to be made to the city of Irvine.

Then came the hearings in which support for doing something here in the city of Irvine with the hospital was held. And at this point, rather than the people in Irvine,

the city of Irvine, who were seeking to get a hospital and looking to the university to help them get the hospital, what was taking place was that the people in the city of Irvine were struggling to get a hospital and their greatest deterrent to them getting the hospital was the university. It was the forces at work in the university, in order to get something here, [that] were fighting the forces who were trying to get something in the community. And it came down to there wasn't going to be two certificates of need granted. There was only going to be one. And the university certificate of need application was not accepted. That of the city of Irvine was accepted.

And so, I determined, at that point, that inasmuch as the university, however it would develop and whenever, would by all means need the support of a community, whatever it undertook to do, rather than the opposition. That we were fast producing a situation where we were alienating ourselves from the community around us, in which we presumably considered ourselves a major part and supporter of. And so, I withdrew our application for the certificate of need.

SM: I remember.

DA: Well, this just frosted the Dean who was leading the forces.

SM: The fact that they wanted to censure you . . .

DA: Well, they did.

SM: Yes, I remember them talking about it.

DA: Well, no, they censured me. And Paul Sypherd, he led the charge, just appointed the Vice Chancellor for Research [and Dean of Graduate Studies].

SM: Yes, I like him. He's all right.

DA: Yes, yes, Paul's all right. As far as I was concerned . . .

SM: I interviewed him.

DA: Yes.

SM: I'll tell you about him, his judgment in terms of the Academic Senate are very good.

DA: Yes, well, as far as I was concerned, his judgment on that occasion was fostered by the dean . . .

SM: Stanley van den Noort.

DA: . . . was poor judgment, but so be it. I was informed that they had censured me and it would be interesting how many were prepared to stand up at that occasion and identify they had voted among those to censure, all scrambling for one direction or another. I said, "Well, I've arrived. One has all kinds of experiences as being Chancellor, and among them is . . .

SM: Being censured.

DA: . . . being censured by the faculty. So, the School of Medicine has chosen to censure me. In any event, the Regents also . . . There were Regents that were being worked by the Dean in support of this. And I appreciated the fact that Stan van den Noort worked hard and in ways in which he figured best to go about trying to get the medical school. Nobody . . .

I appreciated that fact. However, his view of how to get it done and my view to get it done were not the same. And so, we were viewed as being opponents of one another, not in terms of what ultimately we wanted to accomplish at all, but simply process, procedure, if we didn't see eye-to-eye on how to go about it.

And in any event, there was . . . I forget exactly what the situation was at the Regents' meeting. I was to make a report about this, that, or the other thing concerning the hospital and the Regents to vote on supporting this certificate of need. And I said, "They will never have to come to it because they will have nothing to vote on since I will not bring it to the Regents." And I didn't. Well, that just made some of them mad as the old Harry, I'm sure. I remember Stan Scheinbaum sitting across the table and cocking his finger like a pistol at me.

SM: (laughter) Jesus! The life of a Chancellor, right?

DA: Yes. In any event, that was . . . but I felt that rather than the university being viewed as it was, as a force that was destructive to community interests, lord knows that shouldn't be the case. We needed in the long haul the support of that community and I wasn't about to let this become the element for alienating the university further from the community.

SM: Let me pick up this third question, then, which I'll start it this way. I'm asking the question: How soon do you think UCI

will have a hospital on campus? It is my understanding, from talking to various people, that eventually there will be a hospital, but it will be . . .

DA: Oh, sure. It always . . .

SM: But there'll be certain things it will do, just, say, the neuro . . . the memory stuff and the nerves and the thing.

DA: Oh, no, no.

SM: Do you think it'll be a general hospital?

DA: From day one was the appreciation of the fact that there would in time be so many people in the thing called Orange County and in the vicinity of the university, that there would be no difficulty in seeing the merit of having a hospital here at the campus.

Furthermore, the campus has never presented itself as having a hospital that is serving the immediate community. The nature of the hospital, the clinical facilities involved with the university, is a regional resource. It is a state resource, such as the character of the care and the nature of medicine that is delivered in that hospital.

So, to me it was simply a matter of time. Actually, the need for a certificate of need went by the board within two or three years after the decision was made to require a certificate of need to be approved in Sacramento. And so, I felt that it was simply a matter of time before all the forces

needed to be supportive of and to acquire and to produce a hospital on campus would come to pass.

And I would say, in the same fashion that the students are raising questions and have raised questions since day one, but more recently in the last two years, about football coming to the campus, we're also aware that there have been recent comments about the possibility of establishing a hospital at the campus. Well, football, as far as I know, the decision has not been finally made on that, but I think it all adds up to the fact that considering the costs of doing what we do in intercollegiate athletics already . . .

SM: And the deficit.

DA: . . . the deficit that we have, and the desire that we do better by those sports that we already are engaged in, that we're not likely to take on football at this point. But there will come a time . . .

SM: Yes.

DA: . . . when the resources will be available to do it and to do it well. The same thing is true with respect to . . .

SM: The hospital.

DA: The hospital here at the campus. Inasmuch as it's my understanding that no longer does one have this limitation on hospitals being located, built anywhere, requiring the certificate of need, I believe the way is clear if the university has the wherewithal and knows where it'll get the

resources in order to support the ongoing operation of a hospital. And, obviously, anything built here at the campus, it would seem to me, would have a minimum of indigent care responsibility.

SM: Unless they were unusual cases.

DA: Well, yes, but it wouldn't be a patient here that would be identified as this is the place to care for the indigent, as UCIMC is.

SM: Yes, right.

DA: And other hospitals in the area only bearing a portion of the load for care of indigent, and otherwise they are moved to UCIMC. Any hospital built at the campus, one would imagine would be of such character, it seemed to me, quality and sophistication, that it would be doing here that which could not be done at UCIMC. I mean, here would be very, I suppose, a specific array of services that would characterize or be developed or would take place here at the campus.

Now, we have in the meantime, Sam, seen a variety of ways in which the beginning of clinical facilities at the campus have been established. The Beckman Laser Research facility and clinic provides some opportunity for patient care, or delivery of specific medical services, to a population of patients there. It is essentially, I guess, would be viewed as an ambulatory care facility because there's not an opportunity for patients to be located there for, I don't

know, more than a day or so. But at least it is . . . provides a facility where certain patient care is delivered.

Then comes the pavilion, which has been opened here in the last year. The medical pavilion that provides faculty, doctors, facilities in which to meet patients. But then that's only a step toward gradually acquiring here what would be the full-service hospital and tertiary care hospital. And I think that that's coming. And I know that if somebody could come forth with the dollars, in part from the state, and probably in part to be made up from other sources, that I could imagine a hospital being developed here at the campus in the next five years.

SM: That's interesting.

DA: Now, I may be way off on that, but it seems to me as time, circumstance, events, and UCI's growing capacity to develop non-state, non-federal support for things which it undertakes here on the campus, I could see such being the basis for putting together the wherewithal to establish a hospital here at the campus.

SM: Yes, I could see. (tape is turned off)

This is a statement that we have entered, the first session of an interview with Dan Aldrich. It's about ten minutes to four and I will start another reel, or I'll take the reverse on this reel and have the interview on Monday at

2:30, next Monday, May 3--wrong, Monday, May 1, and I'm now going to let this reel run through to the end.

(End of Tape)

Second Session - May 1, 1989

DA: . . . talking just the same as we have before.

SM: All right. All right, okay.

DA: So far as . . . I don't think rating is the appropriate term to characterize my view of the support offered by the several presidents that I served under as Chancellor of UC Irvine. Clark Kerr, obviously, was a man who was the generator and master designer and planner of the additional campuses of the University of California that came into being during the sixties. And, obviously, his support for Irvine was great and continuing during his presidency.

Charlie Hitch followed Clark Kerr and essentially served the university as a president when the university was very much under fire, with what was taking place on the campuses of the university. This was in the latter part of the sixties and the early seventies and Charles Hitch had to figure out how to maintain the university, the quality of the university, during troubled times, insofar as the university was concerned, as well as obtaining support from the state of California for the university.

It was during his presidency that the information came down that the planning for 200,000 plus students seeking to enter the University of California, eligible come the latter part of the eighties and early nineties, had been a miscalculation. Evidence at that time, along about 1970, indicated that there would be 100,000 fewer coming to the university in this time frame. (inaudible) as a consequence and perhaps the numbers of births and succeeding deaths in California was not coming up to what had been projected in the late fifties or early sixties. But the immigration of people that would be producing college age students in this time frame wasn't altogether as great as was projected. And I think, significantly, the notion that all of the majority of students qualified to enter the university out of high school would come to the university and not to a junior college did not prove to be the case, because a number of qualified students graduating from high school elected to go on to community college, subsequently entered the university, possibly, as transfer students.

Although this added up to the information that there were would be 100,000 fewer than projected seeking admission to the university during the time frame and, therefore, campuses like Irvine, San Diego, Santa Cruz, Riverside, instead of planning for 27,500 students--as we were set in motion to do--would instead plan for 7,500. Working out a different target figure

in this time frame for Irvine with then President Hitch, we succeeded in adjusting our target figure for the following ten years to something between 12,000 and 15,000 rather than the 7,500 figure. As far as I was concerned, the important thing was to establish the fact that 7,500 did not make an appropriate planning figure; and, acceptance of this, insofar as Irvine was concerned--to me--was a move in the right direction.

So, during President Hitch's tenure, I never felt that Irvine wasn't given all the attention and support for its on-going development in the President's office, as it had under Clark Kerr's. The same was true of the tenure of David Saxon and certainly of David Gardiner. It was far less of impact upon the Irvine campus, as a consequence of how the presidents thought about or supported the Irvine campus. Rather, I would relate the presidents' impact upon the university as a matter of it differed because of time and circumstances, the economic status of the state during the tenure of these four men, as well as their own unique way of representing the university, interacting with the state in behalf of the university. That had more impact, subsequently, upon campuses than essentially the presidential view of how they should support the campus.

And, certainly, less support came to the university and, therefore, to the campuses during the period of Dave Saxon's tenure as president, as well as the tenure of Jerry Brown as

governor. Jerry Brown was an exponent of "small is beautiful" and, therefore, any encouragement for growth of the university, support for requests for funds for a growing university or a university that was planned to grow, was not met with enthusiasm by Governor Brown. And, so Dave Saxon presided as president of the university at a time when resources coming to the university related to its growth, then or projected, was not great. And that was reflected accordingly in the resources that flowed to the campus. Interestingly enough, the year that the Social Ecology Building was approved for construction here on the Irvine campus, it was the only state-supported capital improvement program in the university.

SM: Do you know . . .

DA: And the total capital fund of the university that year, I think the last year of Dave Saxon's tenure as presidency, approximated something in the way of \$8 million total capital outlay budget for the university.

In David Gardiner's first year as president of the university--also coincidental with the first year of Deukmejian as governor of the university [sic]--there was a chemistry involving Dave Gardiner and Governor Deukmejian that was exceedingly productive and, as I recall, the capital outlay program for the University of California, the first year of Gardiner's and Deukmejian's term of office--tenure--

was somewhere in the neighborhood of \$180 million, versus the \$8 million the last year of Dave Saxon's presidency. And that approximately \$180 million capital outlay program of Dave Gardiner's first year actually marked what was to be the first of a three-year commitment to this order of magnitude of capital outlay for the university.

SM: Yes, right.

DA: And, as a consequence, obviously, the resources that flowed to campuses of the university, including UC Irvine under Dave Gardiner, was much greater. The same thing is true of obtaining resources for faculty-staff salaries--the whole salary picture of the university--which had slipped during the seventies. Heavens, as we had entered the period of the fifties and on into the sixties, the University of California salary scale ranked with the top universities in the country--Harvard and Yale were comparison institutions. But during the sixties and on into the seventies, that position slipped, and I recall we were thirty-sixth among the comparison institutions during that period . . .

SM: Yes, that's right.

DA: . . . insofar as the salary paid, the salary scale of the faculty of the University of California. Along with Dave Gardiner's becoming president of the university and Deukmejian becoming governor, he appreciating the value of higher education, support for the state's system of higher education,

a significant turnabout in both funds available to (inaudible) program . . .

SM: Did you know, Dan, that when the Social Ecology Building first went up that the lower house passed it but the Senate cut it out? But we all thought--at least we hoped--that Jerry Brown would put it back in, but he didn't. He did the next year--we got it. So, I wrote him a letter as the Chair of the Senate--you got a copy of it--and I really felt that he really should, and I explained Social Ecology to him a little, and we got it the next year.

DA: Well, the person who championed Social Ecology was . . .

SM: You.

DA: No, out of the university, and saw to it that it moved through the legislature, was John Vasconcellos.

SM: Oh, well, I know him quite well.

DA: And I believe he headed the education committee, or at least (inaudible) finance committee related to higher education.

SM: Yes, was (inaudible). Yes. Well, Dan, I want to know, if you wouldn't mind telling me . . .

DA: And so I never felt any of the presidents under whom I served were other than supportive of our plans and efforts.

SM: Could you explain how the Council of Chancellors worked?

DA: The Council of Chancellors was an organization in which the chancellors of the university met with the president monthly to discuss items that were to become Regent agenda items, to

discuss those that had become and had been acted upon by the Regents of the university. And, as a consequence, essentially where the president and the university was in carrying out these programs. It was also an opportunity for the president to present to the chancellors items of concern to him, with respect to the future development of the university, plans that he had in mind or directions in which he saw the university moving, both academically as well as programatically, as well as physically.

SM: Was this a whole day meeting (inaudible).

DA: Yes. And there was a meeting in which the president and the chancellors only were involved. At noon, or possibly an hour or so before noon, vice presidents of the university would join the president as the items were discussed with the chancellors. The chancellors' views [were] obtained about whatever was discussed. The reason for the session with the president only was because on occasions where concerns discussed with the chancellors that obviously came to focus in the conduct of the business of the vice presidents. And so there was this opportunity for chancellors to indicate to the president rather forthrightly what they considered to be any deficiencies in the operation of the office of the president. And so, these sessions with the president, the Council of Chancellors . . . and that name, the acronym

produced the comment of the "cuckoo club." (laughter) The Council of Chancellors . . .

SM: (chuckle) That's funny. That's funny.

DA: C-O-C, C-O-C, that was it. COC meeting.

SM: Now, moving on a question I asked you as to which program or school stimulated you the most. Now, I know, for instance, Social Ecology grabbed you, but there were others.

DA: There were others.

SM: Well, I mean, which one would you . . .

DA: There is not any one.

(tape is turned off)

SM: You're doing well.

DA: I say there is not any one that stimulated me more than the other, inasmuch as everything that was set in motion here was a constant source of interest, concern, on my part, because the academic programs, the organization of the campus, everything that we set in motion here, obviously, was a matter of continuing interest and concern to me because I was anxious to see these respective academic organizations, schools, departments, programs, et cetera-- which ultimately I had responsibility for approving--succeed. And to experience success as each of them . . . each of these programs, under the leadership of deans or directors, sought to become.

That was one of the things that I learned early on here, with respect to this campus, and that was as we began here,

we established a College of Arts and Sciences, made up of five divisions. And that college never came into being because the man whom we were to bring here as dean of that college arrived just as the Vice Chancellor for Academic Affairs left to--Ivan Hinderaker--left to become chancellor at Riverside. This was in 1964, succeeding Herman Spieth, and so Jack arrives from Illinois--Peltason arrives from Illinois as supposedly the Dean of the College of Arts and Sciences, only to find the Vice Chancellor of Academic Affairs having left. The deans of what were then divisions of the College of Arts and Sciences, having dealt directly with the Vice Chancellor of Academic Affairs, raised question that did the Chancellor and the Vice Chancellor of Academic Affairs as to how this arrangement of deans reporting a dean in turn to a Vice Chancellor of Academic Affairs was going to work out.

And, essentially, we never faced the problem because divisions became schools. That was the first action, I think, of the Senate. Abe Melden, as I recall, was the Chair of the Senate at the time when this matter of moving from a College of Arts and Sciences made up of five divisions to five schools was passed, and the deans of divisions became deans of schools, which interacted directly with the Vice Chancellor of Academic Affairs, there being no intervening layer of elite administration of deans partition.

SM: You had just made the change, I remember.

DA: Yes. So that however . . . So, insofar as where my interest was any one . . . a particular of mine, no, I was interested and concerned and excited about progress that was made in any of the schools, and realized from the outset wherein I thought there were going to be a series of schools, probably not departmentalized because we were very much interested in interdisciplinary approach to subject matter, I found early on that the organization of the schools, the organization of the divisions, and the view of the nature of the organization of these divisions and schools, varied considerably from field to field. Ed Steinhaus, the founding Dean of the School of Biological Sciences, much interested in an organization of the School of Biological Sciences, other than in the traditional form of departments of . . .

SM: Botany . . .

DA: Of Botany and Taxonomy and Zoology and Physiology, et cetera, Ed was much interested in bringing together his Biological Scientists group to organize, depending upon the complexity of the organisms or material that was being researched and taught about. And, therefore, set in motion a non-departmentalized School of Biological Sciences, the first two years being a common core program. As one moved to the junior, senior level, and to graduate level, however, of the specific character coming to Biological Sciences, which was organized with Cellular, Sub-Cellular, Biochemical, as the

simplest of the forms of organic matter pursue, moving then to organismic biology, and then to population . . .

SM: Environment.

DA: Environmental biology, and then pulling the biological, biochemical basis of Psychology out of . . .

SM: Social Sciences.

DA: . . . Social Sciences, and establishing the first program, Department of Psychobiology. I found that Social Sciences was interested in pursuing other than the traditional departmental fashion or form, and Jim March essentially coming as the founding Dean of Social Sciences and bringing his people together in various groups, which he identified as A, B, C, D, and E, rather than in . . . along departmental lines.

SM: Yes, (inaudible).

DA: And then the school that I thought would probably be the least inclined to departmentalization turned out to be as strongly departmentally oriented as any of them, that was Humanities. I found that was also so in Physical Sciences. They had organized a Department of Chemistry, Physics, Mathematics, and which was not altogether a surprise to me, but the insistence on Humanities of English and History and Philosophy and Languages, being strongly departmentally oriented, I was interested in, but that was the nature of the game and so I early on came to . . .

SM: Was Fine Arts performance oriented?

DA: Performance oriented. Came to the conclusion, if we wanted to attract top people in fields to Irvine, that how they were organized and how they worked together varied very much with the field. And so, if we accepted the fact that we might have strongly departmentalized, in the traditional sense, schools of Physical Sciences, schools of Humanities, no organization whatsoever, low-grade anarchy insofar as the organization of Social Sciences was concerned.

SM: (laughter)

DA: And with Biology organized in entirely new arrangements, and, of course, Fine Arts, since it was performance-centered, organized differently. But, to me, this was an important opportunity for a campus that was starting from scratch, had an opportunity to strike out in new directions, exploiting the best of work we had in the way of information in a field, as well as organization and, as I used to say, "We'll make mistakes, but let them be our own."

SM: That's right. (laughter) That's right.

DA: New ones, not as a consequence of plowing the same old ground.

SM: That's right. That's right.

DA: Engineering was likewise. We began initially with the idea of Engineering only being upper division. I think the first two years of the basic subject matter that would be the foundation of any program in Engineering, that would be done by freshman and sophomores in the other schools, the five

basic schools. Then, coming into Engineering, identified as engineers in electrical or whatever, at the junior and senior level.

SM: How long did that go on for in those days?

DA: It never . . . It really never started that way, Sam, inasmuch as, well, because we only identified one area of Engineering . . . was Electrical Engineering with areas of concentration. And, so, as we began, students entered Engineering, identified in Engineering as freshmen and sophomores, et cetera, but essentially most of their work in those first two years being of non-Engineering content.

SM: I see. I understand. I understand. Now, I'd like to move to another subject, is the community, work in the community. And those of who, as I said, were present at the creation, we admired your work out in the community. I mean, how did you go . . . This is a simple question, obviously. How did you go about your work?

DA: Well, I suppose . . .

SM: Well, I'd speak . . . Anywhere I got a speaking engagement, I'd go and I'd tell them about Irvine.

DA: Yes. Well, insofar as the interaction of campus with community, and inasmuch as I came here to build a campus of the University of California in the land grant tradition of teaching, research and service, I expected that this institution as it was established here would be serving the

community. Not only in the education of the community's young, who were qualified to come to the University of California, but that there should flow from the university to the community in every way that we knew how, information that was of value to that community. Whether it had to do with its cultural development or the development of business and industry in that community. You name the vocation or profession, I was of the view that ultimately there would flow--be available on this campus--information that was of value to those who were making a livelihood--whatever way--in that community, including the way in which this community that was coming into being would organize, et cetera. And this was made known the very first meeting that I ever had in the community. Because, as I was appointed Chancellor in January of 1962, there was the first opportunity for the community to meet me and to hear about what I had in mind for the university. And, obviously, then my expectations of its interaction with the community was at the Santa Ana Country Club of a reception that Clark Kerr, President Kerr, held for us at the Santa Ana Country Club, in which we met members of the community, and from all dimensions of it. But, certainly, the primary conduits to that community were the two men who had come together early on to seek a location of the campus of the university that was going to be developed in southeastern Los Angeles and Orange County on the Irvine

Ranch. And that was the publisher of the Daily Pilot, Walter Burroughs . . .

SM: Walter Burroughs.

DA: And his good friend and good colleague Brick Power. And they were the ones who persuaded Joan Irvine to get into the act and produce from the Irvine Company . . .

SM: The gift of 1,000 acres.

DA: The gift of 1,000 acres of land. Inasmuch as word had come to them that the Diamond Bar Ranch was coming forth with a 1,000 acre gift--the Irvine Company's up to that time was 360--and Power and Burroughs mindful of the big pressure that was being put on to site there in the Puente-La Habra area there, where the Diamond Bar Ranch is, they went after Joan to see if something couldn't be made in the way of a more attractive offer from the Irvine Company, and succeeded.

But as I met with the people at the . . . my first meeting was at this reception that (inaudible) held, and I had opportunity to comment about the role of this institution, as it would be developed in this community, as it served the community.

The next gathering was one, it was January 27, I had been invited to speak at Temple Beth Shalom in Tustin by Rabbi Morton Fierman. And I addressed a Sabbath service, which he had designed about the subject of education in a very remarkable way. I can remember the liturgy that was recited

that had been composed by him, again focusing on higher education and its importance to community. And so I recall beginning to build a strong relationship with the Jewish community as a consequence of that invitation, and never forget going to speak at the dedication of the Temple Beth Shalom's Educational Unit, in which it was expressed at that time that the tribes of Abraham were gathered together there.

SM: (laughter) (inaudible)

DA: And that, as evidence in the dedication of this educational unit, their great concern for education, and the fact that I could rest assured that the tribes of Abraham were arrayed in my support.

SM: Yes.

DA: And then the next meeting I had was a gathering of all the-- I think there were five--civic clubs at the Elks' Club in Santa Ana, in which I was provided an opportunity to meet, again, citizens of Orange County, largely then as members of these combined civic clubs. This, again, a meeting arranged by ^{Brisak} ~~Bill~~ Powers and Walter Burroughs, and so I spoke to the combined civic clubs, Kiwanis and Exchange and Rotary and Lions, et cetera. And again had opportunity to indicate to them my great concern about the fact that the institution that we had in mind to build here would only succeed if there was support such as was already being evidenced from the community, and the fact that in time, as we developed this

institution, there would flow from it much that was of value to the community, in fact, impacting the quality of life for the community that was hoped to be built here. And encouraging this message to be conveyed by whomever was contacted on campus to speak at this, that, or the other thing. To me, the opportunity for faculty and staff to tell the community about what we were undertaking to develop here was important.

SM: It was very exciting. It was very exciting going out and talking about it. It was really something. Now, I'd like to move on to the Social Ecology Program, which I know you are very interested in. You gave me a lot of information about it in the first reel.

DA: Yes.

SM: I just wanted to know what memory you had about Arnie Binder, who was off in Ireland. And he told me that he had handed in his resignation.

DA: Right.

SM: But he'd hoped to come back and sort of smooth things over for a year. And then, then he would resign. But all of a sudden, his resignation was picked up and he was pretty puzzled.

DA: Well, there needn't have been any puzzlement.

SM: Yes?

DA: The progress of Social Ecology on the campus, how it was being received, viewed, and otherwise supported from the Academic Affairs side of the campus, was undergoing increasing tension--the interaction of Social Ecology and Academic Affairs on the campus--in significant measure, because of the unique manner in which Arnie Binder carried on in behalf of Social Ecology. And as we reached a point, as far as I was concerned, where difficulties that Social Ecology was having in generating support from Academic Affairs, of being understood by those who were involved in other schools on the campus, was in significant measure due to Arnie Binder's own way of communicating about it; and, frankly, felt the time had come for . . . to get on with that which Arnie Binder had in mind, set in motion, and would certainly want to see come to pass. It wasn't taking place because of opposition to essentially Arnie's style of leadership, managing, et cetera, the affairs of Social Ecology.

And so, I felt that the time had come for a change in that leadership of someone who would be . . . or would be able, as best I knew, to interact with fellow academicians on the campus, those in Academic Affairs who were responsible for allocating resources, in a more positive fashion than in the negative way in which Arnie was generating them. And so, when Arnie went off on sabbatical, he was mindful of this. When he submitted his resignation, it was promptly accepted because

we were trying to figure out how to come to a passable or suitable change in the leadership of Social Ecology.

SM: Okay. Well, I understand what you say completely. The reason I was tremendously interested and impressed with Social Ecology is two-fold--three-fold. One, is the subject, the whole matter.

DA: Yes, yes.

SM: Two, Arnie Binder is a big name in his field--big name. I mean, he can attract faculty and he impresses faculty.

DA: Yes, yes, right.

SM: But, thirdly, the interdisciplinary nature of that program, I decided that wanted to see more of it in Humanities. I tried to get interdisciplinary work.

DA: Yes, yes.

SM: I got some, but it's kind of (inaudible).

DA: Yes, grudging.

DA: But he just went right in from the beginning.

DA: Well, he did from the beginning, and those who came with him were supporters of that view. So, he began with Social Ecology, with people from various disciplines, and were all of the same mind as Arnie Binder of the importance of this interdisciplinary approach to what he called Social Ecology. And Arnie was the originator of the concept, the school, its organization, which, as far as I'm concerned, remains the

principle skeleton on which the Program of Social Ecology has developed.

SM: Yes.

DA: And, as I indicated to you earlier, the pressure from the campus, however, from the academic community of the thing called university, is always to split asunder interdisciplinary programs, attracting the people back to their respective basic discipline. And that's the nature of the pressure that exists always. It's the nature of the reward system in the university today. And, so, to have Social Ecology succeed with centrifugal forces that would tear it asunder over time, meant that the administration of the campus had to be supportive of Binder and Social Ecology, in spite of what might be the pressures internally that would pull it apart.

SM: Yes, yes, yes. (inaudible)

DA: And, so, there's no question that, if one looks over my attention to the success of organizations on this campus, and you raised the question about which was my special interest (inaudible) as that. I was interested in them all, but the one that needed the greatest continuing attention by the administration, in order to help it survive in what I thought was a terribly important path that it was traveling, Sam, was Social Ecology. The others were succeeding.

SM: Yes, you're right, full-tilt.

DA: Full-tilt, right.

SM: Well, now, Dan, I'd like to change the subject.

DA: Right.

SM: The students.

DA: Right.

SM: And you were always, always very popular with the students. Now, I can think of Michael Krisman who was in my class and I . . . At the very beginning, he was cutting a bit, and I said, "Michael . . ." I was [machine noise], you know. I don't get hurt [feelings] if they cut.

DA: Yes, yes.

SM: I think there must be something wrong or I'll go and ask him, instead of getting mad at him.

DA: Yes.

SM: So, I said . . . Well, Michael had this problem and that problem. He'd come out of the Marine Corps and (inaudible).

DA: Yes.

SM: But he pulled himself together in my course, and I think I let him drop without penalty. But Michael went on to be an Academic Advisor, as you remember.

DA: Yes.

SM: But we had a whole range of students. And I'd like you just to comment a bit about the complexion of our student body which, of course, changed from being pretty strongly Anglo-Saxon to ethnically mixed.

DA: Correct. That is right. Well, this institution was established not as a research center, bureau, or institute. It's an educational institution.

SM: Oh, yes.

DA: While it's identified as a research university, the fact of the matter is we have students to teach, baccalaureate, masters, professional, Ph.D. degree-seeking students, and students are what the institution is all about. The fact that we approach their education from a research or scholarly background is, again, supposedly the unique nature of a research university's approach to education: the importance of scholarship and research. But students, to me, were always the focus of our effort. And how well we would do on behalf of these students was always on my mind. In fact, in the very days of organizing the campus, I proceeded to put together a group of high school students from the surrounding high schools to serve in lieu of . . .

SM: I remember that. I remember that.

DA: We didn't have any students and I wanted a student reaction to that which we were proposing to do in whatever area, student affairs, academic affairs, et cetera. And, as you know, we had students come together to react to what we were doing and give us their impression or view of what might be done. And I have, as students came to the campus, I worked

with them as they produced the first student government on the campus.

SM: Yes, I remember that.

DA: And I recall it was a graduate student from Berkeley who was a prime mover in the early organization of students on this campus and the nature of the student government that came into being--Chester . . . Chet . . . I can't think of his last name, but he was a graduate student, and he worked very hard. And at the outset, you see, our undergraduate and graduate students were together in the first student organization on the campus. There was not a separation of them.

SM: That's right. That's right. That's right.

DA: And the graduate students contributed considerably to the early organization of student government on this campus. Furthermore, my involvement with students early on was a consequence of students coming to the Irvine campus that first year. Well, those whose view or picture of college was that which they had obtained from parents and friends who were attending or alumni of established institutions, had a picture of college life that, as they arrived at Irvine, they found there was a lot missing. They'd heard about this or they'd heard about that. And what about this and what about that? I don't care if it was recreation to student organizations to intercollegiate athletics. And some would come to talk to me about it. And I'd say, "Right, we ought to have them. Now,

you just go get yourself several more and you proceed to get organized."

SM: Get organized. (laughter)

DA: And, so, for the youngster who came here . . .

SM: All right, now. We're just through.

(End of Side A - Tape 2)

DA: I said that for the youngster who is interested in doing things, in creating new things, it was a great opportunity because they could participate, along with faculty and staff, in essentially establishing that which Irvine was to become, by way of student organizations, groups, et cetera.

SM: Yes.

DA: For the youngster who, however, was not a joiner but a spectator, those first years there wasn't much to look at.

SM: No.

DA: And there wasn't much to join.

SM: And there weren't any buses (inaudible). (laughter)

DA: Correct. So, it all depended upon . . . It was a great place for the innovative person who wanted to start things and had ideas on how to do it. But the net result of this is that my interaction with students was on-going, all to the end of working with them as they set in motion the various programs, organizations, et cetera. And we would always have the greeting of the new students, that we had this SPOP, Student-

Parent Orientation Program, where we bring students and their parents to the campus during the summer.

SM: Oh, I liked those. I liked it.

DA: I always not only served breakfast on the cafeteria chow line, but always spoke to them at the concluding session of Student-Parent Orientation. And I have heard subsequently, I'd be chatting with people or students or what have you, they reminding me that the first time they had occasion to meet was at that summer orientation program.

SM: They were great. I'll tell you, we used to give them a lecture.

DA: Yes.

SM: What used to be called a model lecture, just an example, and I gave this one and it was in the Science Lecture Hall.

DA: Yes.

SM: And I had made a lot of British Empire and Australia.

DA: Sure.

SM: One of my British Empire courses. I worked like mad. And, you know, they knew it was (inaudible) and a guy came up and said, "I really liked that lecture." And I asked him who he was and was (inaudible) a professor at Berkeley. And his son was coming down here and his daughter, too.

DA: Right.

SM: But, you know, you made a comment on the minorities. I began to be very aware of the situation when I was going

to--as you did, too--Honors, Phi Beta Kappa and the Honors.

DA: Yes.

SM: And I used to count, just while the names were being called out and so on.

DA: Sure.

SM: What percentage. And the Orientals were always 21 to 22 percent.

DA: Yes, yes.

SM: . . . of our honor students were Oriental.

DA: Well, my interaction with minority students on this campus began early on, 1966. We opened in 1965, 1966, 1967. We began our first EOP effort, Equal Opportunity Program.

SM: Yes, yes.

DA: Allen Miller . . .

✓ SM: Allen Miller, right. And Vance Fort[†] were in my class.

DA: (inaudible) Assistant Professor over here.

SM: Patty (Mackay) [?] Parmelee [Patty was my student. ^{at Los Angeles} Now a judge.]

DA: . . . in Humanities.

SM: Psychology. He was in Psychology, as I recall.

DA: He was in Psychology. ^{March} ~~He~~ was Dean of Social Sciences. I remember the meetings that we had of faculty, as we talked about embarking upon this EOP program, which begun at Berkeley, and faculty there had put the resources together to go out, recruit, seek the disadvantaged. And I remember we

recruited in our first EOP program there were thirty-seven or thirty-nine students who came in in 1966 or 1967.

Allen Miller was the Director of the program and I remember sitting down [with] Jim March, Allen Miller, and others up there in our so-called Regents' Conference Room there at the top of the Library Administration Building, and talking about the fact that it was one thing to bring these students here but it was still another, and we had to make sure that once here, they were going to move through and complete their work because, to come, to drop out, would only prove greater frustration.

And I remember Allen Miller commenting about his advice to these students, two-thirds of them being black, one-third Chicano, as we began. And that essentially, as we knew at the time and subsequently reflected on, it indicated the level of activism abroad in the minority community. In the mid-sixties, it was the blacks that were far more active. Chicanos had not raised up at all, at that point. But two-thirds of our--and mostly coming from northern California--not from southern California. And Allen Miller indicating that he would indicate to each of these students the ability to bear pain was an important idea, because they were going to experience all kinds of difficulties as a consequence of minorities coming to this WASP community.

SM: WASP, yes.

DA: And the likelihood of rejection and discrimination and all kinds of things probably being experienced, where they might live or where they might be seen, et cetera. It was not going to be an easy time. But in that group of thirty-nine minority youngsters we had, who were selected on the basis . . . and at that time, we were looking for those who demonstrated great capacity to do things. Had never had the advantage or opportunity of a college education, had succeeded in their respective endeavors, brute strength and awkwardness, but how much more they would likely succeed if provided this opportunity. And that was the basis in which we sought out . . . And so, among them, were the likes of Vance Fort.

SM: Vance Fort. Well, I know Patty (Mackay) who is now a judge.

DA: (inaudible) because Vance Fort, he went on from here to Pennsylvania, got his law degree and then went on to Johns Hopkins and . . .

SM: Did he?

DA: Oh, yes.

SM: Good.

DA: And got a degree in international affairs. He heads the China desk of the Department of Commerce. So, all the stuff in the way of traffic of goods and services, et cetera, going into China was under Vance Fort.

SM: Gee!

DA: Yes.

SM: That's terrific.

DA: So, you met Bob Hubbard?

SM: Oh, yes. I remember Bob Hubbard.

DA: Operation Bootstrap.

SM: Yes.

DA: Bob (inaudible), Carl Fields.

SM: Yes, I remember them.

DA: So . . . And then we would, come spring, just as sure as the buds would come out on the trees or the crocuses would pop through the ground or what-have-you, the minority youngsters used to gather together and beat on me as to what wasn't taking place, and how we'd failed, et cetera. It happened every spring. I called a rite of spring.

SM: Did they sit outside . . . One group sat outside your office.

DA: Oh, sure. Oh, sure. But I . . . And I would say to them, "Well, you're the ones that obviously have to hold our feet to the fire. You tell us what we're not doing, but don't tell me we're not doing anything, because here is what we've done this past year, what we've accomplished this past year." We haven't arrived by a long shot, but I would be . . . and I know that, oh, there were periods in which I would meet with minority students. And my wife Jean, she would always know when she expected me home at, you know, six or seven o'clock, if I wasn't home and it was getting eight o'clock or nine o'clock, that I was likely having meetings with . . .

SM: With the minority students.

DA: . . . the minority students.

SM: Yes. I'm interested, Dan, in this new Cross-Cultural Center.

DA: Yes.

SM: I think it's very attractive. I asked somebody why wasn't it . . . or how about a little more room. And they said, well, there just wasn't the money.

DA: Yes, well, you see, I think what has been done over here at the Cross-Cultural Center, at least as I saw this building come into being on the ring opposite the Administration Building, that its orientation, its proximity to the ring, has a sense we misplaced it. The thing ought to have been set back further from the ring or somehow included and arranged in that space between Commons and Career Planning and Placement, in a way that invites people into the area rather than the building intruding on the ring mall, as it does presently. So, I think the placement of the building was poor.

SM: It was set back . . . Well, the old one was well-set back. It might have been set back a little further. Why didn't they . . .

DA: What old one?

SM: The Cross-Cultural Center they used to have right here.

DA: Well, the Cross-Cultural Center used to be over here on the ring by the North Forty.

SM: Yes, that's right. That's what I mean.

DA: Yes.

SM: Well, now it's down opposite the (inaudible).

DA: Well, I know. It's a new building. But I mean, it has not been . . . As far as I'm concerned, the building has not been properly placed.

SM: Yes, I understand. I understand.

DA: But that's neither here nor there. It's placed and that's where it is. And I commented about this--I was interested--how in the world did this thing get stuck where it was? Well, I was told that the Cross-Cultural Center was originally thought of as part of the University Center Complex that is under . . .

SM: Oh, is that true?

DA: Yes. And they were not, as I understand it, interested in being a part of that complex. They wanted to be apart from it, as they are . . . as they have been.

SM: Yes.

DA: . . . with the Cross-Cultural Center up there along the way.

SM: Okay.

DA: And, so, out of the University Center project, there were funds sequestered in order to produce this separate facility.

SM: Oh, I see. Ah, indeed, that's all news to me.

DA: At least this is the story I have been told.

SM: Yes, well, I'm sure it's right.

DA: And, therefore, the building came into . . . Furthermore, there was not an interest in having that building located, other than right next to the University Center or right next to the Administration Building, and so . . .

SM: There it is.

DA: There it is. There it is.

SM: Isn't that interesting. Now, one last question. It's a question having to do with the Senior Olympics. I'd like you to review the origin of it and when you began to participate personally.

DA: Well, the associate minister of the church which my family attends in Corona del Mar, then the Corona del Mar Community Church Congregational, now Corona del Community Church, United Church of Christ, (inaudible). The associate minister of that church was one Colonel David Fowler. David Fowler was the commanding officer of the 10th Mountain Regiment, fought in Italy. The chaplain of that regiment was one Ed Gumke, the minister of the Corona del Mar Community Church.

SM: I know him, yes.

DA: Ed Gumke invites General Fowler from Nebraska, after he retired from the service, to come out and be associate minister of the Corona del Mar Community Church. David Fowler, a wonderful person, a man who was in the best of physical condition, a jogger, a runner, who had recorded every mile he'd ever run, who had always taken his blood pressure

mile he'd ever run, who had always taken his blood pressure and pulse beat at the end of his daily runs, et cetera--he logged this. I had come home from Germany--Jean and I had gone to look at new universities, et cetera, in Germany in 1968--came home in August or early September from this trip to Germany and on to other parts of Europe. And, returning to church, I was met by Colonel Fowler who informed me, he said, "You know, we had in San Diego in August the first Master's Track and Field Championship."

SM: This is 1968?

DA: Nineteen sixty-eight. He said, "Too bad you weren't here because here was the first senior track and field competition put on, organized, by one David Paine, an attorney in San Diego, and the city of San Diego Department of Recreation. They staged what was identified as the U.S. Masters Track and Field Championship at Balboa Stadium in San Diego in 1968.

SM: Well, now, what ages compete?

DA: At that time, it was organized and was in three age divisions: 40-49, Division I; Division II, 50-59; Division III, 60 and over. It was ten-year increments in Division I and II. Division III was sixty and over. I was informed about this meeting, which was held . . . that involved not only running events, but all the field events, jumping, hurdles, and the . . .

SM: Field events.

DA: Field events.

SM: I was informed about this when I got home in August or September of 1968, immediately then got in touch with those who had competed down there, because at this time--and ever since I was in college--I had continued my interest in track and field. As a graduate student coming out from Rhode Island to the University of Arizona, I helped coach the field events at Tucson, and my first trip ever to the West Coast, to California, was to bring the University of Arizona track team to run against UCLA in 1939.

SM: Really? Tucson, and they were running, I guess . . .

DA: Down there on that dirt track below where now the Pauley Pavilion and the James West Center . . .

SM: Yes. Was Trotter their coach or was it Ducky Drake?

DA: I don't know who was the coach. All I know, I came over with the track team to run against UCLA and it was my first visit to the West Coast, again, coming on the train from Tucson to Los Angeles, et cetera. Anyway, then when I came, that was when I was a graduate student, see, at Arizona. When I went to Wisconsin for my graduate work, I worked with the track there. Then came on out to the Citrus Experiment Station at Riverside, hooked up with the local junior college. Ted Hucklebridge, a national class hurdler out of Stanford, was the coach there at Poly High. Jess Mortenson was the track

coach at the junior college and Jess Hill was the football coach.

SM: Who later (inaudible).

DA: Hill and Mortenson both left to go to SC.

SM: Yes.

DA: Hill, as football coach, Mortenson as track coach.

SM: Yes, that's right.

DA: Hill subsequently became . . .

SM: Athletic Director.

DA: Athletic Director. And, so, I helped Ted Hucklebridge there with the junior college, went into the service. When the war was over and I was still in the service, I ran the Pacific Service Olympics in the Philippines and the Caroline Islands, et cetera, and competed in the . . .

SM: What sort of facilities were there?

DA: Oh, we had superb facilities.

SM: Really?

DA: ^{Rizal}~~Rosal~~ Stadium at Manila, which was the site of the basketball, wrestling--that pavilion there is a magnificent thing, all inlaid floors, inlaid in ~~slate~~^{mahogany}. And the football and swimming took place in the Carolines. This was, as I say, the Service Olympics in 1946. No, late 1945. It was 1945. And then . . .

SM: Any name there that became a celebrity? Any athlete in the games?

DA: Well, our pro-ball, our baseball, we had all the pro-ball players who had come into the service. Sure.

SM: (laughter)

DA: And Olympic athletics who . . . track and field, yes.

SM: Recruiters, good recruiting!

DA: And then, from there I came home, back to Riverside, and resumed my working with Ted Hucklebridge at the community college at Riverside JC and, essentially, continuing to throw myself, going around with the discus and the javelin. I went to Davis and that was the first campus that I was on and immediately hooked up with a track coach there. And of course, the Davis picnic day track meet of high schools is the largest track meet, high school track meet, in the world, I think.

SM: Wonderful.

DA: Oh, my god, the number. You start putting the shot. We would start, we'd run all three rings, three circles, and you had your class A, B, and C schools. And we'd start putting the shot at nine o'clock in the morning, and we were putting the shot out of those A rings at five o'clock in the afternoon. And running the heats, Sam, of the 100-yard, then, and 200-yard dashes and sprints. Why, those kids in those heats were just like waves. We had them stacked up twelve heats, all line up. They'd hit the blocks, off would go one, and move

the next wave forward. Talk about a production! And running track and field (inaudible).

So at Davis, by this time, my kids started to come along, Dan, high school age, subsequently Stuart, and so I was involved . . . Stuart was very much involved with track and field, a discus thrower, shot putter. See, this is a long and . . . Dan graduated from Davis in 1966. Stuart was in high school, coming out in 1968, so . . . over here at Newport Harbor High School. Well, then, come 1968, 1969, when this . . .

SM: Senior . . .

DA: First senior organization meet was held, I learned of that . . .

SM: What was that called again? It was called . . . ?

DA: U.S. Masters.

SM: U.S. Masters.

DA: . . . Track and Field. I, at that time, came together, and this was in 1969, with the Winton twins, Ross and Don Winton, and formed the Corona del Mar Senior Track Club. And that track club today probably is the largest senior track club functioning--175 members.

SM: Where do you practice?

DA: We practiced all over everywhere because its members come from all over everywhere. But we began here in Corona del Mar. We have associate members who sign on with the Corona del Mar

track from across the country. And those who have been here and have gone east or west or north or south, retain their membership and run for the Corona del Mar Senior Track Club. Don Winton is the sculptor.

SM: Oh, yes, well, I met him.

DA: Yes, right. He and his twin brother Ross and I established the Corona del Mar Senior Track [Club]. And Otis Chandler was a member of it.

SM: He threw . . .

DA: He was a very fine shot-putter.

SM: At Stanford, Stanford shot-putter.

DA: At Stanford, sure. He was a world-class shot-putter.

SM: And injured himself, because he might have gone to the Olympics. Is that correct?

DA: Well, I . . . Well, let's see. He was in 1955. I don't know, he might have. I don't know what, but I know that Otis was a shot-putter, putting around fifty-five, fifty-six feet at that time. But he joined up with us and he threw the hammer, discus, and shot put, as a member of the Senior Track Club. And then he got injured.

SM: Yes.

DA: Went off a motorcycle and banged up his shoulder or something or other, so Otis stopped participating. But then, by George, here about four years ago, resumed it, but not as a weight man

but interested in high-jumping because in high school he'd been a high-jumper.

SM: No kidding!

DA: And he got in touch with me. I got a call from Otis here, some seasons ago, four or five years ago, I guess, and I hadn't heard from him in quite awhile. And he was looking for a porta-pit, into which jumpers land, you know, these foam rubber pits.

SM: Yes.

DA: And was wondering if I could locate one that maybe some outfit was interested in getting rid of as they would buy new ones. And Otis came back and participated in the Senior Olympics.

Now, this is something people should be clear about. While most everyone refers to Senior Track and Field Competition as Senior Olympics, that is not the case, for there is a venue that is identified as the Senior Olympics. And a father and son by the name of Blaney, ^{Ward Th}~~Will~~ Blaney and ^{REN}~~Ward~~ Blaney out of Mission Viejo, involved . . . the son was a teacher and the father was a businessman in Los Angeles, they organized the first Senior Olympics, which was almost a year-round affair, because there was swimming and wrestling and boxing and tennis and archery and track and field. Just as we talk about the Olympics being made up of many events. And, so, there always took place at the time of the Senior Olympics, an event in L. A. They began at the coliseum, there

for three years. The track and field of the Senior Olympics came to Irvine, were here for three or four years.

They were needing money for support of the program, for their insurance, et cetera, and weren't getting it out of simply the entry fees, so USC offered them use of the track as well as support from their Geriatric Center or some such thing as that. So, the Senior Olympic Track and Field venue was held at USC for a couple of years, as SC produced it's new all-weather track. Then [!]on the last, I'll say, four or five years, the Senior Olympic Track and Field Meet has been held at Cal State L. A. And, so, there is the track and field meet that is identified as the Senior Olympic Track and Field Meet. But most of the track and field meets around the country, of which there is something going probably every week of the year now . . .

SM: Gee, that's interesting.

DA: All-comers meets. I compete in about what is the equivalent of a meet a month.

SM: But you also competed in Australia and you've competed in Europe.

DA: Yes, but those . . . Again, there are many organizations that put on track and field meets.

SM: I see.

DA: On June 3, [1989] for example, I will be competing at the University of Redlands in what is the Redlands Evening Kiwanis Club Senior Track and Field Meet.

SM: I see. I see.

DA: Southern California (inaudible) have a meet. Orange, the city of Orange, sponsors a meet.

SM: And they're the same age classifications? You would be sixty and over?

DA: It's always the same. It is always . . . Senior meets, now. Senior Track and Field . . .

SM: Well, you're fifty, fifty to sixty, sixty and over.

DA: Sixty and over. And therefore, after the first five years of what was the Masters Track and Field Championship, there were so many people now beginning to compete, and the obvious difference between somebody who is about to leave a ten-year division versus the ability of one who is just entering that ten-year . . .

SM: Naturally, yes.

DA: Was too big an age spread. And, so, about five years out, probably along in 1973 or 1974, the ten-year divisions, I, II, and III, were split into five-year divisions: IA, forty-forty-four; IB, forty-five-forty-nine; IIA, fifty-fifty-four; IIB, fifty-five-fifty-nine; IIIA, sixty-sixty-four; IIIB, sixty-five-sixty-nine. Now, with so many in the seventies that there's division IV, IVA and B.

SM: Really.

DA: And these senior meets, essentially a division of the AAU in track and field. Now TAC, the Athletic Congress, has a senior division of that organization. And, so, these meets that are put on by various organizations, sponsored by various organizations, have to get TAC sanction, the Athletic Congress sanction, to be an official meet, recognized meet.

SM: And TAC is Track . . .

DA: The Athletic Congress.

SM: Congress.

DA: That is the . . . like it was the successor to the U. S. Track and Field Association.

SM: Yes.

DA: The Athletic Congress. And, so, I belong to the Athletic and to TAC. I get a registration number and when I compete, I get a . . .

SM: And you compete in sixty-five to sixty-nine?

DA: No, I compete in the seventy-seventy-four.

SM: Oh, seventy-seventy-four.

DA: And, see, you compete in age groups and the weight of the implement, as well as hurdle height, adjusts to the age group. So, those who are hurdling in Division II . . . Division I, the forty to forty-nine, they throw and run over standard, Olympic standard implements and heights. As you go to division two, the weight adjusts. As, for example, we're

throwing 7.12 kilogram hammers, that's the sixteen-pound hammer, and the sixteen-pound shot, Division I. You go to Division II, we were putting the twelve-pound shot, the twelve-pound hammer, or as it is standardized now, a 5 kilogram shot, a 5 kilogram hammer, and we go to the 1.5 kilogram discus, which is the high school weight discus. You go to Division III and you go to the kilogram discus and, the in the IV, you remain 5k shot, 5k hammer. When you go to seventy, you're putting 4k shot, 4k hammer, kilogram discus, and the 600 gram javelin, rather than the 800 gram javelin, which obtains for Division I, I and II.

And, so, there are new records, meet records, or there are records established for each age group for each meet, and then, of course, there's the national record, and the world record.

SM: How do you stand in here? Do you have any records?

DA: Well, insofar as records are concerned, when I was . . . and I began competition in Division II, because 1968 was my fiftieth year, because I was born in 1918. So I entered competition in 1969 as a Division II competitor and competed for the first three or four years in a ten-year division: Division II, fifty-fifty-nine. And I established the record, national record, in Division II.

SM: Good. Very good, very good.

DA: And then as I moved on in Division III, likewise.

SM: Yes, good.

DA: And now I'm in Division IV. Well, now that I went into Division IV, a man by the name of Ross Cotter, from Eugene, Oregon, a first-rate shot-putter and discus thrower, he had the record for the seventy-seventy-four group. I thought when I first competed in the seventy division, which was in Orlando at the nationals last August, that I'd . . . because he had a distance of 139 feet even in the discus. I thought, good lord, I'd wipe that out. I could almost throw that far standing still. Well, I'll be darned. When I competed in Orlando, I didn't. I threw 138 feet, 1 inch, so I didn't break Ross Cotter's record. And, along in September of last year, I read in the National Masters' Track and Field News where a fellow by the name of Hy Booth had thrown 141 feet, 3 inches, or some such thing as that, breaking Cotter's record.

SM: Record.

DA: National record. And I . . . I realized I still . . . I had another record. And I had to get back with it. Well, to make a long story short, at the Senior Olympics held March 3, [1989] in Palm Springs of this year, and there are thirty-five Senior Olympics staged around the country--they're regional.

SM: Yes.

DA: And one qualifies for the National Senior Olympics by placing in one the regionals. Well, I don't intend to go back to St.

Louis for the Nationals, but I threw 143 [feet], 6 [inches], in Palm Springs.

SM: But you're going to Oregon, aren't you?

DA: Well, that's for the World.

SM: Oh, really.

DA: Now, the World Seniors, that is known as WAVA, in Eugene, it'll be WAVA VII, which is an acronym for the World Association of Veteran Athletes. This national group of seniors, Masters, that began competing in 1968. In 1972 Dave Paine who was the attorney that organized the first Masters Track and Field Championship in San Diego, he and his wife proceeded to organize an international competition for seniors. And in 1972, a group of about 135 of us from the United States flew from San Francisco. We were joined in Boston by forty-three Canadians who, together with us, we went to England and competed against seniors in England.

SM: I remember that.

DA: In the Crystal Palace.

SM: I remember that.

DA: And then from London, we went to Helsinki, competed there in the Olympic Stadium, which had been built in 1952, so this was just twenty years later. And then from Helsinki (and Alan Cranston was with us) we went on to Stockholm, competed in the Olympic Stadium there against the Swedes. That stadium had been built . . . It was an Olympic stadium first in 1912.

And from there to Oslo, competed against the Norwegians. Then to Denmark to . . .

SM: Danes.

DA: Against the . . . and this was in Copenhagen. And then to Bonn, where the European Seniors . . . And this was at the time of the Olympics in Munich, 1972, you see. Well, that was the first international competition that had been arranged, and we came . . . That was in 1972. We came home and the Canadians put on their first national championships, and I think it was about 1973, and, essentially, in 1975, put on the Canadian National Championships in Toronto, to which had been invited, as previously, seniors from other countries. And in Toronto, we organized the World Association of Veteran Athletes and was invited by Sweden to hold the first meet of WAVA in Gouterborg. That was in 1977. And that the Senior . . . the World Association of Veteran Athletes would hold their world meets every two years. And, so, from Guterborg in 1977, we went to Hanover, Germany, in 1979.

SM: And 1981 was . . .

DA: Christchurch, New Zealand in 1981.

SM: Aha! I love Christchurch.

DA: San Juan, Puerto Rico in 1983. Rome in 1985. Melbourne . .

SM: And 1987 Melbourne.

DA: Melbourne, and 1989 will be in Eugene.

SM: Oh, that's great.

DA: And that meet, that is the World Association of Veteran Athletes. That's the major world meet. There'll be close to 6,000 competitors there.

SM: Oh, terrific.

DA: There were over 5,000, there was 5,400 in Melbourne. And this will be the first time that the World Championships have been held in the United States. I will be going to compete there and also a week prior to that will be the National Championships in San Diego.

SM: Oh, wonderful, wonderful. Well, thank you, Dan. That really enlightens me and I know that it will enlighten anyone who is studying the history of UCI.

END OF INTERVIEW