

KR: Yes, I was in the Senate for several years.

LO: Did you serve on any specific committees of the Senate or tackle any sort of projects?

KR: I remember one of the most interesting ones.

I was involved on all of the early committees for General Education which was Sidney Gulick's private stamping ground trying to get away from the too early specialization which is the bane of American universities.

Speaking of that, are you aware of the fact that the big state universities seldom get a Rhodes scholarship? Berkeley hasn't had one for many years. Who gets them? The small, liberal arts colleges where the classes are small and where there is interplay--what we did in 17.

LO: Right, what you had brought along with you as your teaching method.

KR: They learned to write, to read intelligently, to defend positions, to debate, to be aware of something other than the narrow frame of specialization.

LO: I think some of that is coming back. They're trying to bring back critical thinking.

KR: They are, but most of it is done in lecture pattern. How do you learn to play the cello?

LO: You do it.

KR: You do it. How do you learn to think?

LO: You have to think critically.

KR: Go to a five hundred seat auditorium at the University of California. You're memorizing and you learn to put it back in a falisitous manner, but you're not necessarily thinking.

My goodness, in my career here we got all kinds of people, faculty brats, from Irvine and other branches of the university because they came here to get M.A.'s. We did a better job than they did and they admitted it.

To get back to the committees. In the early days, most of my committee work was on the General Education Committee. Then on the committees defending the university and the institution from the McCarthy period, writing and drafting statements. After that there were all kinds of curricula committees. Perhaps one of the most important ones was in selecting the Vice President when Don Walker was chosen. Have you seen him?

LO: No, I haven't.

KR: By all means do so. He is the most articulate man in the business.

LO: I've heard all kinds of good things said about him.

KR: I've never heard a bad thing about him. He was a member of our faculty. Of course, he went off into administration as his father had and he became President of any number of institutions--Idaho State, he was Vice Chancellor at Irvine, and then his long term job, after leaving here, was President at Southern Massachusetts for fourteen years or so.

LO: He has retired back to San Diego?

KR: His mother was elderly and he had to get back to this part of the world. They wanted him to stay there, but he couldn't. My goodness, there was quite a bit of debate when he left. I don't know how we survived without him. When the institution was torn with all sorts of problems, he put it in shape over night.

They offered him a salary above that of the governor, Dukakis.

LO: Is that right?

KR: Yes, and he turned it down. He said, "Gentlemen, that is not politic, that would be unwise."

LO: Tell me about him. I understand that he did an excellent job in handling those student uprisings.

KR: One of the points that I put on that misplaced sheet was to remind myself to mention to you the fact that the peak of the California student revolt, you might say, against Vietnam primarily, at the time when Mario Savio and people at Berkeley were breaking down the institutional functioning up there, Don Walker was the acting President. He had been Vice President and when Love retired, he became the acting President and Ned Joy became the acting Vice President.

That was one of the happiest conjunctions that we've ever had because both of them understood and had been on the faculty and they both had a keen feeling for the position of the students. With the community around them wanting to treat the students possibly like they did at Kent State, that approach, Don was in constant touch with the students.

I don't even think that we got a broken window out of it. When elsewhere, institutions were immobilized. It was his deft touch.

LO: I had heard from somebody that someone was urging Don Walker to call upon the military and he refused. That was the best move.

KR: Oh, definitely. One of my friends did. One of the men who

was very disturbed about student uprisings was my good friend, who died recently, Joe McClintock in Economics. I wouldn't bring this up in a public way, but he's dead now.

He was less tolerant of student dissent than most of the other people. I remember talking to him and to others who felt that we ought to use real strong pressure to put this down. Don and Ned Joy did not. They were consummate politicians in working with the students and we sailed through that thing.

We never missed a class, no disruptions. There was the occupation of the Administration Building, but I don't think even a window was broken. I don't think that there was any property damage here.

LO: For some reason I thought that I had heard about windows being broken in the Administration Building.

KR: Maybe you're right, but I don't remember any.

LO: But, it was non-violent.

KR: There was no permanent cleavage. The bridges were never burned. Don kept them opened.

I can tell you a story about Don that has nothing to do with this interview. Don was instrumental in getting the name changed at Idaho State to a regular university. When he came back to the campus from appearing before the Legislature and he stepped out and walked onto the campus, the students were all in rows.

LO: That's great.

KR: I have a letter, somewhere in my files, from Senator Frank Church at Idaho and it was a recommendation for him when we were considering him for Vice President. In it, it said, "I have never in my entire political career, seen a man handle a legislative committee with the consummate skill as Don Walker."

Here he can't use that skill because he is insulated and not able to go before the Legislature. There's a chancellor for the Community College system and it has to go through channels. But, in Idaho he didn't have to and he could mold it that way.

LO: Yes, how nice.

KR: Try to see him if you can.

LO: I definitely will. Like I said, I've heard so many good things about him.

KR: Well, anyway, that's the kind of committee work that I did. It was busy work, but it had to be done. The art of it was in taking the people from the different departments that had different opinions and come through keeping them all speaking to one another.

LO: I'll bet that was extremely difficult when you have so many people vying for the same resources and all are trying to get their programs going and off the ground.

KR: The art of it is to prevent every difference of opinion from becoming a difference of principle. Sometimes I had to think back, it got pretty heated. I can remember sailing in seventy knot gales, off-shore, when the slightest lack of judgement on my part would lose the ship and five or six lives, and I was usually the skipper of these six. It was really life and death. I would suddenly compare that with this heated debate that they were having here.

I would say, "Gentlemen, in the long run of time, people are not going to remember what we are doing here. Let's keep it cool." That wasn't always easy.

LO: What you were doing there was constantly creating a framework as the basis of something that is going to come along after it, so you have to make sure that you do that correctly.

KR: Exactly. Don Walker was superb at that. He was regarded as one of the finest administrators. -

He has written a book on administration, by the way, and it's a best-seller.

LO: He sounds like an incredible person.

KR: Well, he is. If you look through vital speeches, you find him being quoted frequently because he has a way with phrases.

LO: Let me ask you about Golding who was President from 1972 to 1977. I really don't get very many people telling me very much about him. What was your opinion of him?

KR: I can't tell you too much. When the time came to replace Love, Don Walker served as the interim President. There was a very wide-spread feeling among the faculty that he should've been the president. We would've been, I think, a different school had he been president.

LO: How do you think that it would've been different?

KR: I think that it would've been smoother. I think that there would've been less friction arising. He had a way of pouring water on every fire that came out.

Don was not a specialist. Did you know that he had a ministerial degree?

LO: No, I didn't know that.

KR: He was an ordained minister. He had a Ph.D. in Sociology from Stanford. He grew up in an academic family, his father was

president of something, so he knew the ropes by birth, it was in his genes.

I don't think that we would have had the kind of problems that we have met since. I'm out of it, fortunately, but I would have had my troubles here.

Let me put it this way: I lived with Hepner, Love, Walker, Golding and Day. Golding to me represents a transition from the faculty oriented type that Hepner and Love represented, in which their primary loyalties went to the faculty. I think that I had something to do with that in reminding both of those men that...

TAPE TWO, SIDE ONE

KR: I don't think that I caused this, but I added to the argument. In our luncheon meetings we would talk about the problems in the relationship between the faculty and the administration and I always raised this issue: this institution could possibly get along without any administrators, it cannot get along without a faculty. It exists because there is a point of contact between the faculty and the student and everything else is subsidiary to that.

The heating system, the cooling system, the pencils and the erasers are solely there so that that faculty mind can meet that student mind. All others are subsidiary and auxilliary.

LO: It is supposed to serve that purpose. That gets distorted.

KR: You could not say that to the present president, I don't think. Don Walker would carry on that tradition and even more so. There's a powerful tradition, through all of my years here, of faculty involvement in all the critical decisions affecting the institution. Any president that came here had to recognize that. We were used to meeting.

It was very similar to the problem the Stewart Kings faced with the Parliament of England. They forgot that the Parliament had been accustomed for generations to meeting and that it had spokesmen and committees that knew how to conduct public business.

We knew how to conduct academic business. We knew the laws. Ned Joy was a walking compendium of the legal structure and often checked up on administrators, pointing out that, "you can't do that. That's illegal." We were accustomed to working and running quite a bit of the institution. It was a collegial thing, we participated. Hepner and Love wouldn't think of taking any strong act without the committees being involved.

Golding represented a transition. He paid respect to that to a considerable degree, but he was more of the managerial style.

By that time, when he had left, out of the Chancellor's Office there was a kind of, I won't say vendetta, but there was a feeling that San Diego had been off the reservation too long. It had independence under Love and Hepner. It was too free. It had

to be brought into the administrative, hierarchachal structure so that everything that was done was sanctioned by the Chancellor. For example, they did not like it, as I understand, when we invited John F. Kennedy to speak here.

LO: I wasn't going to ask you about this, I was going to ask Ned Joy, but you go ahead and tell me, it's interesting.

KR: We gave him an honorary degree. They didn't like that. They were jealous institutions.

Time and again I was called to the Chancellor's office frequently to explain actions that we had taken here, that the faculty was not supposed to take. I told them, "Look, we could eliminate your office. We don't need you. If you eliminate me, there's no education, but I can eliminate you." They didn't like to hear that.

LO: Did you ever have any real confrontations like that? You could really get into some very heated arguments.

KR: Yes. I told them to their face. This is what they didn't like about us because we never backwatered. We had great respect for what this institution was achieving in this difficult community. It was moving up rapidly, far up in front of the community.

The community to this day does not realize how far we have moved. It's regarded as the flagship of the nineteen units in many ways, it's the first to go into the joint doctoral committees and all kinds of things. They didn't like that either.

Love regarded the Chancellor's Office as hardly worth paying any attention to.

LO: But, he had to deal with them of course. You can't secede from that.

KR: He did. It gave us a status that none of the others had.

When the Chancellor's Office and the Trustees had to replace Golding, I think that they decided that they must get a policeman to break us to the wheel. They chose a man who is strictly an administrator. He is the technician.

I had just retired when he [Day] came here. I remember playing golf--he loves to play golf and is fun to play with.

KR: Despite the fact that he handled the student uprising with consummate skill, he [Walker] was not hired. I think the criticism was that he was too tolerant of the faculty views. He didn't give a sign that he would use brutal force (chuckling) and that sort of thing. They wanted a strict public administrator and they got one. A man who goes by the rules.

You've probably heard all of this before.

LO: No, this is very interesting. I have never heard that before.

KR: I have some more little anecdotes, but I don't think that you need them. I know that there's one embarrassing thing that happened, just for fun.

LO: Alright.

KR: In the fifties, I think it was probably 1951, they had invited Thomas Mann to speak here. This was going to be a great day because he was going to speak to the entire faculty and student body. In those days we had no decent place to meet other than the Women's Gym.

There was a big welcoming committee because, after all, this was one of the most distinguished, living men. All the dignitaries were over at the Administrative Center and he was coming in with his limousines and so on with the group that travelled with him.

The President asked me if I would go over and stand at the front door of the Women's Gym to help usher them in, so I did. There I was with nobody standing around me. Low and behold, here comes a string of big black cars with cops and all kinds of things. Here Thomas Mann comes in. There was nobody to greet him but me.

LO: Just you? You were the greeting party.

KR: Just me! I'm the only one! It was hilarious and embarrassing. I was flabberghasted because I knew that they had planned it and this was not the way to greet one of the most distinguished, global citizens.

LO: Was the greeting party elsewhere?

KR: I don't know, I suppose. So, I spoke to him in the Gym. He speaks heavily accented English, but I thought that I'd make him feel at home. I spoke to him to my best ability and said, "there has been a misunderstanding and I regret to say that all of the people who wish to welcome you are over with the President." (Laughter) In we go! So, I went in with Thomas Mann.

We finally got the mess cleaned up. I got a message over there and everybody came over. That was an interesting day. It has nothing to do with this interview, but it is amusing.

LO: Those things happen and are unavoidable. Were there any other guest speakers who came to campus?

KR: I didn't have much to do with that. I stayed away from it. I didn't have anything to do with the Kennedy thing.

There was one event in about the first year I was here when they, Hepner or some committee, invited the Superintendent of

Public Instruction in Los Angeles City Schools to come down and deliver a commencement address.

His name was Austin McDonald. Well, Austin McDonald had been my physical ed. teacher in Mission High School, San Francisco in 1925! (Laughter) So, I did meet him.

LO: Did you remind him of that?

KR: Oh yes, he remembered me. That was kind of amusing.

LO: I wanted to ask you about your own research. Did you ever have much of a chance to do your own?

KR: My Ph.D. was in German history in the Bismarkian Period. I did a kind of political biography of an opponent of Bismark. His name was Eugea Richter. In our society he would be something like a member of the Republican Party. There he was a radical. He resented the power that Bismark applied and the Prussian system. That's what I did.

I never did anything further with it, so I drifted off into military research and did all my public writing in military, airforce history. I still do a little of that. I lecture annually to the Navy Air Seminar.

One of our people, Al Coox, has a graduate seminar which is under the Newport, Rhode Island Naval War College. I go down and take part in that occassionally. That's all I do with it. Even that is not military, I do political history for them.

LO: You have to keep abreast of things.

KR: Oh yes, I have to do a lot of reading. I should possibly have stayed with military history, as Al did, but I simply got tired of it.

LO: Well, you need a change after awhile.

KR: Well, it was wide open. For example, after we had been here for four or five years teaching, the Air Force wanted me to drop out for two years, family and all, and go to Germany to work with the German Air Force generals in writing the history of the German Air Force on the Eastern Front. They wanted me to serve as the chief editor. I turned it down.

LO: Why?

KR: Margie was teaching at Chula Vista High School at the time and the state of California was kind of a jealous employer in those days. We wouldn't have gotten retirement credit for it and it would have cost me two more years of teaching. There were many reasons. We were just getting established.

If I had done that and gone on with that permanently, I

could have been in that field. I enjoyed teaching too much. Every year was fun and I got paid for my hobby.

LO: Was teaching as much fun for you right before you were going to retire as it was when you were starting out? The reason why I ask that is because I want to know if you saw a change in student attitudes.

KR: I left in 1974 and the great changes came after that. One point I would like to make for the interview is that my generation had the best years. We had the generation emerging from the trials of the war, we had students in the class who had been generals, captains, admirals and G.I.s. They were highly motivated and highly experienced in a deadly business.

We had support from the state, never adequate, but support. We were not overloaded. We kept our classes at modest sizes. I rode that from 1947 right on through to 1974. Those were the best years.

After 1974, from all of the comments that I've heard, then came the crush, the decline in support, relative to what the university was getting and the increasing demands upon us. That has apparently gotten much worse.

Then the University changed its name and became a university. We had a wonderful opportunity and I argued and wrote a speech about that one time. What a wonderful opportunity we had to make a unique institution. To make it an upper level teaching institution like Pomona or some other places, but public. We had that choice, but we chose to go the Berkeley road with the accent on research, which Day supports.

We became neither. We lost our teaching and we could not possibly gain what Berkeley has. We fall in the slot that is in between.

LO: So, you see yourself as very lucky to have been there in the best years.

KR: The good days. That is the fate of this whole system right now. It has, to varying degrees, probably abandoned a part of its heavy accent on teaching and reached for something that can be gained only at the price of an extraordinary drain on its faculty. We teach twelve hours, Berkeley teaches six.

LO: There's a lack of support given to the students.

KR: Berkeley pays its people sixty-two thousand and they pay these people fifty, or something like that, and ask them to do twice as much.

The extraordinary thing is, particularly in the history department, we have superb things coming out there. Two of our members are in the History Book of the Month Club; Bill Hanchett and Professor Tom Cox. They write best-sellers and have done superb work on top of that load of teaching.

Well, something has to give. Marriages give.

LO: I see an incredible amount of strain.

KR: They are putting a double burden on the backs of the faculty here. I was arguing that we can do that, but you have to have support. We had enough support for teaching.

LO: This will be my last question. What do you think is going to give in this present-day situation?

KR: I think that we are developing a two-tier system in the United States. The public schools and the public universities are being overwhelmed with the pressure of democratic education for all. What you will get is a controlling, directing elite coming out of the high-cost, private schools.

The great academic reward and awards in the American educational system do not come from the public supported schools. The Rhodes Scholarships and all of the others tend to come predominantly from Reed(?) College, Pomona, Oxy and that sort of thing.

LO: The schools where the students are required to think.

KR: Not only that, but they also require sixteen to eighteen thousand dollars a year. So, you get a divided system.

That isn't to say that the universities will not continue to be at the top rank in research. They will continue to do that even though they don't pay as much let's say here as they do at Harvard or Stanford. They have the facilities, and certainly Berkeley, has the long term tradition of a high level of research.

For graduate school you could not do better. I did up there. Our people are very well trained. Undergraduate, the proper place to do it right was in the State colleges and we flubbed it.

We are being pressured by numbers and by trying to emulate Berkeley. The state will not support that. So, we're taking it out of the hide of the faculty. We promote and grant tenure on the basis of publications.

LO: But, the time is not allowed for them to do that.

KR: I spent more hours going over Ph.D. dissertations than articles edited for faculty members.

LO: I know that pressure. I have seen it work on many faculty members.

KR: I had to rewrite three Ph.D.'s completely. Not all from here, one was from New Mexico and one was from UCSD. Semi-literate! My reward was a set of golf clubs and two cases of

Cinzano Austi Spumonti.

I think that we have covered quite a bit.[in this interview]

LO: We have and I may be asking you a few questions in the future.

KR: Feel free to do so. Oh, I could tell you about our softball team. When I came here, I founded a faculty softball team and we played in the inter-fraternity league and won seven out of ten games.

LO: When was this?

KR: 1949-50.

LO: I'll bet everyone must have enjoyed that.

KR: Have you talked to Charles Lamden? He came here when I did. He's still teaching full-time. He's a man that went off in the business world and worked for an international accounting firm and was head of their Paris office for about ten or eleven years. He's on the faculty now. He was on our softball team.

LO: I'll make sure to ask him about that.

KR: Al Olsen came here in the early days. He was the athletic manager. Quite a few people in the Physical Education Department came right after the war. Al Olsen was involved and would be a good one to see from that department.

LO: Really? Because that's something that we don't have much information on. The history that I have been gathering is lopsided and doesn't go much into Athletics.

KR: He's very thoughtful. He was a professional baseball pitcher for the Padres and the Boston Red Sox. He was a tennis coach here at that time. Then he was the Graduate Athletics Manager. He can give you a side that will curl your ears. Pressure from Tom.

He has very strong feelings about that because he was mixed up in it head over heels. I could call him and alert him to the fact that he ought to begin thinking about it.

LO: That would be great.

KR: He won't tell you this. Al was head over heels in athletics and he was a high school coach too. He's also an excellent student, he thinks. I had him in a nineteenth century intellectual history course and he was one of my best students when he was pitching for the Padres and was on the road half of the time.

He told me a funny story. One time one of the trainers of

the Padre baseball team saw him before a game at San Francisco and he was reading, I think, De Toqueville or something. "What are you reading?" and he said, "Well, it's homework." He says, "The business of a pitcher is to throw balls, not to read."

LO: Poor guy was being pulled every which way.

KR: Al is a self-taught scholar. He had all of the instincts, he loves learning, wide reading, far beyond athletic. He used to talk to me about the pressures coming from the community for bigger and better athletics. You should get that in your story.

LO: Thank you very much for a very interesting interview.

END OF INTERVIEW