SM: This is an interview with Associate Dean Bob Gentry, our Associate Dean of Students, and is taking place on July 28, 1989 in Humanities Office Building 360. Now, the first questions is: What position did you come to UCI as?

RG: Okay. I came into a Student Affairs position in 1970, which was a new job in Student Affairs, because the campus was growing and the Student Affairs people had put together a small department which included the Education Abroad Program, advising for unaffiliated students, international student advising, career planning and placement--those several areas. At that particular point in time, the Vice Chancellor for Student Affairs was John Hoy, who was new, and came to us from Wesleyan and Swarthmore.

SM: Wesleyan and Swarthmore.

RG: Right. And the Dean of Students at that time was Robert Lawrence, who was the first Dean of Students on the campus.

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

RG: And Mr. Lawrence put together this particular administrative position and hired me for it.

SM: And he went on up to Assistant Vice Chancellor of Student Affairs. Is that right?
RG: That's correct. He did, yes.
SM: Now, where did you come from?
RG: I came from California State University—then it was called California State College—San Bernardino.
SM: Oh, yes, yes.
RG: And it was in the days when people came to California, very much like I did, sight unseen. I took a job out there from an interview I had at O'Hare International Airport in Chicago.
SM: (laughter) Don't worry. I was Dean of the college at San Francisco State and we interviewed—and even at the University of California we'd start an interview, I must say, in an airport. I don't think we concluded things with an airport interview, but I can remember Dumke starting in San Francisco State.
RG: Yes.
SM: Interviewing in the airports and things.
RG: Sure, right.
SM: Well, that was a very good little campus and I liked the way they built their structure. The put the library in the center of their little circle. I wanted that here, but I was too late to change them. Everything had been set when I was appointed Dean of Humanities. But they did it right up there. And I knew the president.
RG: John Pfau?
SM: John Pfau. I knew him. He used to teach . . . He was an historian.

RG: Right, he was an historian. Wasn't he from the University of Chicago?

SM: Yes, Chicago. Yes, very good.

RG: Yes.

SM: He's a good man.

RG: Yes, very good.

SM: Now, tell me now how your job has progressed and expanded, because . . . By the way, I was just interested--in going into your office--I hadn't realized you had so many real Indian secretaries, from India.

RG: Yes.

SM: You must have about three, I should think.

RG: Yes. My office has grown without much design for it. And primarily it's because, as you well know, when you're an employee in an institution a long period of time and you're able to do at least a reputable job, you can do certain things that you want to do. So, the office currently has a variety of constituency-based programs in it, and services for students, very different from how it was in the early seventies. Now, we're working with the international population, the disabled population, all new-student orientation, off-campus housing, the Women's Resource Center, the Administrative Intern Program, a program called New
Student Services, and the Gay and Lesbian Student Union, is our current package of things. Those don't make sense necessarily together, but they make sense only because they meet the needs of particular constituencies on the campus, and we've clustered those services together.

SM: And who do you have, then, assisting you, Bob?

RG: I have a whole team of people who direct each one of those areas. But our primary employee group in our office are paraprofessional student staff. We have over 300 paraprofessional students that deliver services to other students.

SM: Do they get paid for that?

RG: Some of them get paid and some of them are volunteer. And in this way, we've been very, very cost effective, number one, and we do a lot of leadership training and we provide some real on the job skills for students that they would not get otherwise.

SM: Now, you're going to look forward to very much, then, the expanded University Center, because that should bring you . . . You could move over to there, couldn't you?

RG: I suppose, eventually, a variety of Student Affairs functions could be in the Student Center. Yes, that's true.

One of the most important points, I think, about the history of this campus, from the Student Affairs perspective, Sam, is the fact that when this institution opened, student
affairs professionals around the country--me included--told Dan Aldrich we would never work for him. And the reason we did that was because we all listened to him be . . . He was a keynote speaker at our national meeting in Detroit, Michigan in 1962. And he stood up and he said that he was going to put together a campus that was very different here on the West coast and he wasn't going to hire student affairs professionals. He was going to have faculty members in charge of each student affairs area. For instance, there would be a faculty member in charge of financial aid. There'd be a faculty member in charge of housing. There'd be a faculty member in charge of student discipline. There'd be a faculty member in charge of student activities. And he would have, then, executive secretaries--types--working on the front lines with these faculty members, because, of course, the faculty also had to teach because they were University of California . . .

SM: And do research, too. (laughter)

RG: And do research, too, you see, to keep their jobs. Well, a number of us went to him after that meeting and I told him right out, I said--and I was just a young kid right out of graduate school at that point, looking for a job--and I said, "I would never work on your campus. I think it's the craziest thing I ever heard of and it's going to fail." Well, it's a long-standing joke between us now, because it did. It didn't
work. And he became one of the strongest advocates in the nation for professional student affairs people, and turned his campus into one of the finest professional organizations for student affairs people in the nation, because of that learning experience.

SM: That's a very interesting thing. But it also indicates that he really never had much experience in a fairly large university. Riverside was, after all, nothing but an agricultural experiment station, one. And, two, when he went to Davis, he was head of not that big a department, although a very important--Soils. He was head of the Soils Department. But he didn't see . . . He didn't watch around him his faculty, his fellow colleagues in the faculty [what] they were doing--their teaching, doing their research--that they couldn't possibly be involved at the same time, you know, part-time in student affairs.

RG: Right.

SM: Well, I do think there's . . . Well, I think this is a very interesting . . . I really have learned something today that I hadn't known before.

RG: That's right. Well, the philosophy makes sense. I mean, it makes sense to have faculty involved with students outside the classroom, certainly. But on a University of California campus where, as you know, you must teach and do research, you can't do administrative work in addition to that, unless
there's some compensation for it. And we've never gotten to the point where faculty members are really rewarded for their interaction with students.

SM: Well, you'll be interested in this, Bob, and this is, of course, coming from . . . I'm now the senior person. I'm emeritus. I'm senior in that I was appointed in December 1963. And when we discussed the plan, which was about August of 1964, Peltason presiding, deans, chairmen whoever they were at that point and time, and it was agreed that the load should be six courses a year. But one course would be excused and you must do academic counseling. And of course, academic counseling goes beyond academic counseling. If you're really interested in the students, where they give them something else, and, of course, when I see something serious I say, "Let me make an appointment, please, at the counseling center." I grab the phone and, you know, before they can say no, I get them keyed up to go over, because you can see they've got emotional problems. But nevertheless, that was the start. Well, this was what happened: Some of the faculty did very well. They were really academic counselors and some were poor. And as Dean, I remember seeing some of the students treated, I mean, badly, in the sense that we had to reverse a decision. They were told they could take this, thus, and so, and then hadn't met their requirements. So, what do you
do? Graduate them or not? Do you give them an exception if the counselor has bungled?

So, now, it's rather sad in a way because we still have a five-load course in Humanities. We still do counseling, but there's really some that do it and some that don't. Because I liked it, I like students and I like to help students and I work with them and all that, but that's an interesting . . .

The idea [that] we really wanted to have our faculty involved with the students and do a really good academic job. We started out, for instance, we gave them a book, Alfred North Whitehead's The Aims of Education, you know, or whatever. I've forgotten the title. And every faculty member had his advisees over to his or her house in the first week, during the orientation week. And I remember having them over and it went off very well. The discussion was good, because they'd been told, you know, like five weeks before, please buy this book, and told we're going to have this discussion. But that's all fallen apart. But that's the (inaudible) which you've told me.

RG: Yes, it isn't.

SM: Now, please tell me the responsibilities you've undertaken. Well, you've told me that. How well have they worked out?

RG: I think they've worked extremely well. We are a campus in the Student Affairs division that believes in student development.
That learning occurs outside the classroom, as well as inside the classroom. And that's been the undergirding of the Student Affairs philosophy since the early days of the institution when Chancellor Aldrich changed the direction of Student Affairs to become more professional. And we've held that philosophy all along. So, I think we've done an excellent job in that regard, if I do say so myself. And our students tell us that's happened. They come back as alumni and indicate that their roles in the world, or profession, or graduate school, or whatever, have been further enriched by the kinds of experiences they've had outside the classroom.

And I think it's really important to note that up until now, and this is 1989, we have been a small and a medium-sized campus. And you well know, when you're on a small and a medium-sized campus, the undergraduate student can become more involved in leadership experiences because they tend to be less competitive. The next two decades of this institution will be very interesting to see, from a student leadership and a student growth phenomenon. Will we be able to continue the philosophy of student development outside the classroom? And I'm, frankly, just not sure, not that I . . .

SM: Yes. I've always liked that and always encouraged my students to get involved with the outside activities and the things that are going on. And what I don't like, Bob, is as we get
bigger--we're now 16,000, roughly--there are going to be less
living even near campus.

RG: That's true.

SM: Those living on campus, then I really get after them if they
don't participate in all the things. But those who live
around and about . . . I think the total, isn't it about 68
percent, live away from home.

RG: That's correct.

SM: And only about like 35 percent live on campus and the rest are
at Balboa Island and the peninsula.

RG: That's correct. And that's going to change as the land use
and the land values change in the nearby communities. Balboa
Island now is becoming, much more so than in the past, a year
round residential neighborhood. It used to be just a summer
residential neighborhood, and our college students would live
there--they still do--but many more of them used to live there
during the year. So, it almost became a satellite campus of
the university, if you will. And, in fact, in the seventies,
we had student leaders living on the island acting like
resident assistants in the resident halls do, providing
counseling and guidance and referral service.

SM: Did you really?

RG: Yes. We started that in our office in the mid-seventies and
it works very well, very well.

SM: Very good. Very good. That's interesting to know.
RG: But you're right, as the campus continues to grow, we have some real decisions to make about what our out of class program ought to be.

SM: Yes, you're right. You see, that's so educational. And I've told the students that. I've said . . . In fact, I don't think I'm that great a lecturer that you couldn't cut--if something very important comes up, you can go and do . . . hear a bigger lecturer or what have you. Some of the professors are very impressed with their own lectures. I can't be. And I must say that I'm concerned when we become big. I'm glad to see our Student Center, I mean, University Center is getting to be three times the size that it was, easily. I love to see it being built, it looks so good.

But, you know, I'll tell you something interesting. I tell the students of mine the greatest president . . . Well, no, Kerr was the greatest president I knew, but the next one was Mason Gross. And he was President of Rutgers University where I taught for thirteen years. And he started out as Assistant Dean and then I became an Assistant Dean when he became a Provost, and then he became President. And he said the only properly educated person is a self-educated person. Meaning it's what goes on after you've closed the books in a classroom or read books and gone out and read this and read that and thought about this and thought about that.

RG: That's very true.
SM: And I tell the students if they're going to close their books when they get their A.B. and start drinking beer in front of a television set, watching football or baseball, we're in trouble.

RG: Yes, we are.

SM: And the nation's in trouble. Now, have you been understaffed, Bob, in all this expansion that you've got? I think you've explained pretty well how you cope with that.

RG: Yes. The fiscal dynamics of the university have been interesting to me, because in the early days—and the early days would be like the late sixties through almost the late seventies—the Student Affairs division on this campus received the registration fee incomes from students, okay? That went right into Student Affairs, because it was . . . those are fees for co-curricular learning experiences. And Student Affairs was able to build a very strong program with those monies.

In the late seventies, as the budget got tight from the state, the internal decision policy-makers on the campus changed that, and the reg[istration] fee monies then didn't just go to Student Affairs. It went into the pot with the rest of the monies.

SM: What date was that?

RG: It was . . . must have been in the late seventies, early eighties. I don't remember the exact date. It was during
Vice Chancellor Whitely's vice chancellorship where that budgetary change took place. And the Executive Vice Chancellor was Mr. Lillyman at the time. And the decision was made to move the registration fee authority back into Mr. Lillyman's bailiwick. What that meant, then, for Student Affairs was that we had to compete for funds along with everybody else. And at the University of California, and probably rightfully so, Student Affairs comes behind Academic Affairs and what goes on in the classroom. Okay? We are not seen as . . . We are seen as supportive of that, which is right. I mean, what goes on in the classroom is the most important thing.

SM: Yes.

RG: But what that's meant for the Student Affairs division is very, very little additional resources even to meet growing inflation in the last nine or ten years. So, while our resources in the early days were adequate, the resources now, indeed, are not adequate.

SM: What is going to happen?

RG: Oh, my crystal ball tells me that students are going to become active in this issue and ask for additional services and support, and the student culture will bring to bear what needs to be done.
SM: Yes, I think I can see that, particularly because you're getting a variety of different problems with your ethnic backgrounds.

RG: That's right.

SM: With your ethnic groups changing the proportion.

RG: Right.

SM: And they're going to have to have . . . certain things have got to help them or they are going to sink, rather than have trouble.

RG: That's true. Well, for the first time in the university's history, this year in the freshman class we will have more freshmen of color than we will Caucasian freshmen.

SM: Yes.

RG: That's a major change in the direction of this institution.

SM: That's going to be everywhere, isn't it, pretty soon in California.

RG: Probably, yes, probably. I'm not sure we're prepared for it but it's coming.

SM: Now, you mentioned two of your Vice Chancellors, Hoy and Whitley, and the one I knew . . . Of course, I knew Bob Lawrence. Oh, you have mentioned him.

RG: Right. Bob Lawrence hired me, so I knew him quite well.

SM: But you knew Walker then? You were there . . .

RG: I met Don Walker but he had left just as I had arrived.


SM: I see. So, you mentioned Hoy and Whitley. And I asked the question: How do you rate these three Vice Chancellors, or do you wish to do so? You don't have to, if you don't want to.

RG: I don't want to do that.

SM: All right.

RG: I don't think it's professional.

SM: Well, tell me something about them. Well, it is and it isn't. It helps me as an historian, and you can simply . . . What I do, I turn off the tape. (tape is turned off)

RG: Well, that's a good idea.

SM: Okay. Now, tell me about the three.

RG: Okay. Mr. Hoy was the Vice Chancellor for Student Affairs—was the second Vice Chancellor for Student Affairs.

SM: The third.

RG: Third, that's right.

SM: Balch . . .

RG: That's right. Balch, and then Walker, and then Hoy.

SM: Walker and then Hoy.

RG: And he was the Vice Chancellor, as I perceived it, that Aldrich charged with putting together this strong, professional Student Affairs operation.
SM: Yes, and you know why? Because the first two, particularly Balch—I've got the tape when I interviewed him in 1971—that he wanted these small... These appointments would be on a very small basis. Excuse me, salary-wise. They would not be of the magnitude of those who are on the staff now. And, so, that's how it developed. And that's how Walker pretty well followed that.

RG: Right.

SM: And then when Hoy came in, he just saw he had to do something. The difficulty he ran into was that he went so far so fast, that the faculty... At the Senate meeting, I can still see Julian Feldman getting up, around 1972 or so, and saying, "There's a great big empire," he said, "being built by Vice Chancellor Hoy. We want to have some say in how this develops." (chuckling)

RG: That's true. And that was a very interesting observation, Sam, because that's what was happening to Student Affairs at that time, in part, because the registration fee monies were going directly to Mr. Hoy's operation, and there weren't a great number of faculty members involved in helping to shape what went on outside the classroom. If I remember correctly, and you can correct me if I'm wrong, I don't know that the Senate had a Student Affairs committee at that point in time.

SM: No, the result of Julian Feldman's statement of this empire being built was the formation of a Student Affairs Senate
Committee. And I remember telling one person who was a Chicano, went to Berkeley—he was in Social Sciences—he was very upset about how things were expanding, and I said, "You've got no problems. You just go on up to Berkeley and look up the budget. First, everything that Hoy, you know, is there in the budget." Well, I don't think he bought it. He went . . . he left us anyhow. So, go ahead.

RG: Well, anyway, I think that's what happened, and it's interesting to note that that Senate committee really has not had a great deal of impact on the campus even to this day, interestingly enough. And I don't know why that is, whether they haven't been utilized appropriately or whatever, but what it led to was this major fiscal change then during the Whitely administration. Because Mr. Whitely followed Mr. Hoy and, with basically the same kind of philosophy as Mr. Hoy's philosophy and . . .

SM: Well, he being appointed as Dean of Students by Mr. Hoy . . .

RG: That's right. He had been appointed Dean of Students by Mr. Hoy and then moved to the Vice Chancellor's position. So, we had a similar kind of philosophy operating.

SM: Well, let me tell you, Bob, what happened when I became Chair of the Academic Senate in 1978, I had one of my planks on my platform. One of my platforms, I call it, I wanted better relations with Student Affairs. And so, I met once a month,
a luncheon with John Whitely. But I also looked at that Senate committee and saw that it was not a well-composed committee, in that the people were rather uninterested. And you should never appoint someone to a committee who isn't really interested. So, I got that changed a bit. In fact, they really perked up a bit and got interested in certain things like the bookstore. And they really . . .

RG: Right, I remember that.

SM: Oh, yes, and I remember getting into a real row with Jim McGaugh over that bookstore, because we wanted to have it bigger and so forth and what have you. And John . . . I told John--and we met once in L.A.--I said, "You've got to scale things a little." I said Hoy was going too far, too fast. I didn't put it that way, but that's what I meant. And so, he did. And so, when he went, resigned, and the present . . . Horace, I think he's carrying on extremely well. I haven't heard anybody among the faculty . . . well, any substantial people--there's always critics, you know, around--the substantial people are very pleased, very pleased.

RG: Right. And Mr. Mitchell was hired by Mr. Whitley to be his Assistant to the Vice Chancellor.

SM: Yes, that's what he told me. I've already interviewed Horace.

RG: Right. So, the baton has kind of been passed, if you will, in kind of an interesting way.
SM: Yes, that's good. Well, I think, I have always been happy with how it's all worked out. I wasn't at all sure that Dick Balsh would succeed in this notion of his. And I think it's come to rest now, I think, on proper balance. I really feel very . . . I'm concerned about the students and concerned about, as we get big, you know, they're getting impersonal.

RG: Very.

SM: So, I tell my students, I say, "We have a reputation, maybe unwarranted, of being impersonal. But I've got news for you, we're going to be personal in this class, get to know each other and get to know me. And I'm going to have you over to my house on the third week of the quarter."

RG: Good.

SM: And that's the way it goes. They get to know each other (inaudible).

RG: Yes, yes.

SM: Oh, I play a record or two of English history and then we have a social evening. Well, I've done that ever since I started teaching.

RG: That's wonderful.

SM: You'll be amused, I started teaching at Oberlin College. I started there . . . Everybody in the class, each class I had, showed up for this. And I said, "Look, what do you mean, Sally? I can't believe it." And she said, "Don't you see, they're all residential. They've got nothing else to do."
RG: Yes, right.

SM: See, that's what you do when it's all residential. But then at Rutgers, it began to be difficult, because that's basically a commuter's university, a big commuter's college.

RG: Yes, right.

SM: Well, what events happened . . . Jack Peltason has said, "Now, Sam, try to find out what's not on the record, because somebody's going to . . ." I've found out some interesting things. What do you know that's not in the record, that you can remember, over the time you've been here, 1970 to 1989. You're going on to your twentieth year.

RG: Yes, right, right. Gee, that's a hard question to answer just off the top of my head.

SM: No, I said this here, question four: What's not in the written record.

RG: Right. Well, some of the things that may not be in the written record would be some of the activities, like the Students for Democratic Society that formed here.

SM: SDS, yes.

RG: SDS and exposure to the Vietnam War and all of those activities that occurred, the various sit-ins that happened, which was a real interesting phenomena for Orange County. Because here we were, the bastion of the John Birch Society, protesting a government, a president, and a foreign policy that everybody else in the community was very much in favor
of. In fact, and this is probably not off the record, but I remember the days when we were under a great deal of fire for permitting these students to do those kinds of things, which were just free speech kinds of things.

SM: Yes, yes.

RG: The other thing that I remember very vividly is the fact that, in the early days of the campus, we did not permit fraternities and sororities for the first ten years. And the Chancellor permitted coeducational living on this campus. It was one of the first in the nation to have coeducational living. And we became very much under fire for that kind of very . . . it was called very left-wing activity. But, really, it was very educational. It was probably one of the most educational things this institution ever did for its students, was to permit the genders to mix, to get to know one another and live in a healthy educational environment.

SM: Oh, yes. You're absolutely right. That's interesting. They would be. You can go to the student newspapers, but they were always so Tractarian in those days.

RG: Yes.

SM: They only carried the SDS and they exaggerated what the SDS was doing.

RG: That's correct.

SM: And the same thing . . . And then, on the other hand, the local papers would distort things the other way. The Los
Angeles Times section, I always remember, I left . . . I retired from the deanship in 1970 and I went on a Fulbright to Australia. Just before I left, it was Mao Tse-tung's birthday. And so, they had a little rally, you know, the SDSs and all the others out there--1969, I guess it was.

RG: Right.

SM: And they took the angle, Bob, of the camera, of the picture they took of this demonstration. I didn't think there were more than 100 students at that. It was cleverly angled to give you the impression it was an enormous mass meeting, you know, celebrating Mao Tse-tung's birthday. So, they would exaggerating something the other way. So, it's not easy to get it all straight. And you right, lots off the record as to . . . oh, you think of all those demonstrations, their sitting in front of Dan's office . . .

RG: Right.

SM: Sitting in Dan's office, and . . .

RG: Right. He was wonderful at it, though.

SM: Yes, and they . . . Oh, he was excellent.

RG: Yes.

SM: I talked to him a bit about that on the interview. And also, down here in the writing center, right next door here they had the first occupation within . . . Let me think, it was in 1969, and it was in, I think, February.
RG: Yes. The other thing that reminds me of this, off the record, is the internal women's movement on the campus among staff and faculty. It got very organized in the late seventies, early eighties, and even helped produce our affirmative action program.

SM: Yes, I remember.

RG: Remember? We had very active women at that point in time.

SM: That's right. I now remember that, too. I'll have to check. I'll have to work on that.

RG: Yes.

SM: The next question, Bob, are our ethnic minorities well counseled? Are you satisfied with . . . See, you've told me what's going on now and I suspect they are pretty well taken care of? Are they completely?

RG: Well, I must say, in 1989, that from my impression, this is not as hospitable a place as it could and should be for all people who are different, who are considered different in Orange County. Yes, we have counselors. We don't, though, have enough, in terms of a black student culture here and a black culture to provide a hospitable feeling. We don't have enough, in terms of the Chicano or Latino culture, to really be hospitable. In terms of the Asian Pacific islanders, I think that there's a feeling that, yes, this is a very hospitable campus and it's a welcome campus for those folks, but for several other groups, the disabled student population,
for instance, this still a campus that's not seen as very--
and I can say this because I directed that program--it's not
seen as extremely hospitable yet.

SM: That becomes a personal thing, though, Bob, because they've
got every kind of a ramp up and an elevator and all those
things that should take care of A, the wheelchair people . .
. students, B, other students with handicaps of walking and
things like that. Now, of course, when you get to things like
deaf and blind, it's not all easy. How do you have a Biology
major in Sciences who's blind. They can't see an experiment.

RG: Well, there are lots of things today that we use
technologically to help students who are sight-impaired.
There are talking computers. There is a machine that we have
that you can just open up a textbook, lay it on the machine,
and the textbook will read the machine to you, read to you
orally.

SM: How exciting.

RG: So, technology is really helping a great deal. But there .
. . we have . . . you know, we have a distance to go in these
various areas. And they're going to be constantly there.

SM: And it's going to cost money, too, isn't it?

RG: Of course, it's going to cost money.

SM: Yes, right.

RG: But don't forget we haven't talked about the civil rights of
people since the mid-sixties, really.
SM: Right.
RG: And there's been some real changes nationally in how we've looked at each other who are different. The Reagan years have done some certain things to the affirmative action programs and . . .
SM: God, they have it terrible!
RG: . . . those kinds. And the affected the college campuses.
SM: Terrible, terrible. Well, that's answered that very well. What problems in Student Affairs still need to be solved? Well, you've really told me that.
RG: Well, I think the major issue in Student Affairs, for now . . .
SM: You've got to beef up every little segment that you have going, that you need to give them more money and more support.
RG: Right. But overall, Sam, I think what we need is a new sense of community here. We need to really have that outside the classroom, so that our Pacific Island Asian students get to know our black students, get to know our disabled students, get to know our gay students, so that we have a real community here. That's the issue.
SM: And how are you going to do it?
RG: Well, I don't have an easy answer to that. It's going to take money and commitment and an attitude that says that what goes on outside the classroom really is extremely important and that we need to build this sense of community. We're starting
now in 1989 to do that. The Chancellor has put together a whole program and an emphasis on diversity, and has various think tank groups who have been meeting to talk about the diversity of the campus and how people are going to work together.

SM: Have they? Good.

RG: So, that's a very good direction.

SM: Yes.

RG: But we all need to be committed to that. Because that, as you know, for the future of this generation of young men and women, if they're able to relate to people who are different, they are going to be more successful than those who cannot relate to people who are different.

SM: That's very good. I really interrupted you about Horace Mitchell. You were telling me that he was the Dean of Students under Whitely. No, he helped him. He came on as a help.

RG: Right.

SM: Now, then I interrupted. And I'd like to know what you consider he has been doing and his sort of . . . . his record, his track record.

RG: Right. He went from Student Affairs on the campus to the Medical School, where he was in Medical Student Affairs, and then was appointed the Vice Chancellor for Student Affairs. Now, what's important about this for the campus historically,
I think, is that Dr. Mitchell is black. And that, symbolically, is very, very important for the future of the campus, especially at this point in time. In fact, he's the only black Vice Chancellor on the campus. And that's going to... That says a lot about where we're going, in terms of our commitment to diversity and understanding people who are different. So, he is making terribly important strides for people of color here on the campus, who work here and are students here and who teach here.

SM: I'm happy to hear that and I'm much impressed with him. And I had a very satisfactory interview with him. It was my second one or third one. You're number thirty-two, I believe, and we're going on up to sixty-five. I'm going to do sixty-five people. So, that's really interesting. Now, back to the student affairs that still need to be solved. Am I correct in saying that you really have it laid out, you just need more support and more commitment on the part of the staff doing it and, I guess, informing the faculty and students of what you're doing.

RG: Right.

SM: Because, you know, one thing, I make this suggestion, the only time the faculty really gets to meet others on the other schools and so on is on a committee of the Senate. And when the Senate gets together, you really have a representative... Now the trouble is there, for every ten faculty, there's
one person in the Senate, and you don't have everybody. Except we sometimes call the full Senate together, the whole faculty, and it seems to me that the articulation of what you've been saying needs to be not only written out and given—but people don't read ....--but would be to . . . how to say it, and it ought to be put before the Academic Senate.

RG: Yes.

SM: And, you know, Horace is a member of the Academic Senate.

RG: Right. For instance, I think one of major challenges facing this university is what to do with its commuter students. We are . . .

SM: Oh, yes, of course.

RG: We are primarily a commuter institution.

SM: Oh, yes.

RG: What services do we have in place for commuters? If I move around this campus at lunchtime, for instance, I do still see students eating in their cars, not connected with the life of the campus.

SM: I do, too.

RG: And it seems to me we need some real effort there. Maybe we need to be outreaching to our commuter student populations, have various meetings with them at noontime with speakers and get them to know each other, just like you do with your classes.

SM: Yes, yes, I know.
RG: Use that very same model with commuter students. But, now, that takes resources.
SM: Yes, oh, yes.
RG: We just can't do that without the resources.
SM: Right.
RG: But it would help, I think, students identify with their institution. And you know this as well as I do, the students that identify with their institution tend to stay with their institution until graduation, probably make better grades, care more about where they go to school, and just get involved in the life of the campus, and grow more.
SM: Right.
RG: Their maturation is quicker.
SM: Well, that's well put. I think that those satellite eating buildings interest me.
RG: Yes.
SM: One in Social Science, one in Bio Sci, one in the Medical School.
RG: Yes.
SM: But you know, in a way, the Commons did bring people together.
RG: Yes, that's right.
SM: And now you're putting the Scientists here and the Social Scientists there, and Medical Students ... I don't know.
RG: Yes, that's right. And that's one of the issues that history, I think, will look at this campus and say, "Was it done correctly, or not?"

SM: Yes.

RG: How we designed. Because, you know, we opened when Santa Cruz and San Diego opened, and both of those have . . . are cluster colleges. And we are not but, in a way, we're developing that way, aren't we?

SM: Yes, that's true. That's true. Now, what comments do you have, Bob, about UCI's future? I mean, you've covered it, but let's just look at it a bit this way. We're now in 1989. We're going to go, say, and probably going to have 26,000 students by the year 2005. So, that's not very long. That's not but fifteen years from now. Now, in that time, there's going to be enormous . . . a lot of buildings. Even now, there's $400 million worth of construction, if you go back to the Business Administration School and you go through what's happening now and going on up to the Science Library, which is going to be superb. A most interesting building.

RG: Yes.

SM: Now, what do you think . . . ?

RG: Well, a number of things come to my mind. One is, is that we are in the middle of the information age, right? We're moving dramatically from an age of industrialization to information. And the pressure on this institution is toward the sciences,
information, computer science and engineering. And the need, though, in the future, is going to be in the humanities areas, because we are not training people how to relate to one another.

SM: Oh, yes.

RG: They're going into the work place, knowing all the specialization they need to work in their little cubicle with their screen and their computer, but they're not able to solve human problems. And we've got to be sure, as an institution, that we see the future and continue to train our students in a broad way. And that's the first thing I think we need to do. The other thing . . .

SM: Just one little correction. You said move them away from industry to communication. You're not going to move away from industry, you're going to have industry and communication.

RG: That's true. That's true. The other thing I think we need to be concerned about is that we are in one of the fastest growing areas of the nation, and the institution needs to be concerned about some of those broader issues in the community: traffic, congestion, air quality, and so forth. And we need to embark upon some very strong plans that get people out of their cars, get them transported to the university in groups, get them walking, using bicycles, all those kinds of things.

SM: Yes, yes.
RG: We also need, as a work place, I think, to think about our employees. For instance, we have University Hills which is a wonder . . . which came about because of pressure, because people couldn't afford to live here.

SM: Oh, we had to have that, yes. We (inaudible) that when I started.

RG: Right. However, we're all getting older, and the senior citizen population is getting larger and larger and larger, and we have not done anything to think about the future, the senior years of our employees. We do not have a plan for board and care facilities. We do not have a plan for congregate living, which we should have, if we're going to be a role model for the rest of society.

SM: Right. That's very good. What else? That's really very good. And you sort of are meeting these programs out there in your Council.

RG: Yes, we're trying to.

SM: (inaudible) in Laguna Beach, aren't you. Pollution and . . .

RG: We're trying to.

SM: Gridlock and old age . . . citizens, the whole shooting match.

RG: Yes, we're trying to.

SM: Yes.

RG: But as the fourth largest employer in the county, I think we need to take . . . I think the university is going to have
to have a new role, in terms of how it works with the community. We can't just be the ivory tower institution, which we were able to be—and should have been—as we grew as an adolescent institution. We had to. We had to give our devotion to that or we wouldn't be the fine institution that we are. But now that the community is becoming urbanized around us and we are becoming an urbanized university, we need to look at some of those problems that other institutions have or have not faced, and do a good job with them.

Homelessness is another example. How can we help with the homelessness issue here? I don't know the answer to that, but we need to be talking about it and be involved in it.

SM: Yes, all these . . . This is all true and, of course, the university with the students mounting up, the faculty, too, mounts up.

RG: Yes.

SM: I wanted that university housing, faculty housing, immediately. People couldn't afford, even then when we started in 1965.

RG: Yes, right.

SM: Well, now, as you know, it was forced. We just couldn't. We lost somebody to Arizona, for God's sake.

RG: Right.

SM: . . . because they couldn't find adequate housing, or they weren't happy with their housing.
RG: Right. Well, I moved to Laguna Beach in 1970 because it was affordable, Sam. I could not afford to live in Irvine. That's why I moved to Laguna Beach.

SM: Well, where I live now, there's no way in the world I could possibly live. I got a very (inaudible). Well, you really told me what the important changes were between 1975 and 1989. In fact, you've done it as well as . . . just the way I wanted it. So, are there any final words you have for me as UCI historian, that you would like to see?

RG: Well, somebody out there in some point in time talk about the student changes, the generational changes. Well, we've moved from a generation of social activists to a campus that, to quote Abbie Hoffman, "is a hot bed of social rest." (laughter) Which I find very interesting.

SM: Oh, gee!

RG: And that's in a very short period of time. In a very short period of time, our student cultures have changed dramatically.

SM: But you know, Bob, it really hasn't . . . I started teaching at the very end of the war and I had the G.Is. A superb group, wonderfully interested, motivated, the whole works. Then we went into the fifties and the fifties were quiet time. They were concerned about themselves.

RG: Nose to the grindstone.
SM: Concerned about their jobs and so forth. And then we went into the sixties. We got the whole free speech and the SDS and the whole, which is . . . And I think two good things, particularly two good things, came out of it, as far as I'm concerned, at Irvine. One, was having student evaluation of teaching made compulsory, and all those raw materials had to go to the administration. And, secondly, the student representation on committees, including personnel. When they asked me, when I was Chair of the Academic, they said, "Do you have students on personnel committees?" I said, "Oh, yes." At Berkeley, they almost died. The Chair of the Academic Senate at Berkeley almost died. And I said they're just as responsible and as discreet as faculty, which, of course, isn't saying that much. (laughter) But anyhow, it was those two things . . . And, you know, when I was Chair of the Academic Senate, it had gone the other way a bit and we had a hard time mounting committees with the students.

RG: Right.

SM: They wouldn't come or they weren't interested.

RG: Yes, right.

SM: But those two things were really . . . came right out of the sixties. And then we move into the seventies and they all of a sudden become totally absorbed with the recessions and so on, with their own job and their education. And the eighties, now, what we . . . we're going into the nineties now.
RG: Yes, and I think, frankly, we're going to see another revolution on college campuses. I think it's coming again.

SM: Well, all right. I think that's interesting and I shall watch it with a certain detachment. (laughter) Well, thank you very much, Bob, this has been a very good interview and I was very pleased.

END OF INTERVIEW