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Leon J. Richardson

ca. 1955

BERKELEY CULTURE, UNIVERSITY OF CALIFORNIA
HIGHLIGHTS, AND UNIVERSITY EXTENSION, 1892-1960

An Interview Conducted by

Amelia R. Fry

Berkeley

1962

Leon J. Richardson

Department of Anthropology, University of California
Berkeley, California, 1951-1952

An Interview Conducted by

William R. Fry

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INTRODUCTION

1917

Don Edwards, Professor of Latin and Director of Hispanic Studies at the University of California from 1911 to 1924, is a man not only the most renowned scholar in his field, but also one of the most distinguished and active in many other areas. His most important activities were those with the subject of American and Latin American history for the Centennial History of the University of California under the direction of Professor William D. Howland. It was because of this that he is a figure whose place in the history of California is significant as well as a prototype of the scholar who played a central role in the western world: his activity, not only as a specialist in his field — Latin America, Latin American studies, Latin American — but also as a generalist in many other areas — were among the changes of history in that country.

It has been said that the world of the scholar's activities, numerous areas, have changed the social structure of society and not only in the social structure but also in the scientific and technical and future progress of Latin in the University of California. His teaching days were during Latin's expansion as a field for the expansion of Latin, later he witnessed the gradual decline of classical languages as the "traditional" school languages of the province.

INTRODUCTION

Leon Richardson, professor of Latin ^{from 1892 to 1938} and director of University Extension at the University of California from ¹⁹¹⁸ 1892 to 1938, is a treat for even the most calloused social scientist, for his span of 91 years covers a life purposeful and active in many diverse areas. While these tape-recorded sessions were begun with the object of harvesting some rich University history for the Centennial History of the University of California under the direction of Professor Walton E. Bean, it soon became apparent that here was a figure whose place in the history of California was significant as both a prototype of the dynamic builder who helped construct a new western society with eastern tools, and also as a spectator whose friends -- John Dewey, Herr Hermann Grimm, John Muir, William Keith -- were hewing out chunks of history in other areas.

As the tapes filled the reels with Richardson's meticulous, sonorous speech, there emerged the young instructor of classics who went to a European university for the academic preparation befitting a future professor of Latin at the University of California. His teaching days began during Latin's supreme status as a tool for the acquisition of Kultur; later he witnessed the gradual decline of classical languages as the "practical" modern languages gained prominence.

INTRODUCTION

Leon Kishon, professor of Latin and director of
University Extension at the University of California from
1922 to 1930, is a trail for even the most casual social
scientist, for his span of 21 years covers a life-long
and active in many diverse fields. While these tape-recorded
sessions were being with the object of harvesting some rich
University history for the Centennial history of the
University of California under the direction of Professor
Kishon. It soon became apparent that there was a
richness which placed in the history of California was
significant as both a prototype of the Spanish border
was helped construct a new western society with certain
tools, and also as a source for whose friends -- John Dewey,
Karl Hermann Grimm, John Fair, William Keith -- were having
out chunks of history in other areas.

As the tapes filled my mind with Kishon's
anecdotes, personal remarks, they showed the young
instructor of classics who went to a Chicago University
for the academic preparation leading a Latin professor
of Latin at the University of California. His teaching
days began during Latin's heyday at the as a tool for the
acquisition of Latin; later he witnessed the gradual
decline of classical languages as the "practical" entry
languages gained prominence.

The nourishment of a cultural life in his own community was no haphazard matter for Professor Richardson, for he not only furnished spirit and money-raising power to bring eastern concert artists to California year after year via the Berkeley Music Association, but he saw to it that the tiny storefront public library became a structure of John Galen Howard grandeur financed by Carnegie funds.

Thereafter, it was logical for Richardson to be the one to handle the complex Washington, D.C. - University of California military bureau liaison agency during World War I, to head the hastily-formed relief committee at the time of the disastrous Berkeley fire in 1923, and in 1945 to be the reluctant mayoral candidate of Berkeley, quickly placed on the ballot by friends who realized that only extreme left and extreme right were running. Richardson also had the unique satisfaction of being an instigator for several organizations which have acquired a meaningful place in academic life: the Philological Association of the Pacific Coast, the American Association for Adult Education, the University of California Faculty Club, the English Speaking Union, and others.

Against the background of this diversity, his major accomplishment looms: the creation of University of California Extension, a fountainhead from which Lifelong Learning has since been flowing into all the mountains and valleys of the state. It carried with it curricula which enriched not only bored housewives and upwardly-mobile businessmen, but also immigrants, laborers, the unemployed, and prisoners in Alcatraz and San Quentin. The vigorous scholar wished more than anything to make of the Californians

The maintenance of a political life in his own country was no longer matter for Professor Richardson, for he had only exercised direct and money-making power to bring about the return of California year after year via the various Radio Associations, but he was to be the first step in the political life of California of John Golden's former financial by California Bank.

Therefore, it was logical for Richardson to be the one to handle the complex situation, U.S. - University of

California's military and naval affairs, during World War I, to head the military-financial relief committee at the time of the disastrous military fire in 1917, and in 1918 to be the recipient of several medals of honor, chiefly of gold on the basis of his work who received the only award left and others that were given. Richardson also had the

and recognition of being an investigator for several organizations who have received numerous places in economic life: the National Association of the Pacific Coast, the American Association for Adult Education, the University of California Faculty Club, the Pacific Education Club, and others.

Richardson was recognized at this time, his major accomplishment being the creation of University of California Extension, a foundation that with its many branches has since been folded into all its operations and values of the state. It worked with its various which Richard had only been successful and successful in his business, but also in his work, the successful and generous in his work and his success. The various other things were then applied to work at the California

a people whose taste for learning was habit-forming. With this singleness of purpose he developed and ran Extension for over fifteen years.

Purposeful activity is one of Professor Richardson's outstanding traits. ("Be an arrow, not driftwood.") His day-to-day life has always been a well-planned design. Each day since he was seventeen he has kept a diary; three times each day since he was a graduate student he has given himself a Swedish massage to preserve as long as possible his physiological well-being (and he has); an hour each day for over sixty years he has taken a walk to relax both intellect and body; when faced with the necessity of mastering Latin as a live, spoken language, he worked at it twelve hours a day until the feat was accomplished. Within this framework of rational behavior the structure of his life is actually a monolith, or, as a golfing friend put it, "He always goes straight down the fairway."

The recording sessions, necessarily fitted into his schedule with great precision, were held at his desk in his pleasantly-cluttered study in a tall, white apartment building at 2335 Pacific Street, San Francisco. Twice widowed, Richardson lives here with Conrad Loring, his brother-in-law. The "retired" professor reads upwards of 150 books annually as a Commonwealth Club book juror, grades high stacks of papers each day for his two correspondence courses, polishes his Horatio-type verses for his next book of poetry, and, of course, gets in a daily round of golf at a nearby golf course.

Around him hang wall-sized maps of the world, travel posters, and scenes of Greece and Rome; on shelves are clusters of Who's Who, his diaries, encyclopedia, a few Latin

... for over fifteen years.

... the most important activity in the life of the individual is the... (the most important, but difficult.) ...

The most important activity in the life of the individual is the... (the most important, but difficult.) ...

... the most important activity in the life of the individual is the... (the most important, but difficult.) ...

favorites, and a dominating grandfather clock. Although the apartment commands a superb view of the Golden Gate, Richardson will show visitors to a different window: "See that white building? The top looks exactly like the Parthenon," he will say with satisfaction.

The sessions were sprinkled with surprises, the first of which was seeing the nonagenarian for the first time: appearing at the door in a colorful shirt, he walked in loose loafers with the smooth, relaxed gait of a young man. His blue eyes showed a lively sparkle; he had a ready laugh. His readily-demonstrable golf swing is that of a real athlete, proving why he continued to win tournaments until transportation difficulties arose because as he approached the age of ninety the state would no longer accept him as a licensed driver.

The abrupt emergence of serendips sometimes altered the direction of a session which, although carefully researched beforehand, was allowed to follow informally the line of his memory of that day. As the tape-recorder was being threaded for, say, a session on the Latin department, he would ask, "Did I ever tell you about my good friend John Dewey?" and so, instead, the tape captured the warm reminiscences of a sixty-year friendship between the two scholars. Later, when the complete interview was transcribed, it was edited for continuity and ambiguities, then typed in final form. Here a word of thanks is due Richardson's daughter, Mrs. Florence Wyckoff, for helping in the final corrections and additions to the manuscript.

The Regional Cultural History Project, under whose auspices this interview was done, is an office of the University Library devoted to tape-recording the memoirs

favored, on a beautiful wooded slope. Although the
 apartment consists of a superb view of the Golden Gate,
 Richardson still has views to a different window: "See
 that white building, the top looks exactly like the
 Cathedral," he will say with satisfaction.

The papers were crowded with surprises, the first of
 which was coming to a realization for the first time: appearing
 at the door in a colorful suit, he walked in from London
 with the smile, relaxed but at a young man. His eyes
 showed a lively spirit; he had a ready laugh. His remark-
 ably calm and self-assured air, his cool, steady
 voice, his confidence in his own abilities, proving
 why he continued to win tournaments and all competitions.
 difficulties were because he approached the age of ninety
 the state would be least about his own physical fitness.

The abrupt appearance of dramatic changes altered the
 direction of a certain style, although carefully researched
 before, was allowed to follow naturally the line of
 his memory of last day. In the same manner was being
 through the, say, a session in the hall of the
 young man, "I will tell you about my first tennis
 lesson," and so, indeed, she has captured the very essence
 of a fifty-year friendship between two old friends.
 later when the complete interview was transcribed, it was
 edited for consistency and readability, but there in final
 form. Some of them in the interview's history,
 Mrs. Florence Veskott, for history in the final collection
 and addition to the manuscript.

The National Library history project, under whose
 auspices this interview was done, is an office of the
 University Library devoted to supporting the efforts

of persons who have contributed significantly to the development of Northern California. The project, headed by Willa Baum, is under the administrative supervision of Assistant Librarian Julian Michel. Supplementing Professor Richardson's account are interviews by the project with Baldwin M. Woods, the succeeding director of Extension, and Extension business manager Henry C. Waring.

Amelia R. Fry
Interviewer

30 July 1962

Regional Cultural History Project
General Library
University of California at Berkeley

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Note: Deposited with that copy of this manuscript which is located in the General Library of the University of California at Berkeley are: "Digital Reckoning Among the Ancients," by Leon J. Richardson, reprinted from the American Mathematical Monthly, Vol. XXIII, No.1, January, 1916; and "On Walking," by Leon J. Richardson, reprinted from the Journal of Health and Physical Education, Vol. VIII, No. 3, March, 1937.

THE FIRST THIRTY YEARS

Boyhood

Family

ARF: I'd like to start back behind 1868 -- when you were born -- and ask about your parents. You have some family names that are quite interesting in New England history. From which Richardson do you come?

LJR: I come from Josiah Crosby Richardson and his wife, Isabel Chamberlain. And I was born in Keene, New Hampshire, where I spent my early boyhood. Later we moved to Jackson, Michigan. When I was about twelve years of age I suddenly developed asthma, whereupon the doctors said the only cure for that is not medicine but a change of climate.

"So, he must have that," my father and mother said. "What place do you recommend that he go to?"

The doctor said, "I recommend that he go to Minnesota."

Whereupon my father and mother arranged to have me go to Minneapolis, where I attended high school for two years, then returned to Jackson for the final year and graduated in 1886, prepared to enter a university as a student.

ARF: How many brothers and sisters did you have?

LJR: I had a brother. He was a graduate of the University of Michigan,

1911

Family

Q: I'd like to start back about 1911 -- when you were born -- and ask about your parents. You have some family names that are quite interesting in New England history. From which Richardson do you come?

A: I come from Josiah Crosby Richardson and his wife, Isabel Goodrich. And I was born in Essex, New Hampshire, where I spent my early childhood. Later we moved to Jackson, Michigan. When I was about twelve years of age I suddenly developed asthma. Whenever the doctor said the only cure for that is not medicine but a change of climate.

Q: So, he must have said, "go to father and mother said, "What place do you recommend that he go to?"

A: The doctor said, "I recommend that he go to Minnesota."

Q: Whereupon my father and mother arranged to have me go to Minneapolis, where I attended high school for two years, then returned to Jackson for the final year and graduated in 1915, prepared to enter a university as a student.

Q: How many brothers and sisters did you have?

A: I had a brother. He was a graduate of the University of Michigan,

LJR: and then he became an electrical engineer, and finally became connected with the General Electric Company in Schenectady, New York, where he spent the remainder of his working life. A few years ago he died there.

ARF: That was Arthur Howard Richardson.

LJR: Yes. Then I had a sister, Isabel, and she died when she was seven years of age. So she never grew up.

ARF: Was she younger than you?

LJR: She was one year younger than I.

ARF: How much older was Arthur Howard than you?

LJR: He was younger, nine years younger.

ARF: How did you first get this idea that you wanted to be a scholar?

LJR: Well, you know, that's a very curious thing. My father and mother say that it came to me without any suggestion on their part. As a child I began to try to think about reasons for things, origins of things. My mother said I was peculiar in that respect. They didn't teach me to do that. Father and Mother said that they regarded me as a little queer, unlike the other children in the way I would try to think out something.

Early Training in German

ARF: Did your childhood have any bearing on your ideas about having foreign language training begin early in life?

LJR: I can tell you definitely the answer to that question. My father

and then he became an electrical engineer, and finally became
 connected with the General Electric Company in Schenectady, New
 York, where he spent the remainder of his working life. A few
 years ago he died there.

That was Arthur Howard Dickinson.

Yes. Then I had a sister, Cora, and she died when she was seven
 years of age. Do she mean, now do.

Was she younger than you?

She was one year younger than I.

How much older was Arthur Howard than you?

He was younger, nine years younger.

How did you first get this idea of your wanting to be a scholar?

Well, you know, there's a very curious thing. My father and

mother say that it came to me without any suggestion on their

part. As a child I began to try to think about reasons for

things, origins of things. My mother said I was peculiar in that

respect. They didn't seem to do that. Arthur and Cora said

that they regarded me as a little queer, unlike the other children

in the way I would try to think out something.

Early training in German

The first college I have any memory of was in New York about 1870

foreign language training began early in life.

I can tell you definitely the answer to that question. My father

LJR: was a very sensible man and he said to me when I was twelve years old, "A boy in America should know two languages, English and one other. I think you should know another language. I'd like to make the arrangements so that you get it." In the course of two or three weeks he brought home, one day, a charming young man about twenty-two years of age who had just come from Germany. Father said that he had been trying to get work but couldn't find it because people didn't seem to want to hire a stranger and a foreigner.

So Father said to this man, "I want to take you home and have you teach my boy German, and after that job is done why we can probably get a commercial job for you." So my father brought him home, and there at the table, at dinner and at other times, I sat beside this man and he talked to me. When this began I said to him -- he knew a little English -- "What book should I buy in order to study German with you?"

He replied, "When I have spoken two million words into your ears it will be time to buy a book, but not before." I have no idea how that wisdom came to him. He came from a part of Germany where the dialect of German that existed was used on the stage, namely in the northwestern provinces of Germany. But I never knew how that wisdom came to him, but he had it thoroughly.

High School

LJR: When I entered the high school I had to select my course. My

was a very sensible man and he said to me when I was twelve years
 old, "A boy in America should know two languages, English and one
 other. I think you should know another language. I'd like to
 see the arrangements so that you get it." In the winter of two
 or three weeks he brought home, one day, a German book and about
 twenty-five years of age who had just come from Germany. He then
 said that he had been trying to get work but couldn't find it
 because people didn't want to hire a stranger and I

to learn.
 He then said to this man, "I want to take you home and have
 you teach my boy German, and after that job is done we can
 possibly get a commercial job for you." So my father brought him
 home, and there at the table, at dinner and at other times, I sat
 beside him and he talked to me. When this began I said to
 him -- he knew a little English -- "What book should I buy in

order to study German with you?"
 He replied, "When I have chosen two william words into your
 ears it will be time to buy a book, not now before." I have not
 seen how that view came to him. He came from a part of Germany
 where the dialect of German that existed was used in the state,
 nearly in the northwestern provinces of Germany. But I never knew
 how that view came to him, but he had it naturally.

When I entered the high school I had to select my course. My

LJR: father was the owner of a drygoods store and he said, "I'm a business man, and you probably will be my successor. I own a drygoods store and you'll probably inherit my store from me, so I suggest you take the commercial course when you go to the Jackson, Michigan, high school."

So I started out in the commercial course, but after a few days Frederick Leroy Bliss, the principal, said to me, "Leon Richardson, I want to talk to you. I've seen you for a few days here in your work and I think you ought to take the classical course, not the commercial course. You ought to be trained in Greek and Latin and then you will find the career that will be far more interesting than any you can get with the commercial course." So I took his advice. I dropped the commercial course and took the Greek and Latin course. I owe my whole career to that change, so I owe a great deal to Frederick Leroy Bliss.

ARF: Your parents were living in Jackson, Michigan, at this time?

LJR: Yes, my father had a store first in New Hampshire, and then he decided to go out west and get a store there. That was very often done with the merchants then; they saw the drift of population westward. So he decided to open a store in Jackson. I was there with him quite a good deal and did some of my schooling there.

ARF: Before you went into high school.

LJR: Yes, and also afterwards for a while. I later went to high school in Minneapolis for two years, you know. It was in Michigan that I began to have this asthma and the doctor said, "Change climate,

Father was the owner of a typographic store and he said, "I'm a
 business man, and you probably will be an accountant. I own a
 typographic store and you'll probably inherit it after I'm gone, so
 I suggest you take the commercial course when you go to the Jackson,
 Michigan, high school."

So I started out in the commercial course, but after a few
 days I decided to drop it, and the principal, Mr. [Name], said to me, "Don't
 Richardson, I want to talk to you. I've been thinking for a few days
 about your work and I think you ought to take the classical
 course, not the commercial course. The night to be finished in
 Greek and Latin and then you will find the career that will be
 far more interesting than any you can get with the commercial
 course." So I took his advice. I dropped the commercial course
 and took the Greek and Latin course. I was very much pleased to
 that change, so I was a great deal to be pleased to be in
 your parents were living in Jackson, Michigan, at this time?

Yes, my father had a store that in the neighborhood, and then he
 decided to go out west and get a new place. That was very close
 done with the [Name] store; they had the drift of population
 westward. So he decided to open a store in Jackson. I was there
 with the [Name] store and did some of my schooling there.
 Father got sent into high school.

Yes, and also afterwards for a while. I later went to high school
 in Minneapolis for two years, you know. It was in Michigan that I
 began to have this asthma and the doctor said, "Go west, please,

LJR: and go to Minnesota." So I went to Minneapolis and did part of my high school work there.

College Days

Richardson the Drummer

ARF: How did you happen to have your sojourn as a salesman?

LJR: My father was immensely interested in his drygoods store in Jackson, and one of his pet ideas was that in due time he would turn it over to me when I got older and I'd be the owner of the store and I should run it. I didn't tell him that that did not appeal to me, but I let him indulge that happy thought -- happy for him.

He said, "Now, what do you want to do immediately after high school?"

"I want to take a four-year course at the University of Michigan," I said. "It will make an intelligent man of me, and that will be better."

Well, he didn't know whether a businessman needed to take a four-year course. However, he finally acceded to my thought and said, "Well, go ahead. But," he said, "there's one thing I would want to ask of you. You are going to have at every year a three month vacation in the summer. Now, I want you to be a drummer during that time and sell goods to the drygoods stores in the territory that we'll pick out, goods made in Ypsilanti and

and he said, "I want to know what you think of
my little school work."

College days

Remember the first

How did you happen to have your judgment as a witness?
My father was interested in his opinion about it.
He said, "I don't think you're a very good witness,
and one of the best things I've ever seen in my life
is that you're not a very good witness. I don't think
you're a very good witness. I don't think you're a
very good witness. I don't think you're a very good
witness. I don't think you're a very good witness."
For him.

He said, "Now, what do you want to do immediately after high
school?"

"I want to take a four-year course at the University of
Michigan," I said. "It will take an intelligent man of me, and
that will be better."

Well, he didn't know whether a businessman needed to take a
four-year course. However, he finally decided to go through and
said, "Well, he said, 'There's one thing I would
want to see of you. I'm not going to have of every year a three
month vacation in the summer. Now, I want you to be a farmer
during that time and will have to see the people across in the
territory that will give out, which was in Louisiana and

LJR: Jackson, Michigan. Lots of women's things are made in factories in those two towns, and I want you to go about as a drummer selling those things to drygoods stores."

I said, "All right."

"I'll get a drummer's job for you," he said. And he did, and the territory for the job was Massachusetts, Pennsylvania, and New York State, the three hardest territories in the United States. Well, I began. I went with my samples and I went into the territory. I talked with drummers. I said, "How do you manage to sell goods?"

"You go to a drygoods store and you ask for the buyer, and then you take him out for luncheon and you give him a good drink at the luncheon."

I said to myself, "I'm never going to do that kind of thing, at all. I'm going to offer my goods on their merits without any inducement of that kind." I went through that first three months selling goods. I remember one remark that was made to me. I went into a drygoods store and asked for their buyer. He came. I explained what I had and he said -- I remember his words -- he said, "It so happens we're well supplied with the goods you offer, but if I could get your tongue and speak as fervently and persuasively as you do, I'd take that." [Laughter]

ARF: You were selling yourself, too.

LJR: Yes. Well, now, that went on for four years. At the end of every one of my four college years I was drummer in that territory for

in those few years, and I want you to be happy as a husband and
I want you to be happy as a husband and I want you to be happy as a husband

I want you to be happy as a husband

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LJR: three months. When I finished the fourth year as drummer, the company for which I worked said, "Now you're in a position to be drummer the whole year through, and we are delighted to have you because you have been successful for us, and we'd like to have you on full time. We'll give you increased salary and we are very much pleased to know that we're going to have you that way."

So. I said, "Gentlemen, I doubt whether you could borrow enough money to keep me any longer."

ARF: You had complied with your father's idea and you were through with it.

LJR: Then, just as soon as I got out of college, I began to teach Greek and not sell dry goods.

John Dewey

LJR: I received the B.A. degree at the University of Michigan in 1890, after having taken there several courses in English literature under Professor Charles Mills Gayley. I also took courses in psychology, logic, ethics and philosophy under Professor John Dewey.

ARF: Dewey! Were you the link that enabled the University of California to get him out here for lectures later, then?

LJR: Oh, I think so. He and I were, while he was living, very intimate friends and whenever we were anywhere near each other we got together.

ARF: What differences do you think he might have made in California's educational system?

Q: When I finished the fourth year in summer, the company for which I worked said, "How long is a vacation to be granted the whole year through, and we are delighted to have you because you have been successful for us, and we'd like to have you on full time. You'll give you increased salary and we are very glad to have you back in our office in your last year." I said, "Well, I don't know whether you could handle enough money to cover my salary."

Q: You had consulted with your father's idea and you were for it.

R: Then, just as soon as I got out of college, I began to learn Greek and not self study.

John Dewey

Q: I received the B.S. degree at the University of Michigan in 1907 after having taken three normal courses in English literature under Professor Charles Willis Gayley. I also took courses in psychology, logic, ethics and philosophy under Professor John Dewey.

Q: Dewey! How did you like that period at the University of California to get him out here for industrial labor, Dewey?

R: Oh, I liked it. He and I were, while we were living, very intimate friends and wherever we were together we were together and we got together.

Q: What differences do you think he might have made in California's educational system?

LJR: Well now, his publications were in those fields of psychology, logic, ethics and philosophy, and the teachers and the professors of the United States read his work. His influence was large here through these four topics that he taught.

ARF: When he came here and gave some lectures in Extension in about 1920, was he as controversial as he is now?

LJR: No. At that time the scholarly world hadn't gotten critical; they were still receiving his message and they were not critical at that time.

ARF: I suppose criticism didn't come until his wide popularity?

LJR: Yes, that's true. When I was studying with him there in the University of Michigan there was no adverse criticism of his theories.

ARF: Were they looked upon as something rather spectacularly new?

LJR: No. They were looked upon as sound, put it that way. They thought he was a good, careful thinker and they respected his pronouncements on anything.

ARF: How did your friendship with him begin?

LJR: When I entered the University of Michigan as a freshman I went right to John Dewey and I said, "I want to take courses with you."

And he said, "Anything in particular?"

"No," I said, "logic and everything you give, including ethics." And for three years I took work with him every semester. Then in my senior year he ran off and became a professor at the

Well now, his political work in these fields of psychology, logic, ethics and philosophy, and his teaching and the professors of the United States came his work. His influence was large even though his work was not in logic.

Then he came here and gave some lectures in philosophy in about 1920, was he not conversant with it then?

Yes, at that time the philosophy was more of a general nature they were still reading his works and his work was not critical at that time.

I suppose criticism didn't come until his work was published? Yes, that's true. And I was teaching him in the University of Chicago there was no advanced criticism of his theories.

Yes that would seem an interesting rather speculative way? Yes, that was indeed your way of work, but it was not. They thought it was a good, original theory and they respected his presentation of it.

Now did your students also do this? Yes I started the University of Chicago as a Professor I went right to the very end I said, "I want to have course with you."

And he said, "I'm not a philosopher."

"No," I said, "I'm not a philosopher and you are, including ethics." And for forty years I had work with him very regular. Then in an earlier year he had the course a professor at the

LJR: University of Minnesota, just one year. Then he moved on to Columbia, in New York, and I used to go and see him every time I went to New York because he was one of my really close friends.

ARF: He lived a very productive, long life.

LJR: Oh yes, he lived until he was ninety years old. He was a man who ordered his life, I thought, in a very intelligent way. Now, what I mean by that is he knew that he'd have to have a certain amount of exercise in order to keep well. He experimented and he found it was about one hour a day, and he would walk, just walk for an hour a day.

I was extremely fortunate in that when I began to take his courses he soon recognized my devotion to his teaching and he used to invite me to come to his home often and have meals with the family. So I felt almost like a member of the family. Ordinarily professors didn't do anything of that kind. But he invited me to come into his home and there I got, you might say, a sort of inner glimpse of the man, how he worked at home and so on.

ARF: How did he work at home?

LJR: He would have a certain number of people in often for meals, in order that the social life of his family might be ideal. And he would take that exercise, just what he needed and just that amount, and then he always did his teaching very conscientiously at the University of Michigan. It was not perfunctory. You felt as though when you were studying with him that he was anxious to give you all he could. He was that kind of man.

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How did he work at home?

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order that the social life of his family might be ideal. And he

would take that exercise, just what he needed and just that
amount, and take his things and his family very conscientiously
of the University of Wisconsin. It was not satisfactory. The fact
on them when you were dealing with him that he was anxious to
give you all he could. He was that kind of man.

LJR: Then he did very careful work for the faculty. He was on faculty committees, and I tell you that is a very important thing in a university. You know, some university professors are no good on general administrative committees, but Dewey was excellent. He helped the faculty in that way, thoroughly. He wasn't at all like a philosopher, with his head way up in the air, dreaming. He was practical, very practical.

ARF: You've read all his books probably. When he taught, did he actually practice what he preached in his books? For instance, did he really key his teaching to your needs?

LJR: I think so, yes, I felt he did. I didn't think there was any sham about that. I felt he really lived according to the principles that he set forth. He gave a wonderful course in ethics. I never shall forget it. It wasn't a religious course; it was a course on the fundamental principles whereby society is wholesome and sane and successful. That is, ethics was how the individual lives in order to get the most out of life in the highest sense of the term. Not wealth; he didn't go into that. How to live so as to get the most out of life in the best meaning of that term, that's the way he taught and the way he talked in conversation.

ARF: You knew him, then, when he was a fairly young man and had his children at home?

LJR: Yes.

ARF: I'm interested to know how he behaved toward his own children.

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 sation.

You know him, when he was a fairly young man and had his

religion at home?

Yes.

I'm interested to know how he behaved toward his own religion.

LJR: His relations with his wife and children seemed to me ideal. I saw nothing that was different there from what it should be. He seemed to be an ideal father and husband as I saw him in his home.

ARF: Someone visited John Dewey in New York once and said that Dewey would often be at his table writing, with three or four little neighborhood urchins around him playing.

LJR: That's it. That's the man. That describes him very accurately, yes. Children never bothered him. He could have them around him and they didn't interfere with his happiness or his activities; he went right on.

ARF: Would you say he had been a pretty important influence in your life?

LJR: Yes. Oh, I think that John Dewey and later on Hermann Grimm were the two men above all others that I can recall. I'm not speaking now of my father; I'm speaking of outside of the family. John Dewey and Hermann Grimm were the two men that had the greatest influence over me. You see, Hermann Grimm made me his famulus -- famulus, you know that term, it's in the dictionary.

ARF: Yes, and you were almost John Dewey's famulus, too.

LJR: Yes. John Dewey didn't know about that relation, but he treated me very much as though he had nominated me his famulus. He treated me very much that way, yes.

By the way, I have a capital picture of John Dewey in his older age. I kept in touch with him after I left college and he became a professor at Columbia. This is the way he looked in the Columbia period, not when he taught me.

His relations with his wife and children seemed to be strained. I
 was thinking that you might be interested in what I should do. He
 seemed to be a little better and happier as I saw him in the house.
 I should have visited him more as he was not well and did not
 want after all to see me. I was very sorry for the little
 neighborhood meeting during his illness.

That's it. That's the way. That describes his very character,
 yes. William never betrayed me. He could have done so and his
 and they didn't interfere with his happiness or his activities;
 he went right on.

That was my only real contact with him in your
 life?

Yes. Oh, I think that John Dewey and later on I was
 the two men about all things that I was really. It's the
 new of my father; I'm thinking of course of the fact. John
 Dewey and I were friends for the two men and the greatest
 influence over me. In the beginning, I was his friend --
 really, and now I'm in the dictionary.

Yes, and you were almost like Dewey's friend, too.
 Yes, John Dewey and I were friends that I was, and he treated
 me very much as though he had treated me his friend. He
 treated me very much like you.

By the way, I have a capital friend of John Dewey in his
 older age. I met in touch with him after I left college and he
 because a professor at Columbia. This is the way he looked in the
 Columbia period, but then he died.

ARF: Did Chester Rowell take courses under Dewey at Michigan?

LJR: Yes.

ARF: I wonder if his interest in philosophy stemmed from being under Dewey at Michigan.

LJR: It was in part, yes, generated that way.

John Dewey had one delightful bit of technique. At the end of a recitation he would sometimes say, "Richardson, come up here, I want to speak with you." And I'd go up. He'd say, "I'm going to walk from five to six tonight for exercise. Will you walk with me?" And then we had informal talks of the most delightful and valuable sort. And he would have me come to his home to dine and meet a group of his mature friends and I was brought into contact with these people.

ARF: Can you remember some of the things you talked about?

LJR: No, except John Dewey, in those talks, wasn't academic. We might start off talking about dogs, seeing some dogs. Then from that go on to man's interest in animals and get into a rather interesting theme there, and how important in this world is that interest that man takes in horses, cattle, sheep, dogs, and so on. We'd get into a very interesting subject there that would all develop out of just having a dog go by us as we were walking. That's the way we'd talk.

Did Cooper know all these things about the Indians?

Yes.

I wonder if his interest in the Indians was only a passing fancy?

It was in fact, very deep.

It was in fact, very deep, I repeat.

John Dewey had one definite aim in his life.

end of a reaction in which we were interested, I think.

Here, I want to speak of the fact that I'm sure you'll

going to walk from that to the point of view. Will you

with me?" And then we had internal talks of his work

delightful and valuable work. and as a whole have to come to his

home to dine and meet a group of his warm friends and I was

pleased to have contact with these people.

Can you remember some of the things you talked about?

Oh, except John Dewey, in those talks, we talked about the right

about the things that were going on in the world. Then from that

to on to one's interest in the world and how it affects other inter-

esting things there, and how important it was to be able to

interest that and take in interest, and so on, and so on.

Oh, we got into a very interesting subject there that would

all develop out of that. I think you'll find it very interesting.

That's the way we talk.

The Call to Cal

The Decision

ARF: What did you do after graduation from the University of Michigan?

LJR: What I did astounded my father. I went to the Jackson, Michigan, high school authorities and I said, "I'd like to teach Greek in your high school."

And they said, "Well, it so happens that we haven't a teacher of Greek, but we perhaps ought to have one, so we'll give you the place." The salary was ridiculously low -- \$75 a month.

"All right, I'll take it," I said, and I accepted it and enjoyed the teaching and felt that I had a career right there.

At that very time, Professor Gayley had been invited to leave Michigan and come to Berkeley and be head of the English department at the University of California. I also had been a student of Charles Mills Gayley and he had become very familiar with me and what I was doing. He found that I had graduated from Michigan and was teaching high school Greek in Jackson, Michigan, whereupon he got President Martin Kellogg interested in me, so Martin Kellogg telegraphed me asking me if I would come to the University of California and teach Latin.

ARF: Was this the first you had heard of this?

LJR: Yes, when that telegram came. So I replied that I was right in the midst of the year teaching Greek in the high school and at the end of that year I'd be very glad to come. I received a message back, "That's satisfactory to us. At the end of the year, come."

The California

The location

What did you do after graduation from the University of Michigan? What I did afterwards was to go to the Jackson, Michigan, high school authorities and I said, "I'd like to teach Greek in your high school."

And they said, "Well, it so happens that we haven't a teacher of Greek, but we'd like to have one, so we'd like you to please." The salary was ridiculously low -- \$75 a month.

"All right, I'll take it," I said, and I accepted it and engaged at Jackson, and that was a career right there.

At that very time, Professor Kelley had been invited to leave Michigan and come to Berkeley and he had of the English department

at the University of California. I also had been a student of Charles Willie Gyley and he had become very familiar with me and

what I was doing. He found that I had graduated from Michigan and was teaching high school Greek in Jackson, Michigan, whereupon he

got President Martin Kellogg interested in me, so Martin Kellogg telegraphed me asking me if I would come to the University of

California and teach Latin. Was this the first job you had or later?

Yes, when that telegram came. So I replied that I was going in the midst of the year teaching Greek in the high school and at

the end of last year I'd be very glad to come. I received a letter back, "That's satisfactory to us. At the end of the year,

come."

LJR: I mentioned this to my father. He knew that I had taken that job teaching Greek for very little money and this one at the University of California meant much more. "Well," Father said, "I think perhaps you'd better take it. I think the hunting and fishing will be very good out there." [Laughter] Well, I took it. And I went to Berkeley, and I taught.

Professor Charles Mills Gayley

LJR: So, Professor Gayley was responsible for my coming to Berkeley as a member of the faculty. And I always thought of him as one of the most intimate friends in my life.

ARF: How would you describe Professor Gayley?

LJR: Well, now, men are divided into two groups. One is what I call the calm, serious temperament. The other is the emotional, lively temperament. And Gayley belonged to the latter. He was affected emotionally very easily, very easily and --

ARF: And it showed?

LJR: It showed, yes. He had marked animation. When he lectured to his class he was likely to leave his rostrum. He'd get so excited about Tennyson or Shelley -- Shelley was one of his favorites -- that he would walk around and you'd think he might fall over the edge of something. He was emotional, and that affected his class very much. That manner, that emotional temperament, was very marked and characteristic of him. He didn't just sit still and talk; he talked all over. When he talked, his whole body went

I mentioned this to my father. He knew that I had taken that job teaching Greek for very little money and this one at the University of California must have been more. "Well," father said, "I think perhaps you'd better take it. I think the teaching and the fish will be very good out there." [laughter] Well, I took it, and I went to Berkeley, and I taught.

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So, Professor Gayley was responsible for my coming to Berkeley as a member of the faculty. And I always thought of him as one of the great teachers I know in my life.

How would you describe Professor Gayley?

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And it showed.

It showed, yes. He had marked emotion. When he lectured to his class he was likely to leave his program. He'd get so excited about someone or something -- usually was the one he lectured -- that he would walk around and you'd think he might fall over the edge of something. He was emotional, and that affected his class very much. That manner, that emotional temperament, was very marked and characteristic of him. He didn't just get well and talk; he talked all over. When he talked, his whole body went

LJR: into the conversation. He was that kind of a man.

ARF: Did this enthusiasm of his carry through in direct action in things like faculty committees?

LJR: Yes. He was always animated in any of his work. He was in that group of three men, Gayley, Jones, and Stephens, who took the place of President Wheeler at the time the regents lost faith in Wheeler because he went to Germany and hobnobbed with the Kaiser just at the time of the war.

ARF: I wanted to ask you, too, about Gayley's course around 1901 in "great books."

LJR: Why, it became so popular that the class met in the Hearst Greek Theatre finally, and Gayley would lecture to that class in the Greek Theatre. Oh, and his talks were wonderful. When he took such a subject as Shelley and he stood on that rostrum and talked to that throng, it was one of the most impressive things you ever saw. His enthusiasm, his animation, came out in a way that made him the ideal orator for that purpose.

ARF: How did he select these books?

LJR: I can't remember that. I studied with him in Michigan and we went through the whole range of English literature, from Chaucer on down.

ARF: All under him?

LJR: All under him from Chaucer clear down to Longfellow, yes. And I remember that he tried to be just in his estimate of every one of those English authors and American authors.

into the conversation. He was kind of a man.

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How did he select these books?

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through the whole range of English literature, from Chaucer on

down.

All under his?

All under his from Chaucer clear down to Shakespeare, yes. And I

remember that he tried to be just in his estimate of every one of

these English authors and American authors.

- ARF: What was his main contribution, then, and his favorite field within literature?
- LJR: I think you'd say it was the essay. He would write an essay that would be very effective.
- ARF: Oh, and this was his favorite medium?
- LJR: Yes.
- ARF: Did his book, Classic Myths in English Literature, reflect his favorite field? Since you are the Latin and Greek scholar, I was wondering if you ever talked with him about this.
- LJR: Well, I think we talked about it because we were intimate friends before he began to write Classic Myths in English Literature. I can remember when he was in the process of writing that book. We used to take a walk an hour a day, five to six o'clock.
- ARF: It sound just like your walks with John Dewey.
- LJR: Yes, we had walks together. Our walk was not devoted to heavy, scholarly things. We wanted to relax in that walk. Gayley wanted to get away from business in that walk and get the refreshment that came out of change. He didn't want to have it continue shop. It wasn't shop.
- ARF: It was for a change of pace.
- LJR: Change, change. He got the most benefit from the physical exercise of the walk if his mind was free from pedantry of any kind, yes.
- ARF: That must have been very enjoyable.
- LJR: Very.
- ARF: Did you ever use his great books course in Extension for adult education?

11: that was the main contribution, then, and his favorite field

12: within literature?

13: I think you'd say it was the essay. He would write an essay that

14: would be very effective.

15: Oh, and that was his favorite reading?

16: Yes.

17: Did his book, English Poetry in English Literature, reflect his

18: favorite field? Since you are the Latin and Greek scholar, I

19: was wondering if you ever talked with him about that.

20: Well, I think we talked about it because we were intimate friends

21: before he began to write English Poetry in English Literature. I

22: can remember when he was in the process of writing that book. He

23: used to take a walk an hour a day, five to six o'clock.

24: It sounds that like your walk with Joan Jewry.

25: Yes, we had walks together. Our walk was not devoted to heavy,

26: scholarly things. We wanted to relax in that walk. Usually

27: wanted to get away from business in that walk and get the refresh-

28: ment that came out of it. He didn't want to have it continue

29: soon. It wasn't a goal.

30: It was for a change of pace.

31: Change, change. He got the most benefit from the physical exercise

32: of the walk in his mind was from the pedagogy of any kind, yes.

33: That must have been very enjoyable.

34: Very.

35: Did you ever use his great book course in literature for adult

36: education?

LJR: I can't remember that we did.

By the way, I ought to tell you, if you are interested in this subject, about his wife. Her maiden name was Sallie Pickett Harris, and she was the daughter of Bishop Samuel Harris who had been bishop in the New Orleans see and then became bishop in the Detroit see. And while he was there and Sallie Harris was young she used to go to Ann Arbor on social occasions. There were dances, balls, and the students would bring out some particular student for Sallie and in that way Gayley met her.

ARF: Do you remember what Gayley did to help build up the English departments in the high schools around the state? He was very interested in this, wasn't he?

LJR: Yes, and in that connection I want to emphasize one thing about Mr. Gayley. He was one of the most delightful conversationalists I've ever known. I can't think of anybody that I've ever known that I'd say surpassed him in that. He was a delightful conversationalist. Why, he could be introduced to a man and Gayley had a way of saying, "Where were you born?" and the man would say, "I was born in Kentucky."

"You were? By George!" Gayley would say. "Why, I'm immensely interested in Kentucky, for I've read some books about Kentucky," or "I knew one or two men who came from Kentucky," or "There were two or three men who rose to public importance in Kentucky." Gayley was one of the most successful conversationalists I've ever known. He fascinated people through that, and

I don't remember that we did.

By the way, I ought to tell you, if you are interested in this subject, about his wife. Her maiden name was Lillie Hester Harris, and she was the daughter of Bishop Robert Harris who had been bishop in the New Orleans area and then became bishop in the Detroit area. And while he was there and Lillie Harris was young she used to go to his place on social occasions. There were dances, balls, and the students would bring out some particular student for Lillie and in that way Gayley got her.

To you remember what Gayley did to help build up the English department in the high school around the states? He was very interested in this, wasn't he?

Yes, and in that connection I want to emphasize one thing about Mr. Gayley. He was one of the most delightful conversationalists I've ever known. I can't think of anybody else I've ever known that I'd say surpassed him in that. He was a delightful conversationalist. Why, he could be introduced to a man and Gayley would say of saying, "Where were you born?" and the man would say, "I was born in Kentucky."

"You were in Georgia?" Gayley would say. "Why, I'm intensely interested in Kentucky, for I've read some books about Kentucky," or "I know one or two men who came from Kentucky," or "There were two or three men who rose to public importance in Kentucky." Gayley was one of the most successful conversationalists I've ever known. He fascinated people through that, and

LJR: that's how he was able to work as chairman of the English department and to get things done for the best kind of English department. He got the very best teachers into it, and the courses they offered were all of the same sort that accorded with that enthusiasm of Gayley's. I think of him as the most delightful conversationalist I've ever known.

ARF: He accomplished a great deal, then, through this personal charm.

LJR: He did, he certainly did, yes.

Graduate Study Abroad

LJR: So, I was graduated from Michigan in 1890, and in 1891 I came to the University of California to teach Latin. When I was teaching here for a few years I realized that I was not adequately trained. I just had a B.A. degree, not a Ph.D. Whereupon, in 1895, I asked the University regents if they would excuse me and let me go to Europe and receive further training. They acquiesced in that and they said that I would have to sever my connection with the University and then apply, and this was to be when I got through, for reinstatement. They said, "We can't give an instructor a leave of absence to go. You have to sever your connection and go, and probably we'll be willing to restore you." So I resigned and went to the University of Berlin for further training.

Q: ... the ... of the ... depart-
 ment and to get ... for the ... of ...
 He got the very best ... into it, and the ...
 were all of the same ... with ...
 Q: ... I think of him as the most ...
 I've ever known.
 Q: He accomplished a great deal, didn't he?
 Q: No, he certainly did, yes.

Graduate Study

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 tor a leave of absence to go. You have to sever your connection
 and go, and probably we'll be willing to restate you." So I
 resigned and went to the University of Berlin for further training.

Do-it-yourself Latin

LJR: Now, I've told you that I had learned German when I was a boy. My tutor was with us until I spoke English and German with just about equal fluency. So, when I was teaching at the University of California and wanted to go abroad for further training, I naturally went to the University of Berlin, where German was the main language. And to my utter astonishment I discovered when I got there that while some of the professors lectured in German, some lectured in Latin and spoke it, you know. And at the end of the course the student had to pass an oral examination in Latin on the subject matter. In other words, he had to speak Latin just the way I'm speaking English to you right now.

Whereupon I went to one of the learned professors and I said, "How can I get a speaking knowledge of Latin? I studied Latin in America but that was just translation work, that's all."

"Well," he said, "I'll tell you how to do it. You select two thousand pages of Latin prose, not too hard, good Latin prose. And you walk up and down in your room and you read aloud the two thousand pages. At the end of each page you say to yourself in Latin, 'Now, what was that all about that I've just read?' You have just had the vocabulary because you read it aloud. Now tell yourself what that was about. Do that for two thousand pages and at the end of it you'll discover that you can speak Latin."

Well, I got the two thousand pages; one of the parts of it was the New Testament in Latin, and then Latin classics from the

DR:

Now, I've told you that I had learned German when I was a boy.

My tutor was with us until I spoke English and German with just about equal fluency. So, when I was teaching at the University

of California and wanted to go abroad for further training, I naturally went to the University of Berlin, where German was the main language. And to my utter astonishment I discovered when I got there that while some of the professors lectured in German, some lectured in Latin and spoke it, you know. And at the end

of the course the student had to pass an oral examination in Latin on the subject matter. In other words, he had to speak Latin just the way I'm speaking English to you right now.

Therefore I went to one of the finest professors and I said,

"How can I get a working knowledge of Latin? I studied Latin

in America but that was just translation work, that's all."

"Well," he said, "I'll tell you how to do it. You select

two thousand pages of Latin prose, not too hard, good Latin prose.

And you walk up and down in your room and you read aloud the two

thousand pages. At the end of each page you say to yourself in

Latin, 'Now, what was that all about that I've just read?' You

have just had the vocabulary because you read it aloud. Now tell

yourself what that was about. Do that for two thousand pages and

at the end of it you'll discover that you can speak Latin."

Well, I got the two thousand pages; one of the parts of it

was the New Testament in Latin, and then Latin classics from the

LJR: Romans. And I walked up and down -- you know, I must have worked twelve hours a day on that. I worked all day long from early morning until I went to bed, reading that two thousand pages of Latin aloud. And when I finished it, I went over to the university and went into a lecture hall where there was a professor lecturing in Latin. Goodness, gracious, I understood every word he said! It was perfectly wonderful.

And so, during my stay in Berlin, I took some courses where the professor lectured in German and we read German books, and I took some courses where the professors lectured in Latin and all the examinations and the reading had to be in Latin.

Now, I want to tell you one delightful thing about that. I found I could speak Latin, then, just the way I've speaking English to you now, without the slightest hesitation, just the way I did German, too. Then in the vacations I traveled in Europe in order to get acquainted. And when I got into a country where the language was unknown to me, I could wait until I saw a Catholic priest walking along the street, and then I'd say, "Father" (Pater, we'd say, of course, in Latin), "I'm a stranger here. Will you kindly tell me what are the things I should see in this city in order to acquaint myself with the best things in your art and history." Whereupon the Catholic priest would always reply and give me very special directions and then almost always wind up by saying, "Beg pardon for asking the question, but are you a priest in just ordinary raiments?" [Laughter]

... And I walked up and down -- you know, I must have worked

twelve hours a day or thereabouts. I worked all day long from early

morning until I went to bed, reading that two thousand pages of

Latin alone. And when I finished it, I went over to the univer-

sity and went into a lecture hall where there was a professor

lecturing in Latin. Goodness, erudition, I understood every word

he said! It was perfectly wonderful.

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Europe in order to get acquainted. And when I got into a country

where the language was unknown to me, I could wait until I saw a

Catholic priest walking along the street, and then I'd say,

"Father" (Pater), we'd say, of course, in Latin, "I'm a stranger

here. Will you kindly tell me what are the things I should see

in this city in order to acquaint myself with the best things in

your art and history." Whereupon the Catholic priest would

always reply and give me very special directions and then almost

always wind up by saying, "Don't hurry for asking the question,

but are you a priest in that primary school?" [Laughter]

LJR: And I'd say, "No, I'm a student. But I am studying now at the University of Berlin where the students must know German and Latin. And that's how I happened to be able to speak it here to you."

Digital Multiplication Reconstructed

LJR: When I was at Berlin I read in an ancient work -- it was Quintilian -- that the Roman children didn't have to commit to memory the multiplication tables beyond the fives. They learned them from the twos to the fives and after that they did it all on their fingers. So I went to my learned professors and I said, "Show me how they multiplied on their fingers."

They said, "We only know that they did. No one in this world knows now how they did it."

"Well," I said, "thank you." I didn't say another word to these professors, but inside I said, "I'm going to make that an object of study for my thesis here. I'm going to use it." And I worked two years on that, and By George, I worked it out, I solved it. And there is an account of it in this paper.

["Digital Reckoning" by Leon Richardson, California Monthly for January 1940.] And now, let me give it to you simply:

The children in Greece and Rome committed to memory the multiplication tables only from the twos to the fives. Beyond that, they multiplied on their fingers. You see, beginning with the thumb, they numbered their fingers [raising his fingers consecutively] "one, two, three, four five" and now back to the thumb for

University of Berlin where the abstract must know German and Latin. and that's how I happened to be able to speak it here to you."

Digital Multiplication reconstructed

When I was at Berlin I read in an ancient work -- it was Papius -- that the Roman children didn't have to count to multiply the multiplication tables beyond the fives. They learned them from the two to the fives and after that they did it all on their fingers. So I went to my learned professors and I said, "Show me how they multiplied on their fingers."

They said, "we only know that they did it. We saw in this world knows how they did it."

"Well," I said, "I didn't say anything and in these professor, but inside I said, 'I'm going to make that an object of study for my thesis here. I'm going to do it.' And I worked two years on that, and by degrees, I worked it out, I solved it. And there is an account of it in this paper."

"Digital Multiplication" by Leonhard Euler, Commentarii Arithmetici for January 1780. Let me give it to you briefly:

The children in Mexico and Rome continued to multiply the multiplication tables only from the two to the fives. Beyond that they multiplied on their fingers. The rest, beginning with the thumb, they numbered their fingers [beginning with the thumb for 'one', two, three, four, five] and they had the thumb for

LJR: "six" on each hand, "six, seven, eight, nine, ten." Each numbering of the fingers is called a cycle. One through 5 is the first cycle, 6 through 10 is the second, 11 through 15, and so on.

Suppose a child wanted to know how much 7 times 7 are. He said, "six, seven," [raising thumb and finger on his left hand] and "six, seven," [raising thumb and finger on this right hand]. One hand becomes the multiplier and the other hand the multiplicand. Now, you have four fingers raised and in this cycle each raised finger is worth 10, so 10 times 4 is 40. Now look at the three fingers remaining down on each hand and multiply them; 3 times 3 is 9. Therefore, the answer is 40 plus the 9. Seven times 7 is 49.

ARF: How would you figure 7 times 8?

LJR: You would say, "Six, seven" and "six, seven, eight." Five fingers are up, each worth 10, so the answer will be 50-something. Here is two fingers down on the right hand and three on the left, and multiplied together they give you 6. So 8 times 7 is 50 plus the 6, makes 56.

Now the Encyclopedia Britannica [pulling down the volume] -- there it is right there -- on the subject of fingered numerals says that I restored to the modern world the knowledge of how the ancients multiplied. And this reprint ["Digital Reckoning Among the Ancients" by Leon J. Richardson, from the American Mathematical Monthly, Vol XXIII, No.1, January, 1916, pp. 7-13], is not

"six" on each hand, "six, seven, eight, nine, ten." Each numbering of the fingers is called a cycle. One hand is the first cycle, the other is the second, and so on.

Suppose a child wanted to know how much 7 times 7 are. He raises his right hand and finger on his left hand] "six, seven," [raising thumb and finger on his left hand] and "six, seven," [raising thumb and finger on his right hand]. One hand becomes the multiplier and the other hand the multiplicand. Now, you have four fingers raised and in this cycle each raised finger is worth 10, so 10 times 4 is 40. Now look at the three fingers remaining down on each hand and multiply them; 3 times 3 is 9. Therefore, the answer is 43 times 3. Seven times 7 is 49.

How would you figure 7 times 8? You would say, "six, seven, eight." Five fingers are up, each worth 10, so the answer will be 50-something. Here is two fingers down on the right hand and three on the left, and multiplied together they give you 6. So 8 times 7 is 56 plus 6, makes 62.

Now the psychopaths [pulling down the hands] -- there is in right there -- on the subject of fingered numerals. says that I referred to the modern world the knowledge of how the ancient multiplied. In this report [Ethical Research Journal the Ancients" by Leon J. Richardson, from the American Ethnologist - cal Monthly, Vol XXIII, No. 1, January, 1916, pp. 7-15], is not

LJR: my thesis because when I wrote my thesis on this subject I used Greek and Latin and any language that I wanted to. The men here in San Francisco, the certified public accountants here, wanted me to get out a brief version of this all in English for them, so this is what I got ready for them. That tells the whole thing, and you may have that.

ARF: Why don't we teach it to our children in school now?

LJR: I have taught it to children, and years later when those children had come into the University they'd come to my office and say, "Are you Professor Richardson?"
 "I am."

"You taught me to multiply on my fingers when I was a little boy," (or a little girl, as the case may be) "and I've done it all the way through school, never had to commit to memory."

ARF: Is there a problem of it being slower when you get up into more complicated mathematics?

LJR: No, not at all. Let's see how much 17 times 17 are. "Sixteen, seventeen," [raising thumb and finger on left hand] -- "sixteen, seventeen," [raising thumb and finger on right hand]. Now, this is the third cycle. Did you notice? In the first cycle the value of the raised fingers is ten. In the second cycle ten. In the third cycle, 20, in the fourth cycle, 20, and they run that way, 10,10,20,20,30,30,40,40, on as far as you want to go. All right, these are 20. Now count on the raised fingers, 20,40, 60,80, and multiply the fingers that are down, 3 times 3 is 9.

... I think because when I wrote my thesis on the subject I used
 Greek and Latin and my language that I wanted to. The way they
 in the classical, the verified applied mathematics part, would
 me to get out a brief version of this all in English for them,
 nothing is what I got ready for them. What tells the whole thing,
 and you may have that.

Why don't we teach it to our children in school now?
 I have taught it to children, and years later when these children
 had come into the University they'd come to my office and say,
 "Are you Professor Richardson?"
 "I am."

"You taught me to multiply on my fingers when I was a little
 boy, I got a little girl, as the case may be" and I've done it
 all the way through school, never had to resort to memory."
 It takes a number of it being shown when you get up into more
 complicated mathematics?

No, not at all. Let's see how much I think I've... "fifteen,
 seventeen," [raising thumb and finger on left hand] -- "fifteen,
 seventeen," [raising thumb and finger on right hand]. Now, this
 is the first cycle. Did you notice? In the first cycle the
 value of the raised fingers is ten. In the second cycle ten.
 In the third cycle, 20, in the fourth cycle, 30, and they run
 that way, 10, 20, 30, 40, 50, or as far as you want to go.
 All right, there are 20. Now count on the raised fingers, 20, 30,
 40, 50, and multiply the fingers that are down, 3 times 3 is 9.

- LJR: And add it together and that makes 89. Now, in this third cycle there is always a bonus of 200, so that makes 289. Therefore, 17 times 17 is 289.
- ARF: This is just like having a slide rule with you all the time.
- LJR: Children take it it like a duck to water because they feel they are beating the game. You see, they don't have to commit to memory up to the twelves.
- ARF: How high can you go?
- LJR: Up into the billions. There is no end to it.
- ARF: If you remember the bonuses and how to increase the value of your raised fingers on the proper cycles, you can go on indefinitely?
- LJR: Yes, indefinitely. This tear sheet will tell you how that is, so that you can multiply 472 by 472. You'll see. You can get it right away, yes.
- ARF: And that's what you wrote your thesis on. Tell me what the professors said when you had it figured out.
- LJR: You mean in Berlin? [Laughter] They were dumbfounded to think I got it.
- ARF: Did you just give it to them all of a sudden one day?
- LJR: Yes. I had the whole blooming thing all worked out. They were amazed.
- ARF: How did you first get on to the system?
- LJR: Well, I'll tell you, it's a complicated story. I thought if I could only get in touch with the ancient Romans they would tell me, of course, at once. But now, is there a way of getting in

and add it together and that makes 99. Now, in this fair game
there is always a bonus of 500, so that makes 99. Teachers,
it is 99.

This is just like having a child who has all the time.
Children take it if it is a race to win because they feel they
are beating the game. You see, they don't have to commit to
memory as to the answer.

How high can you go?
Up into the billions. There is no end to it.

If you remember the numbers and how to increase the value of your
raised fingers on the proper circles, you can go on indefinitely.

Yes, indefinitely. This part about will tell you how that is,
so that you can multiply 47 by 47. You'll see. You can get it
right away, yes.

And that's what you were your teacher on. Tell me what the pro-
fessors said when you had it figured out.

You mean in Berlin? [Laughter] They were embarrassed to think I
got it.

Did you just give it to them all of a sudden one day?
Yes. I had the whole thing going all worked out. They were
amazed.

How did you first get on to the answer?
Well, I'll tell you, it's a complicated story. I thought if I
could only get in touch with the ancient Romans they would tell
me, of course, at once. But now, in these days of getting on

LJR: touch with the ancient Romans? I said, "Why, yes, if I could find a place on the European map where there are no cities anywhere near, peasants will doubtless be there. If I go into that area maybe I can find some peasants who have received this information about multiplying from their ancestors."

So I worked. On the map I found a place in Rumania where there weren't any cities anywhere around, just blank. I traveled down there and I got into that area and I began to talk with these peasants. Some of them spoke German, so I could communicate that way. And I began to study the peasants. I finally found an old lady who did something with her fingers to put her grandchildren to sleep. And I said to her, "Do you know anything about the way the ancient Romans used their fingers in mathematics for numbers?"

She said, "I remember that my father and mother knew that."

"Can you remember how they used their fingers in any way?"

"Well," she said, "I'll try to remember." She wasn't multiplying, you understand, but she used her fingers the way she remembered her father and mother used them. She showed the movements to me and then I went away. I said, "I believe I've got the start right there." And then it occurred to me, and I got the thing. But she helped me by telling me what she could remember about how her father and mother used their fingers.

ARF: You got the idea there at least about holding up some fingers and having the others down. You had to do it on your own from there.

touch with the ancient world? I said, "Yes, if I could find a place in the world where there are no other people there now, I would like to go. If I go into that place now, I can find some people who have lived there before."

"So I worked. In the way I found a place in Russia where there weren't any other people around, just alone. I traveled

down there and I got into that area and I began to talk with these people. Some of them were old, so I could not understand that way. And I began to study the language. I finally found an old lady who did something with her fingers to get her handwriting down to sleep. And I said to her, "Do you know anything about

the way the ancient Romans used their fingers in mathematics for numbers?"

She said, "I remember that my father and mother used their fingers. Can you remember how they used their fingers in any way?"

"Well," she said, "I'll try to remember." She said, "I'll try to remember, but she used her fingers the way she

remembered her father and mother used them. She showed the way she used to use them. I said, "I believe I've got

the right idea now." And then it occurred to me, and I got the idea. But she helped me by telling me what she could remember about how her father and mother used their fingers.

You got the idea there at least about how they used their fingers. Now, the other hand, for me to do it or you, or for others.

LJR: Oh, yes, I had to work. Seven-eighths of it I had to work out myself, yes.

ARF: And had arithmetic been a favorite subject of yours?

LJR: No. It was just a human subject. You see, I studied Latin and Greek and we call those the humanistic studies. We studied two civilizations, Greek civilization and the Roman civilization. And in a civilization you want to know things like how people multiplied.

Famulus to Hermann Grimm

LJR: While at the University of Berlin I worked under several distinguished scholars, among them Professor Hermann Grimm, who appointed me his famulus.

ARF: Hermann Grimm was a nephew, wasn't he, of the brothers who collected the fairy tales?

LJR: He was the son of one and the nephew of the other of the Brothers Grimm that collected the fairy tales.

ARF: What is a famulus?

LJR: That is a long story, and a very important one. When I went to the University of Berlin I took Grimm's work in the history of art and he invited me to come to his home. That was a rare thing for a professor there to do; they would see the men in the class and that would be the end of it. He saw me in the class and he invited me to come to his home, and he said, "I want to appoint you my famulus," and he did so.

LJR: I rushed over to the library after he had done this and I said to the librarian, "Can you tell me what a famulus is?" And the man said, "Why certainly, that's a great thing in this country. It is translated by the word 'attendant.' The great man, the elderly man, who appoints a younger man famulus takes him as his attendant to a great many occasions. And we have a book on the etiquette of the famulus. When he is taken by his patron the elderly man will introduce the young man to his friends everywhere he goes. The famulus is never to start a conversation. When he is introduced he's to bow from the hips and keep silent. Not a word. If the person to whom he is introduced starts a conversation, all well and good, then he may go on."

Well, Hermann Grimm took me to various places. The Kaiser wanted Hermann Grimm to come to a certain place and judge a painting, to see whether it was good enough to be put into the German Museum in Berlin. Hermann Grimm took me along. There were some very lofty, important men in that group that the Kaiser had brought together. Hermann Grimm introduced me. I bowed at the hips and never said a word after each one of these introductions and Hermann Grimm liked that very much, he liked it very much indeed. But not one of them initiated a conversation with me. Not one.

ARF: And you must have been eager to talk with them.

LJR: Well, I knew my business. They were called upon to do some

I ... I pointed out to the library after he had done this and I
 said to the librarian, "Can you tell me what a 'Lecturer' is?"
 And she said, "Very certainly, that's a great thing in
 this country. It is translated by the word 'Lecturer'. The
 great man, the ablest man, who speaks at parties and meetings
 takes his audience to a great many occasions. And he
 has a book on the subjects of the Republic. Then he is called
 by his name the ablest man will introduce the young man to his
 friends everywhere he goes. The lecture is never to start a
 conversation. When he is introduced he's to bow from the hip
 and keep silent. Not a word. If the person to whom he is intr-
 duced starts a conversation, all well and good, then he may so

..."

Well, however, when I took me to various places. The lecture
 entered between them to come to a certain place and judge a
 painting, to see whether it was good enough to be put into the
 German Museum in Berlin. However, when I took me along. There
 were some very jolly, interested men in that group that the Chair
 had brought together. However, when I introduced me. I bowed at
 the sign and never said a word after one of those intro-
 ductions and Hermann was like that very much, he liked it
 very much indeed. But not one of them initiated a conversation
 with me. Not one.

... and you must have seen every one with their
 ... Well, I know by experience. They were called upon to do some

LJR: specific thing, to pass on that painting: was it good enough to be put into the national museum? They had that in their minds. They doubtless thought that I didn't know anything about painting and so they didn't initiate any conversation with me. But I heard the conversation and I heard the discussion and the verdict about the painting.

ARF: Could you see how Professor Grimm measured up to the other art critics of the day?

LJR: Oh my, he was very eminent. He was professor of art at the University of Berlin. That was a very high position. And really, his judgment on works of art was good. People knew it and they respected his judgment. It was always very well-considered, yes. So he was, in my judgment, an eminently successful professor in the University of Berlin.

ARF: Did you live in his house?

LJR: No, but here is the fact. When he entertained he had me there, and quite often he had me there for just the family dinner. I would be one person more at his family dinner.

ARF: Was this famulus relationship arranged through the university?

LJR: Not at all. When an eminent man appointed a young man his famulus that was a matter between those two, and it didn't come from any institution, and no institution came into the business at all. Any eminent man might, if he chose, appoint some young man as his famulus. Now, that's not a custom today in Germany, but that was a definite custom then.

specific thing, as based on that holding: was it good enough to
 be put into the national standard? They had that in their minds.
 They doubted that I didn't know anything about printing
 and so they didn't insist on any conversation with me. But I
 heard the conversation and I heard the discussion and the verdict
 about the printing.

Could you see how Professor Götter was... by the other art
 critics of the day?

Oh yes, he was very content. He was professor of art at the Uni-
 versity of Berlin. That was a very high position. And really,
 his judgment on works of art was good. People knew it and they
 respected his judgment. It was almost very well-considered, for
 so he was, in my judgment, an entirely successful professor in
 the University of Berlin.

Did you live in his house?
 No, but near to his house. When he entertained he was in there,
 and quite often we had so many for just the family dinner. I
 would be the person who at his family dinner.

Was this family relationship entirely through the university?
 Not at all. There was no relation, and especially a good one. I was
 far from a casual relation. I was far from that, and I didn't know from
 any relation, and no invitation came into the picture at all.
 Any relation was right, if he chose, especially when I was in his
 family. Yes, that's not a casual relation, but that was
 a definite relation then.

ARF: How did he get interested in you?

LJR: Why, he saw me in his classes, and he picked me out through that. That's how he got acquainted with me. I was taking his work on the history of art and he saw me there. I, of course, now and then talked with him after a lecture about some particular work of art that I might have seen and was interested in, so he got acquainted with me that way.

You may be interested to know that after I returned to America we carried on an intimate correspondence until he died. So that this relation of famulus continued to exist when we were thousands of miles apart.

ARF: Do you still have the letters?

LJR: No, I don't believe I have, and I'm awfully sorry, but I don't think I have them.

ARF: What sort of things did an eminent art critic do in Germany at that time?

LJR: Well, to begin with, he had a beautiful residence in Berlin. And he entertained there a group of his kind, people who were traveling and had come from a distance, or people who lived there. He entertained a good deal. He liked that and his home was suited to it.

ARF: This takes finances. Now, is this a measure of the rate of pay that a scholar got in Germany in those days?

LJR: He was independently wealthy. His father and uncle had written a book that corresponds with our Webster's Dictionary, and it

How did he get interested in you?
 Why, he was in his classroom, and he noticed me out there. That's how he got acquainted with me. I was taking his work on the history of art and he saw me there. I, of course, had not then talked with him after a lecture about some historical work of art that I might have seen and was interested in, so he got acquainted with me that way.

You may be interested to know that after I returned to America we carried on an intimate correspondence until he died. So that this relation of friendship continued to exist when we were thousands of miles apart.

Do you still have the letters?
 No, I don't believe I have, but I'm awfully sorry, but I don't think I have them.

What sort of things did he write and what sort of things did he write to you?
 Just letters.

Well, to begin with, he was a somewhat timid person in Berlin. He is entertained there a group of his kind, people who were traveling and had come from a distance, or people who lived there. He entertained a good deal. He liked that and one does not mind to sit.

This letter finished. You, in this country of the time of that that a scholar was in Germany in those days.
 He was independently wealthy. His father had made the money a good deal connected with the American Revolution, and he

LJR: sold all through Germany and the world. And they also printed the fairy tales. Why, the fairy tales sold by the wagon-load, yes. So that their books brought them a lot of money.

I want to add one more word to make that complete. Those two men got out a dictionary for the German language and a grammar for the German language, and it was the first great grammar of all European language. It became a model for grammars in German, French, Italian and so forth after it had appeared.

ARF: So he was born into a tradition of great scholarship.

LJR: Yes.

ARF: Your life seems to have been guided by great teachers.

LJR: Yes. I owe more personally to four men than any other men. One was Professor Gayley, the other was Frederick Leroy Bliss, the teacher who persuaded me to forsake the commercial course for the classical course in high school, and the other two were John Dewey and Hermann Grimm, as I have mentioned.

ARF: Was this an influence of a direct emulation type?

LJR: No, it was inspirational. Friendly and inspirational.

... said all through Germany was the wolf. And they also printed
the fairy tales. But, the fairy tales which by the women-kind, you.

... said their books brought them a lot of money.

I want to add one more word to what you said. I have
the man got out a dictionary for the German language and a gram-
mar for the German language, and it was the first book printed
of all European languages. It showed a word for grammar in
German, French, Italian and so forth after it was appeared.

... So he was put into a tradition of great scholarship.

... Yes.

... Your life would have been guided by great teachers.

... Yes. I got into personally to that man from my school days. One

... was Professor Bailey, the other was Professor Perry. They

... teacher who persuaded me to leave the commercial course for the

... classical course in high school, and the other two were John Dewey

... and Herbert Gilman, as I have mentioned.

... Was this an influence of a direct method type?

... No, it was traditional. Directly and traditional.

RECALL TO CAL - 1897

Academic Life of the Professor

Teaching Latin Conversationally

LJR: Well, I got my work done in German and Latin. I was there nearly three years, until 1897. Then I sent word to the University of California that I felt I was ready to resume my work at the University if they wanted me. Whereupon I got a delightful telegram saying, "Come back, we want you." The regents hired me again. And that's how I began my long tenure there. You see, I first went there in 1891. So I began my tenure 68 years ago.

It was in August 1897 that I was reappointed to membership in the Latin department. I went to President Kellogg and I said, "Now, I am prepared to teach Latin by the conversational method. I can speak Latin just as easily as I speak English, and I can teach that way." Formerly I taught by having the students translate using a dictionary and a grammar. Now I could do it by the conversational method.

President Martin Kellogg said, "I do not dare to advise you to do that here, for there are other professors of Latin and they would be very much thrown into the shade if you were teaching Latin by the conversational method. So I shall have to ask you to teach by the old way, translation, grammar, and dictionary."

RF: Kellogg was a Latin teacher too, wasn't he?

Academic life of the University

Teaching Latin conversationally

Well, I got my first job in Berkeley in 1937. I was there nearly three years, until 1940. Then I went back to the University of California that I left I was going to teach my work at the University of California. I got a delightful response saying, "Come back, we want you." The response kind of surprised me and that's how I began my long career here. You see, I first went there in 1937. So I began my career at your school. It was in about 1937 that I was assigned to teaching in the Latin Department. I went to President Wilson and I said, "Now, I am prepared to teach Latin by the conventional method. I can teach Latin just as easily as I speak English, and I can teach that way." Explicitly I taught by having the students translate using a dictionary and a grammar. Now I could do it by the conventional method.

President Wilson replied, "I do not dare to advise you to do that here, for there are other professors of Latin and they would be very much thrown into the shade if you were teaching Latin by the conventional method. So I shall have to ask you to teach by the old way, translation, grammar, and dictionary."

Wilson was a Latin teacher too, wasn't he?

LJR: Yes, he was.

"Well," I said, "very well, if that's the way you want me to do it, I'll do it." But now, I want to tell you that secretly I picked out about six of the brightest students in my Latin classes and I said to them confidentially, "Do you want to learn to speak Latin?"

And every one of them said, "Yes, is that possible?"

"You come to my office at five o'clock in the afternoon, three days a week, and I will talk Latin with you and teach you to talk Latin." At that time all the other professors had gone home -- five o'clock in the afternoon, you know -- but the students came in. One of those students was Robert Blake, a man well known, of the Blake family here in this region. Just a few days ago I met a professor from Harvard and in our conversation he just casually said, "We had a professor at Harvard, Robert Blake, who came from California. Did you know him? He was the only professor at Harvard who could speak Latin." Well, he was one of my students.

RF: How long did you keep up these nocturnal courses in Latin?

JR: I did it for a few years, and I can remember, by the way, teaching one woman who got the speech beautifully, and she became the teacher of Latin in Berkeley High School. And I used to go down there and watch her and she would stand before her class and talk to them in Latin, and she got them to talk by doing so. It was a very nice, charming way it was worked out there, very charming.

Yes, he said.

"Well," I said, "very well, if that's the way you want to go."

He said, "I'll be glad to do it, but I want to tell you that I've

picked out about six of the brightest students in my Latin

classes and I said to them confidentially, 'Do you want to learn

to speak Latin?'"

And every one of them said, 'Yes, to the very end!'"

"You seem to me to be a little bit of a dreamer in the old-fashioned

three days a week, and I will tell you that you and I have

to talk Latin." At that time all the other professors had gone

home -- I was alone in the classroom, you know -- but the students

came in. Not a few of them were about eight, a few were nine,

of the class being in the room. Just a few days ago I

met a professor from Harvard and in our conversation he said

casually, 'We had a professor at Harvard, Robert Blake, who

came from California. Did you know him? He was not only profes-

sor at Harvard but would speak Greek Latin.' Well, he was one of my

students.

Now how did you keep up these wonderful courses in Latin?

I did it for a few years, and I don't remember, by the way, teaching

one woman who got the speech beautifully, and she became the

teacher of Latin in the Wesleyan High School. She I used to go down

there and watch her and she would stand before her class and talk

to them in Latin, and she got them to talk by heart all. It was

a very nice, surprising way it was worked out there, very wonderful.

- LJR: A baby learns the language of its mother by hearing the speech; that shows us that hearing is nature's way of teaching a language. Not translation with a grammar and a dictionary, and yet in the United States today, from San Francisco to Boston, in the schools everywhere, with a few exceptions, they teach languages by translation method. I am amazed that we haven't become aware of the truth about that matter. It is perfectly clear and definite that if you want to teach a language you want to work through the ear; that's the way to do it.
- RF: Were you ever officially allowed to teach by the conversational method, perhaps under President Wheeler?
- LJR: No, I never was allowed to in the University. I had to assign a certain passage from, we'll say, Lucretius, and say, "Now, tomorrow you come into the class and translate that passage and we'll discuss the matter. And you are to use your grammar and your dictionary, get it up and come in, and we'll have a discussion on that passage." That's the way I had to do it right along. Of course, it isn't what I call a bad method; I merely say that the conversational method is much better.
- RF: Some teachers have come around to using the conversational method, haven't they?
- LJR: No, I think they're teaching Latin and Greek exactly as they did. Why, over in the University they're teaching modern languages mostly that way. For example, studying French, you don't find the student that has studied French for two or three years able

A body learns the language of its mother by hearing her
 speech: that shows us that hearing is nature's way of teaching
 a language. And translation is a process and a discovery, and
 yet in the United States today, from San Francisco to Boston, in
 the schools we teach, with its mechanical, copy-book
 method of translation. I am sure that we have become
 aware of the fact that this is not the way to learn a
 language. If you want to learn a language you must go
 through the ear: that's the way to do it.
 You see you are actually obliged to work by the conventional
 method, but you must understand why.
 No, I never was allowed to do the translation. I had to make
 a certain amount of work, but I was, I think, free,
 tomorrow you come into the class and translate that passage and
 we'll discuss the matter. And you are to use your grammar and
 your dictionary, and it is all done in, and we'll have a class-
 time in that passage. That's the way I was to do it. I think
 of course, if that's what I said I said I said I said I said
 the conventional method is not better.
 Some teachers have come around to using the conventional
 method, haven't they?
 No, I think that's because Latin and Greek are not like
 you, even in the University they're teaching other languages
 mostly that way. For example, studying through your book's fine
 the student and the student teacher for two or three years ago

LJR: to talk French; they knew French literature pretty well but they don't get a good speaking knowledge of the language. If you say, "Parlez-vous français, mademoiselle, s'il vous plait?" they don't know what you're talking about.

RF: In your teaching classical Latin poetry, did your ability to speak Latin help you?

LJR: Oh, yes.

RF: Somewhere you wrote that students should be able to really "read" Latin poetry -- not just sit down and laboriously figure it out and kill it in the process. How did you get your students to really "read" it?

LJR: Well, I read aloud to them the passage that we were treating that day and I said, "There is tonal music in this, tonal music." Now, the poet avoided harsh words, he put in words that were fitted into tonal music. "Arma virumque cano, Troiae qui primus ab oris"-- those are the first two lines of Virgil's Aeneid.

You hear that tonal music?

Arma virumque cano, Troiae qui primus ab oris
Italian, fato profugus, Lavinaque venit...

I tell them there is a music there.

RF: There is, when you say it.

LJR: There's music. It's the kind of thing the violin gives you. And all the great poets know that and they strive to get it, and therefore if you merely take a poet like Virgil and read him with your eye and never read him aloud, you miss that music. So, in my teaching, while I wasn't allowed to develop the conversa-

to take French. They have French literature pretty well but they don't get a good general knowledge of the language. If you say, "Partly your language, and partially, 'if you don't' they don't know what you're talking about."

In your teaching classical Latin poetry, did you advise to speak Latin help?

Oh, yes.

Sometimes you write that students should be able to read "read" Latin poetry -- not just sit down and laboriously figure it out and kill it in the process. How did you get your students to really "read" it?

Well, I read aloud to them the passage that we were working that day and I said, "There is some music in this, some music." Now, the poet avoided harsh words, he put in words that were fitted into some music. "That's the music, that's the music, and that's the music" -- these are the first two lines of Virgil's Aeneid.

You hear that musical music?

Aeneas comes, his name is Aeneas
I tell you, that's the music, that's the music...

I tell them there is a music there.

There is, when you say it.

There's music. It's the kind of thing the music gives you. And all the great poets are that and they strive to get it, and therefore if you really take a good look at Virgil and read him with your eye and never read him aloud, you miss the music. So, in my teaching, while I wasn't allowed to develop the conversation-

LJR: tional method, I did say, "I want you to read aloud everything we study in order to get the tonal music that the poet has put there."

ARF: I understand you used to visit your students.

LJR: Yes, I followed throughout my teaching, especially in the earlier years, the habit of calling on my students in their homes. I sometimes would ride twenty miles to some spot where one of my students lived and call on that student and his parents in the home. I don't know any professor that ever did just that, but for years I kept up that habit of calling on my students in their homes, when they had them. And I always found that that was quite worthwhile. They took more interest in what I was trying to teach them after I met their father and mother. If I had a student and got acquainted with his or her father and mother it was a very pleasant relationship.

ARF: Did you also find that you could stimulate germinating ideas they had at that age?

LJR: Well now, I don't remember just that. I don't know that I did. What I endeavored to establish when I called at the home was a pleasant social relation. You can't do it now; it's too big.

ARF: It would be difficult getting around to 200 students in a class.

LJR: That's it. You can't do it. The classes were smaller then, and I could do that. In the course of a year I could call at the homes of all my students that had homes where they were living with their father and mother.

ARF: You didn't necessarily call on those who were living in boarding houses, or --

tional method, I do not, I want you to read some interesting
study in order to get the final result that the best one is there.

I understand you want to visit your students.

Yes, I would like to visit my students, especially in the winter.

years, the habit of calling on my students in their homes.

sometimes would like to visit them in some way which we do not

students lived and will in their studies and the results in the

home. I don't know any professor that ever did just that, but

for years I kept up that habit of calling on my students in their

homes, when they had them. And I always found that that was quite

worthwhile. They had more interest in what I was trying to teach

them after I had their father and mother. If I had a student and

got acquainted with his or her father and mother it was a very

pleasant relationship.

Did you also find that you could stimulate your students more

and at that time?

Well now, I don't remember just that. I don't know that I did.

That I endeavored to establish when I called on the home was a

pleasant social relation. You can't do it now; it's too difficult.

It would be difficult getting around to 100 students in a class.

That's it. You can't do it. The classes were smaller then, and

I could do that. In the course of a year I could call on the

homes of all my students that had homes where they were living

with their father and mother.

You didn't necessarily call on those who were living in boarding

houses, or --

LJR: Usually I did not. It was a little difficult. I may have met those students socially out somewhere, and if so I took occasion to cultivate them and get acquainted with them, but as a rule I followed the idea of calling where a student was living at home. That's part of the good, old days. You can't do it now.

Public School Examiner

LJR: In the year 1901 I was school examiner for the state of California and visited every high school in the state for one day to rate and report on its quality of work so that the students might be received from the good schools without entrance examinations, simply upon recommendation of their teachers.

ARF: Did you think this was a good plan?

LJR: Oh, yes. It had to be tactfully done, but I think I did it that way. I didn't hurt anybody's feelings. I did the best I could, and I think the schools that didn't get the recommendation realized that they had defects in their teaching. And they didn't get sore about being left out for the time being. What they did was this: they began to brace themselves and improve. They saw that other schools had been approved and they wanted to be in that class. So there was an applied effort to improve the teaching right after that.

ARF: Did this plan of letting students in without examination work well for the University?

LJR: Why, I think that worked very successfully. It comes right down

Usually I did not. It was a little difficult. I may have not
those students socially out somewhere, and if so I took occasion
to cultivate them and get acquainted with them, but as a rule I
followed the idea of calling upon a student and living at home.
That's part of the job, did you. You can't do it any.

Public School Teacher

In the year 1901 I was school examiner for the state of California
and visited every public school in the state for one day to take
and report on its quality of work so that the students might be
received from the good schools without entrance examinations,
simply upon recommendation of their teachers.

Did you think this was a good plan?

Oh, yes. It had to be practically done, but I think I did it that
way. I didn't hurt anybody's feelings. I did the best I could,
and I think the schools that didn't get the recommendation pre-
sented that they had defects in their teaching. And they didn't
get some about being left out for the time being. What they
did was this: they began to brace themselves and improve. They
saw that other schools had been approved and they wanted to be
in that class. So there was an applied effort to improve the
teaching right after that.

Did this plan of letting students in without examination work

well for the university?

Why, I think that worked very successfully. It seems right when

- LJR: to the present day; it's always worked well; there had been no defect in it that we've ever found.
- ARF: As a rule the students have measured up to expectations?
- LJR: Oh, yes, they have.
- ARF: Could you give a description of a school examiner's job?
- LJR: Yes. At first I was sent out to one school every week for a time and then there was one year in which I devoted my whole year to visiting every school in California, one whole year. And I went from San Diego clear to the northern boundary and I never missed one school in the state -- visited every one that year.
- ARF: And this was for your specialty of Latin and Greek?
- LJR: No, not at all. That work was to foster a sound curriculum in the schools and as far as possible to assist in their getting good teaching. Those two problems were in my mind when I went to each school.
- ARF: Was your criterion for a sound curriculum the same for all of the schools?
- LJR: No.
- ARF: You differed between rural and city schools?
- LJR: The sound curriculum is determined by the needs of the community. And when I say that, I mean that the community will have certain lines of business that are intensified. It will have certain needs that are different from the needs of other communities. And the sound curriculum is one that is properly adjusted to the needs of the particular community.

to the present day; it's always wanted; there has been an
 belief in it just as ever before.

As a rule the students have wanted us to separate
 the year, they have.

Could you give a description of a normal summer's job?
 Yes. At first I was sent out on the road every year for a time
 and then back and forth in which I devoted my whole year to
 visiting every school in California, and every year. In 1907
 you had made clear to the workers generally and I never missed
 the school in the state — practically the last year.

And this was for your specialty of Latin and Greek?
 No, not at all. That was not to foster a kind of criticism in
 the schools and as far as possible to assist in their progress
 good teaching. Those two countries were in my mind when I said
 to each school.

Was your criticism for a young criticism the same for all of
 the schools?
 No.

You differed between rural and city schools?
 The sound criticism is determined by the needs of the community
 and when I say that, I mean that the community will have certain
 lines of business that are interested. It will have certain
 needs that are different from the rest of other communities. And
 the sound criticism is one that is properly adjusted to the
 needs of the particular community.

ARF: Well, how does this fit in with the necessity for a broad, general classical education in the high school curriculum?

LJR: Well, the University must have the broad general curriculum and the fields of interest, but the high school is affected a great deal by the local business and professional interests. And when I went each times to examine high schools I always talked with men in the community to find out what the dominant interests were, for those interests must be taken into account in the making of the proper curriculum for the school.

ARF: At the same time you had to keep in mind what these students needed as preparation for the University if they should want to come.

LJR: Yes. Of course, I always took the ground that there would be a certain percentage of the students going on to the University. And their needs were something there. But the majority of the pupils in the school weren't going to the University and I had to think of their needs when they went out and got positions in the stores in the community and possibly in the professions of the community. What I advocated for those students going to the University was not something that I thought of as applicable to the whole school. I never advocated one curriculum for all purposes, but always took into account special problems that were involved in each community.

ARF: Did your ideas about teaching young children languages ever have any effect on the schools when you were school examiner?

well, you know this is the only one existing for a long time.

... in the school... well, the University... the field of interest... deal by the local... I want each... and in the... were, for these... means of the... At the same... needed as... some.

... I think... certain... and their... pupils in... to take of... the state in... the community... University... the state... program, and... were involved in...

... did not... any effect on...

LJR: Well, the high schools were so fixed in their ideas that I could not change them; I had to take the high schools as they were and examine the teaching done and report on it. I couldn't undertake to bring about a revolution. It would have made trouble, just the way it would there in the University if I had done it. They wouldn't let me do it in the University; they wouldn't in the high schools either, of course.

RF: Do you think any of the teachers would have been able to teach Latin conversationally?

JR: No, they had not been trained that way. They had all been trained by the translation method. I never found a teacher that could speak Latin throughout the state in the year I was examiner.

President Wheeler

JR: Martin Kellogg was the president when I returned from Berlin. I want to tell about Mr. Kellogg because he was a professor of Latin as well as president of the University at that time. He was a very gentle, quiet person; he was not like some of the University presidents you hear about who go around the country making brilliant speeches; he didn't do that kind of thing at all. He conducted the faculty meetings very properly and he was always quiet and serene in his manner. But he never went out on speech-making trips throughout the state, never did that, and that went on until Benjamin Ide Wheeler came.

Well, the other schools were so tired in their heads that I could
 not change them, I had to take the right schools as they were and
 explain the teaching that was the result of it. I could not
 in time make a revolution. It would have been like that, just
 the way it was in the university in 1912 and 1913. They
 wouldn't let me do it in the university; they wouldn't let me
 give schools either, at all.

In any case, any of the teachers would have been able to teach
 Latin conversationally.
 But they had not been trained that way. Just two or three years
 trained by the traditional system. I never found a teacher that
 could speak Latin fluently in the year I was studying.

President Lincoln

Walter Collins was the professor when I visited the Berlin. I
 went to tell about the Berlin because he was a professor of
 Latin as well as president of the University of that time. He
 was a very gentle, quiet person; he was not like some of the
 University professors you meet about the country
 who are brilliant scholars; he didn't do that kind of thing at all.
 He conducted the faculty meetings very properly and he was always
 quiet and calm in his manner. But he never held out an opinion
 making trips throughout the state, never in fact, and that was
 an early judgment in the Berlin case.

Wheeler and Richardson

LJR: Now, Wheeler was a human being of an entirely different sort. He loved to talk. He made speeches with great ease, and when he got to the University of California he not only conducted his office work and conducted faculty meetings but he traveled all over the state of California acquainting the people with the University in some detail, making speeches everywhere. And I happened to be quite close to him because he had heard that I had been a school examiner in California. I had been all over the state doing that and, inasmuch as I'd had that experience, Benjamin Ide Wheeler said, "I want you to help me plan my next trip," and so forth. So, he often had me in his office telling me what he wanted to do next. He said, "You make out the plan of my trip for this particular section of the state."

Wheeler was in office twenty years. Other presidents had just been in a short time, but Wheeler was in office twenty years and during that time he rendered great service to the University.

RF: How did he manage to stay in office so long?

JR: Well, it was his great ability as an executive, and he enjoyed doing it, and nobody ever suggested that he stop and vacate his position and let another man come in. You see, they did that in these other cases. Now, there was Horace Davis in San Francisco, a very delightful man, and he was president from 1888 to 1890, two years. He was a Harvard graduate. And at the end of two years his friends said, "Don't you think you'd better resign

Wheeler and Richardson

Now, Wheeler was a human being of an entirely different sort. He loved to talk. He made speeches with great ease, and when he got to the University of California he was only continuing his office work and conducting faculty meetings but he traveled all over the state of California agitating the people with the University in some detail, making speeches everywhere. And I happened to be quite close to him because he had heard that I had been a school teacher in California. I had been all over the state during that time, inasmuch as I'd had that experience. Benjamin Ide Wheeler said, "I want you to help me plan my next trip," and so forth. So, he often had me in his office telling me what he wanted to do next. He said, "You were out for a while of my trip for this particular section of the state."

Wheeler was in office twenty years. Other presidents had just been in a short time, but Wheeler was in office twenty years and during that time he rendered great service to the University.

How did he manage to stay in office so long?

Well, it was his great ability as an executive, and his enjoyment of it, and nobody ever suggested that he step and vacate his position and let someone else come in. You see, they did that in some other cases. Now, there was Horace Wells in San Francisco, a very delightful man, and he was president from 1885 to 1890, two years. He was a Harvard graduate. And at the end of two years his friends said, "Don't you think you'd better resign

LJR: and let somebody else come along?" That's the way it was done. It wasn't always a blunt statement, but the hint was passed.

ARF: The legislature and the state as a whole were continually harassing the University, weren't they?

LJR: Yes.

ARF: How did Wheeler handle those dissatisfactions so successfully?

LJR: He did that through his great ability to mingle with men, to get their point of view, and then to argue any particular issue that came up. And he did that so successfully that these politicians in the state thought he should do more of this good work.

Nobody suggested to him that he should stop work until a great accident happened. I will tell you now about it. He had a little vacation that enable him to go to Europe for two or three months, in about 1911, and there he made the acquaintance of the Kaiser. And he and the Kaiser seemed to hit it off wonderfully together. When he came back he showed a friendliness toward the Kaiser which amounted to lack of interest in some degree in our government.

ARF: You mean even at the time he came back, which was considerably before we entered the war, that sympathy for the Kaiser was tantamount to disloyalty to our government?

LJR: They did interpret it as disloyalty even that early. Things were moving in that direction. And his presidency was ended by the unfortunate introduction of his friendship with the Kaiser. He came back from Germany and he had so much enthusiasm about

and let somebody else come along. That's the way it was done.
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You mean even at the time he was back, which was considerably
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That is interpreted as disloyalty even now, isn't it?
 were moving in that direction. And his presidency was ended by
 the unfortunate intervention of his friendship with the Kaiser.
 He came back from Germany and he had so much enthusiasm about

LJR: the Kaiser that it didn't suit the people. One day a boy came into President Wheeler's office and said, "I'm going to leave college. I'm going to enlist in the army."

"Why are you doing that?" Wheeler asked. "If we went to war with Germany we'd get whipped surely, with that German army I saw when I was over there. You might get killed."

The boy reported that and, oh, it made scandal. That our people couldn't stand and that made it necessary for him to resign. It was forced on him to resign. The regents suspended Wheeler from any more duties and the function of the presidency was carried on by three men for a little while before the next president was elected. Professors Gayley, Morse Stephens, and William Carey Jones together performed the functions of the president until President Barrows came in.

ARF: In December 1919, I believe. Since you were on the faculty at that time, do you remember when the faculty first found out that these three men were actually in charge? I believe they were appointed a year or more before Wheeler actually resigned.

LJR: No, I don't think I have any definite information on that.

ARF: You had been here during Wheeler's entire term, hadn't you?

LJR: Yes. I was rather close to President Wheeler for a number of reasons, one of which is jocose. After Wheeler first arrived, and for the next ten or twelve years, he was very successful and very popular and lectured all over the state. When I met Wheeler I told him a funny story and it impressed him so deeply

the letter that it didn't suit the people. One day a boy came into President Wheeler's office and said, "I'm going to leave

college. I'm going to write in the army."

"Why are you doing that?" Wheeler asked. "If we want to

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that time, do you remember when the faculty first found out that

these three men were actually in charge? I believe they were

appointed a year or more before Wheeler actually resigned.

Oh, I don't think I have any definite information on that.

You had been here during Wheeler's earlier term, hadn't you?

Yes. I see rather close to President Wheeler for a number of

persons, one of whom is Jackson. After Wheeler first resigned,

and for the next few or twelve years, he was very successful

and very popular and lectured all over the state. When I met

Wheeler I told him a funny story and he interested him so greatly

LJR: that he said, "I've got to make speeches, now, as president of the University, all over the state of California. I foresee that I've got to make hundreds of speeches. I want to know if I may have a private and personal accommodation from you. Will you turn over to me a funny story quite often that I can use in my speeches?"

"I should be happy to do that." And do you know that for quite a number of years following that I came to his office and his clerk would say, "Yes, Wheeler is in."

"I want to see him."

"Is it official business?"

"Yes, it is, but it isn't anything I can report to anybody else; it's confidential." And I would go into his office, then, and give him the latest best stories that I had found. I did that for years with Wheeler, and he would use these stories as he traveled about the state and made his speeches.

Wheeler's Difficult Days

LJR: And do you know, that relation became quite friendly, for when Wheeler was finally ousted, lost favor, he invited me to come to his house and have dinner with himself and Mrs. Wheeler, and he was in the dumps over the catastrophe that had come out of his being with the Kaiser and talking too much about it when he got back. He talked at that dinner; he said, "I wonder if you can do anything to help me out of the bad situation I'm in."

that he said: "I've got to make speeches, and, as a result of
 the university, all over the state of California. I think
 that I've got to make hundreds of speeches. I want to know if I
 may have a private and personal communication from you. Will you
 turn over to me a blank sheet of paper so that I can use in my
 speeches?"

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"I want to see him."

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 and give him the latest news reports that I had found. I did
 that for years with Wheeler, and he would use these reports as
 he traveled about the state and made his speeches.

Wheeler's Official Duty

And he you know, that relation became quite friendly, for when
 Wheeler was finally ousted, Joel Lacey, he invited me to come
 to his house and have dinner with himself and Mrs. Wheeler, and
 he was in the time over the cigarettes that had come out of
 his being with the Lacey and talking the same about it when he
 got back. He talked at that dinner; he said, "I wonder if you
 can do anything to help me out of the bad situation I'm in."

LJR: And I said, "Why, that's impossible. I can't do anything. I can't foresee how I could do anything. I'm only one individual member of the faculty and the regents have taken action about you. I don't see how I could."

"Well," he said, "I thought I'd just mention it and see if you could."

I couldn't. Of course, he had made the mistake. That was quite largely the reason that the regents cut him off and put in the three deans to take his place in the wartime.

ARF: Do you know which regents were the most anxious about this?

LJR: Oh, if I should see the names of the regents at that time I should probably recognize them, but I can't just offhand think who they were.

ARF: Was Moffitt a regent then?

LJR: Yes, Moffitt was a regent and a very intimate friend. He was best man at my wedding in 1900. You see, if you take a man and make him best man, that's your most intimate friend.

ARF: How did he feel about Wheeler's pro-Germanism?

LJR: Oh, he felt as the rest of the regents did, that Wheeler did foolish things in that way, said foolish things and incapacitated himself for his position through that. Moffitt felt that, oh yes. He quite felt that Wheeler had lost his usefulness by this fad he had of talking of his intimate friend the Kaiser.

RF: I've heard from other sources that Henry Morse Stephens was a very intimate friend of Wheeler. Is that right?

JR: Yes, he was.

And I said, "Yes, that's impossible. I can't do anything. I can't do anything now I can't do anything. I'm just one individual member of the family and the records have been taken down about you. I don't see how I could."

"Well," he said, "I thought I'd just mention it and see if you could."

I could. Of course, he had made the mistake. That was quite largely the reason that he wanted out and out in the time to take his place in the writing. Do you know with records were the most anxious about this? Oh, if I should see the names of the records at that time I should probably recognize them, but I can't just offhand think who they were.

Was Wolff a recent tenant? Yes, Wolff was a tenant and a very intimate friend. He was best man at my wedding in 1900. You see, if you take a man and make his best man, that's your best intimate friend.

How did he feel about Wheeler's proposition? Oh, he felt as the rest of the people did, that Wheeler did foolish things in that way, and foolish things and indiscretions himself for his position through that. Wolff felt that, and yes. He quite felt that Wheeler had lost his position by this and he had of losing of his intimate friend the Editor.

I've heard from other sources that Wheeler was a very intimate friend of Wheeler. Is that right? Yes, he was.

- ARF: Was he more so than the other two deans, Gayley and Jones?
- LJR: Yes. Wheeler and Stephens came from Ithaca, New York; they had both been at Cornell University and that's what started that friendship.
- ARF: I was wondering if Stephens would have been able to help Wheeler any as Wheeler had asked you to help him.
- LJR: No, he evidently didn't deem it wise to do it. He probably had some deep feelings in the matter, because they had been close friends, but he didn't deem it wise to attempt anything of that kind, no.
- ARF: Did anybody come forward with a real effort for an interpretation of Wheeler's remarks at this time?
- LJR: I can't remember that anybody did, no. I can't remember, never heard there was such a person.
- ARF: I guess the press was very much against Wheeler's German views at that time.
- LJR: Yes, very much, very much. Wheeler incapacitated himself for his position by his ideas there. It was a strange thing; you know, he just fell in love with the Kaiser. And they were chummy for a week or time -- as long as Wheeler was there. And the Kaiser took Wheeler out to see a drill of the army and oh, it impressed Wheeler tremendously with the power of Germany.
- ARF: About six months before Wheeler actually resigned the faculty found out, but do you know if Wheeler's suspension was ever officially told the faculty?

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 the Kaiser took Wheeler out to see a drill of the army and oh,
 it impressed Wheeler tremendously with the power of Germany.
 About six months before Wheeler actually resigned the faculty
 found out, but do you know if Wheeler's resignation was ever
 officially told the faculty?

LJR: No, I don't have any information on that. This is an index to my diary. I began to make a diary when I was fourteen years old and I've kept one ever since. Here's my diary for this year. I've kept my diaries going all the time and they are so voluminous that I have to have an index to them. But I find nothing listed here about the Wheeler resignation.

The Diary

ARF: What prompted you to begin this diary?

LJR: My father was a diary maniac and I caught it from him. I never would have done this if I hadn't seen my father doing it.

ARF: Where is your father's diary?

LJR: My son in Berkeley has a few volumes of it in his garret, but it's been lost mostly. I don't know how that happened.*

ARF: His diary would cover the Civil War too, wouldn't it?

LJR: Yes, it would.

ARF: I notice you have included clippings in your diary, too.

LJR: Yes, I put pictures in the diaries: they make reading more interesting. And then this volume is an index to the whole series and I have to use that because if I want to get some particular piece of information and I went to the diaries I might be two weeks in finding it. But this is indexed by dates. It shows me the year, then I can go and find it by the dates of what happened. Now here is the 13th of May 1919: "Leon" -- that's

*The son, John Alden Richardson, has no knowledge of this diary ever being in his home. Probably this reference is to Leon Richardson's own diary, which is stored in his son's attic. [ARF]

So, I don't have any information on that.
 This is an index to my diary. I began to write it about 1890.
 I was fourteen years old and I've kept it ever since. Here's
 my diary for this year. I've kept my diaries going all the
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 tion.

The diary

What prompted you to begin this diary?
 My father was a diary writer and I caught it from him. I never
 would have done this if I hadn't seen my father doing it.
 Yours is your father's diary.
 My son in Germany was a few weeks old in his father's, but
 it's been lost mostly. I don't read our last newspaper.
 His diary would cover the Civil War too, wouldn't it?
 Yes, it would.

I notice you have included allusions in your diary, too.
 Yes, I put pictures in the diary; they were written with inter-
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 piece of information and I want to find it in the diary I must be two
 weeks in finding it. The first is indexed by dates. It goes
 on the year, then I can find it by the date of what
 happened. The name is the first of the list: "John" -- that's

LJR: myself -- "became professor of Latin and director of the Extension Division."

ARF: So you outline the years here in the index and then you can simply go to the correct volume.

LJR: Yes. And at the bottom of the page I have the dates of the people who died in that particular year.

ARF: You have not only your own personal entries but also other events and conditions in the world in which you were living.

LJR: Yes. San Francisco Symphony Orchestra played in Berkeley, you see, March 13... and the 15th of March the American Legion was organized... 15th of November, "eggs, one dollar per dozen..."

ARF: And it was "five hours to motor from San Jose to San Francisco"?

[Laughter]

LJR: "Visited at James K. Moffitt's country home." (Since he was an intimate friend, I didn't have to put his name down in full, just "J.K.M.")

Here is another entry... On the 14th of January 1909 I was elected Phi Beta Kappa, Alpha Chapter, University of Michigan ... (That's my alma mater. They didn't have the Phi Beta Kappa when I was there; it came later. And so that's why they didn't elect me until 1909. I was graduated a long time before, 1890, nineteen years before.)

... We severed diplomatic relations with Germany as of the 3rd of February... and I received a telegram from John Dewey concerning his daughter, Jane, who decided to enroll at the

LJR: University, and she came and lived in my house at 2415 College Avenue in Berkeley,

Classical Languages at Cal

Decline of Classical Languages

ARF: Do you think a student gets as much out of learning a modern language as he does out of studying an ancient one?

LJR: Well, now, I think it's almost impossible to say that in general the ancient languages are better for a person than the modern, or that the modern are better. People vary so in their lives and in what they're going to do and what they have done, so that some individuals are so situated in life that modern language study is far more rewarding to them than ancient.

The ancient study gives one a certain scholarly basis.

For example, if you've studied Latin and you go to the English dictionary to look up a word and you find the derivation of the word given there, you'll get more meaning out of the dictionary for that word by the fact that you've studied Latin. In other words, all your life you use the English dictionary far more effectively than you would if you hadn't studied Latin. And now when I consult the English dictionary I find that with practically every word I look up I'm using my training in Latin to get shades of meaning on that word that I'm looking up, yes.

ARF: Why was the Latin and Greek entrance requirement dropped in 1915?

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Avenue in Berkeley,

Classical Language at Cal

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to get shades of meaning or that word that I'm looking up, you

why was the Latin and Greek entrance requirement dropped in

1915?

LJR: Well, they gave up the study of Latin and Greek because -- and this was their word -- they were not so "practical" as the modern languages. Of course, the modern student studying Latin and Greek, according to the methods followed in teaching, doesn't really get practical results. Now, I spoke of needing Latin to understand word meanings when one goes to the dictionary. Well, they don't think that's much; they think that the ordinary person without Latin and Greek can get enough out of the dictionary.

ARF: Who thought this? It wasn't President Wheeler, because he was a Greek scholar, wasn't he?

LJR: Yes, he was.

ARF: Whose idea was it to drop the classical language requirement?

LJR: It was the modern language professors. They thought that it was going to increase the demand for their work, and they thought that they could argue successfully to the faculty that the practical character of the study of Greek and Latin was by no means so important as the practical results gotten from studying modern languages. They put the argument that way. I was in the faculty and I heard their argument. They said that practical advantages arising from the study of modern languages are very great.

ARF: And they won that round?

LJR: That's it. Of course, if you get right down to brass tacks -- if you study Latin and Greek you do much better when you are studying modern languages. Well, look at the way Latin and Greek have come into the modern languages. There are thousands and thousands

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And they won that round? That's it. Of course, if you get right down to Greek and Latin -- if you study Latin and Greek you do much better when you are studying the modern languages. Well, look at the way Latin and Greek have come into the modern languages. There are loanwords and thoughts

- LJR: of words in the modern languages that are drawn out of Greek or Latin.
- ARF: Now, I notice that at that time there was still a graduation requirement of Latin or Greek.
- LJR: Well, that was dropped eventually.
- ARF: When the requirement was dropped did you find that you had less beginning courses in Latin and Greek, in proportion to the higher courses?
- LJR: Yes. And the total number of persons taking Latin and Greek became very much less when the faculty withdrew its support of those subjects. So that when I came to the University in 1891 the number of students in the Latin classes was large -- why, I remember that I taught classes of thirty persons and I'd have perhaps three or four of those sections every day. Well, now the number has gone down, not thirty in a section, no.
- ARF: To look at this from the back side, let me ask you why students in the 1890s were more interested in the "impractical" languages?
- LJR: Well, at that time there was a strong feeling in England, and it came over into this country, that a highly educated man or woman gets something out of Greek and Latin that is essential. And you know, if you look into English history and read the biographies of people like Shelley and so on, they are all trained in Greek and Latin, every one. And the English, back there in the earlier times, had a strong feeling that a thoroughly educated person must start with Latin and Greek and then work down to the

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Well, that was dropped eventually.

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Yes. And the total number of persons taking Latin and Greek became very much less when the faculty withdrew its support of those subjects. So that when I came to the University in 1931 the number of students in the Latin classes was fewer -- why, I remember that I taught classes of thirty persons and I'd have perhaps four or five of those sections every day. Well, now the number has gone down, and thirty in a section, no.

To look at this from the other side, let us see you why students in the 1930s were more interested in the "linguistic" languages?

Well, at that time there was a strong feeling in England, and it came over into this country, that a highly educated man or woman was something out of Greek and Latin that is essential. And you know, if you look into English history and read the lives of people like Shelley and so on, they are all trained in Greek and Latin, every one. And the English, back there in the earlier times, had a strong feeling that a thoroughly educated person must start with Latin and Greek and then work down to the

- LJR: modern languages from that basis.
- ARF: At what age did the students start their foreign languages then?
- LJR: They were generally about 12 years of age, and they studied Latin first and then came to Greek when they were about 15.
- ARF: They taught Latin and Greek in most of the high schools, didn't they, when you inspected the schools?
- LJR: When I began the work of school examiner most all, well, I could say every one, was teaching Latin, and quite a fair number taught Greek, not as many as taught Latin.
- ARF: What age do you think a student should start languages now?
- LJR: Well, you remember my father brought a tutor into the family when I was 12 and this tutor simply talked German to me and I got the language. Twelve is a very good age. Of course, now and then you'll find a child that's born in a family where one parent speaks English and the other speaks German as a mother tongue. And the child, even from infancy, hears both those languages. That is, of course, a fortunate thing. But that situation is rare. But in a family like mine -- my father just happened to meet a very charming young man from Germany. If that man had been French, why I should have had French. [Laughter]
- ARF: In a paper you wrote in about 1900 you said that a student should have at least two ancient languages and two or three modern languages beginning in about the seventh grade.
- LJR: Did I say that?
- ARF: Yes, and I wonder what you think now.
- LJR: Well, I don't think quite that way now. That means five languages

modern languages from that basis.

At that age did the students start their foreign languages then?

They were generally about 15 years of age, and they started Latin

first and then came to German when they were about 17.

They taught Latin and Greek in most of the high schools, didn't

they, when you inspected the schools?

When I began the work of school inspector most all, well, I could

say every one, was teaching Latin, and quite a fair number taught

Greek, not as many as taught Latin.

What age do you think a student should start languages now?

Well, you remember my father brought a tutor into the family when

I was 15 and this tutor really talked German to me and I got the

language. Twelve is a very good age. Of course, now and then

you'll find a child that's born in a family where one doesn't

speak English and the other speaks German or a mother tongue.

And the child, even from infancy, hears both these languages.

That is, of course, a fortunate thing. But that situation is

rare. But in a family like mine -- my father just happened to

have a very desirable friend who was from Germany. If that man had

been French, my I should have had French. [laughter]

In a paper you wrote in about 1901 you said that a student should

have at least two modern languages and two or three modern lan-

guages beginning in about the seventh grade.

Did I say that?

Yes, and I wonder what you think now.

Well, I don't think quite that way now. That means five languages

LJR: -- two ancient and three modern. No, that's too much. That was an over-statement. I'd say now that for the ordinary student -- he'll have his mother tongue, English. And I think my father's idea was sound, namely, that every person, to succeed best in modern life, should have one modern language beside English. I'd put it that way, one modern language beside English.

ARF: What about a classical language?

LJR: Classical? Oh well, in that there are two groups. If a young person seems to be somewhat scholarly by nature, then both Latin and Greek. But if the boy or the girl doesn't seem to be especially scholarly, why then just the Latin will do. That is speaking of the world as it is today. If you are talking about England 200 years ago it would be another thing altogether. But I'm speaking of the United States today.

Merger of Latin and Greek Departments

ARF: Just before you returned, the Greek and Latin departments merged.

LJR: Yes. Linforth was chairman of the Latin department and I was chairman of the Greek department.

ARF: Why did the departments merge?

LJR: Well, you see, the modern languages were getting stronger and stronger and the number of students taking Greek and Latin, or just Latin alone, was small in comparison with the number taking the modern languages. And it was simply the difference in numbers that caused the feeling that the Greek and Latin weren't so important.

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Director of Latin and Greek Departments

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Yes. Linton was chairman of the Latin department and I was

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Why did the departments merge?

Well, you see, the modern languages were getting stronger and stronger and the number of students taking Greek and Latin, or just Latin alone, was well in comparison with the number taking the modern languages. And it was simply an efficiency in numbers that caused the feeling that the Greek and Latin weren't so

important.

- ARF: Was there an enlargement of the modern languages budget as the Greek and Latin shrank?
- LJR: Oh, yes, that increased their budget decidedly.
- ARF: And also their opportunities for research grants, library appropriations, and such?
- LJR: Yes, the same way.
- ARF: So that what you mean is that the Latin and Greek departments felt they might be losing out on some of this by remaining separate, is that it?
- LJR: Yes. I'm not at all opposed to having Greek and Latin in one department now. The languages are so similar in their fundamentals that they work nicely together in one department. If they were totally different -- for example, if it was a case of Latin and Chinese -- I'd say "no." But you see, the Latin and Greek have so many roots in common and the languages are so closely related there that the merger is natural.
- ARF: Can you tell me why Linforth was made the head of the department?
- LJR: He was very scholarly, and I suppose that among the available persons teaching Greek they thought Linforth was the most scholarly, or the one with the best executive ability. You know, sometimes it isn't merely the scholarly side, it's executive ability. I think they felt that Linforth had good executive ability and was really scholarly in a good sense. I think the two came in there.
- ARF: Is it true that this had been an idea in the two departments for years before it ever actually happened?

Q: And that was the agreement of the modern language department as to Greek and Latin courses?

A: Oh, yes, that was their own decision.

Q: And also their own initiative for research grants, library acquisitions, and such?

A: Yes, the same way.

Q: So that what you mean is that the Latin and Greek departments felt they might be falling out of favor by remaining

separate, is that it?

A: Yes. I'm not at all opposed to a view of Greek and Latin in one department now. The languages are so similar in their fundamental nature that they would naturally be together in one department. If they were totally different -- for example, if it was Chinese and Latin and Chinese -- I'd say "no." But the way the Latin and Greek have so many roots in common and the languages are so closely related that the merger is natural.

Q: Can you tell me why Lincoln was made the head of the department?

A: He was very scholarly, and I suppose that among the available persons teaching Greek they thought Lincoln was the best scholar, or the one with the best executive ability. You know, sometimes it isn't really the scholarly side, it's executive ability. I think they felt that Lincoln had more executive ability and was really scholarly in a good sense. I think the two came in there.

Q: Is it true that this had been an idea in the department for years before it ever actually happened?

LJR: Oh, I think it grew gradually, yes, not suddenly.

ARF: Can you trace it to any one person who might have started it?

LJR: Well, now, let me see. I suppose Professor Merrill had more to do with that than any other man. William Augustus Merrill. He was a teacher of Latin and a practical man and I think he had a good deal to do with it, more than anybody else, I think.

ARF: After the two departments were brought together, even though you were retired, did you keep up with the department?

LJR: Oh, my interest went over very largely to the Extension Division. I didn't try to keep up my connection there with the department. I thought adult education was something of great importance in American life and I felt that I could render the best service by giving my energy and my thought to that. So I took my mind off the Latin department and I threw myself wholly into adult education work.

Founding of the Philological Association of the Pacific Coast

ARF: Do you remember the beginnings of the Philological Association of the Pacific Coast?

LJR: Yes.

ARF: I believe it was Professor Linforth who said you started that.

LJR: That, of course, is a very, very important organization, for that had to do with the fundamentals in all the languages that are taught in the University, not only the Romance languages, but Germanic and even the Chinese, Japanese. All the languages.

On the other hand, it is not possible, and I believe
 that you should be to say the least and I have stated it
 well, now, but the fact is, I suppose Professor Smith had come to
 do with that kind of thing. I believe you should be
 see a number of them and a personal one and I think we had a
 good deal to do with it, and I am sorry that I did not
 attend the two departments and I think I should have
 more visited, did you keep up with the department?
 It is interesting to see your interest in the Extension Division.
 I think it is very good to see you with the department.
 I thought about what I should do about it, but I have
 American like and I feel that I could, when the next session
 living up every one of them, but I am not sure yet.
 the Latin department and I am sure you will be able to
 tion work.

Working of the Biological Association of the Pacific Coast
 Do you remember the meeting of the Biological Association
 of the Pacific Coast?
 Yes.
 I believe it was Professor Huxley who said you visited last.
 That, of course, is a very, very important organization, for that
 had to do with the International in all the languages and the
 taught in the University, not only the English language, but
 German and even the Chinese, Japanese, all the languages.

ARF: I suppose it includes English?

LJR: Yes, English. It has to do with fundamentals of language, or languages. And I knew that there were organizations at Harvard and Yale somewhat on that order; they had a philological group that met and had conventions and discussions. I felt that we should do the same.

So I got a hint from those older, fine universities on that point, and I felt the philological association would combine all the universities on the Pacific Coast. Representatives would come from all of them -- California, Washington, Oregon, and Nevada -- all of them, and meet, and the discussions would be valuable. And it turned out to be so.

Oh my, we have volumes of the philological association. I had one volume here a few days ago. We have volumes once a year giving in print the substance of the discussions at the annual meeting. And I think that great good was accomplished in that way.

ARF: Whom did you get to help you begin it?

LJR: John Matzke of Stanford University. John Matzke was thoroughly interested in this idea and he and I, you see, representing the University of California and Stanford, got a good deal of strength right there. I got him to work with me and he was very good, and enthusiastic. He became the first executive secretary of the Philological Association of the Pacific Coast.

I suppose it contains nothing

... I saw to be with ... of law ... and I know that there were ... of ... This account on ... they ... and ... and ... and ...

... I got a ... from ... the ... and I ... the ... the ... all of ... -- ... and ... -- all of ... and ... and ...

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LIFE IN BERKELEY

Family and Faculty Life

Warring Wilkinson

ARF: You might tell us how you met your first wife, Maud Wilkinson.

LJR: Yes, I can tell you. Professor Gayley, when I arrived here, took me to call at her home, and I met her that way in 1891. Later I myself called on her at her home.

And then I went to Europe for graduate work there for three years and when I came back and called on her again our acquaintance ripened until we were engaged to be married. We were married in 1900, and the best man at my wedding was James Kennedy Moffitt. He was president of the business house of Blake, Moffitt, and Towne. He was chairman of the executive committee of the Crocker First National Bank. His home was at 86 Sea View Avenue, in Piedmont.

ARF: Didn't her father, Warring Wilkinson, have something to do with --

LJR: The Institution for the Deaf and Blind in Berkeley. He was head of it. He had been connected to the Institution for the Deaf in New York City when he was quite young, after he graduated from an eastern college. And he then learned that California had no institution for the deaf at all. So in 1865 he came out and he arrived and he said to newspapermen and others, "I've come to California to try to establish an institution for the

LJR: deaf and blind." That was reported in the newspapers and a large number of people recognized the importance of it and also recognized his ability to be the head of it; he used the manual alphabet perfectly. And then the legislature appropriated a sum of money for him to use in putting up buildings in Berkeley and organizing a faculty and starting the work of teaching the deaf systematically here.

ARF: How did he get the legislature interested in this?

LJR: He brought it all about by his talks before clubs and so forth after he arrived from New York, and the idea appealed so strongly to the people that the legislature caught it.

ARF: What sort of personality did he have. Was he able to push something like this with indomitable energy?

LJR: Yes, that is undoubtedly true. He was a man of very great vitality, rather large. And when he got up to speak before an audience you felt his magnetism; he could convey it to an audience. And he talked to various groups telling them that California must take care of its deaf. Must. Every well-organized community does that. And he presented the idea so forcefully that it went over.

ARF: Did he know somebody out here before he came?

LJR: No. Of course, he knew that California didn't have an institution for the deaf and blind when he was in New York; they kept track there in that school in New York City of what was being done for the education of the deaf in every state of the Union. He also felt that California would be an attractive place for him to

and blind." This was reported in the newspaper and a large number of people examined the specimen of it and also examined his ability to be blind of it; he used the word "blind" but periodically. And then the individual mentioned a man in many for his way in walking as if blind in walking and he said a faculty was written for him at the time the deal systematically here.

How did he get the information interested in this? He brought it all along by his father before came and he found after he arrived from the fact, and the idea appeared as if it to the people that the individual could do it.

What sort of personality did he have. Was he able to read and write like this with individual's memory?

Yes, that is undoubtedly true. He was a man of very great vitality, rather large, and when he got up he spoke rather in evidence you felt his confidence; he could convey it to an individual. And he talked in various groups talking about his ability and what was done of his deal. Well, every well-organized committee took that. And he presented the fact as if he was blind in fact.

Did he know somebody out here before he came? No. Of course, he knew that California didn't have an institution for the deaf and blind and he was in San Francisco; they were there in that school in San Francisco at that time when he was the education of the deaf in every state of the Union. He said that that California would be an effective place for the deaf

LJR: live. And inasmuch as it didn't have an institution for the deaf, he saw his chance to do his work and live in California.

ARF: Did he marry out here, or was he already married?

LJR: No, he married here. His wife was a very delightful person, a well-educated woman, so she and he together did good teamwork.

Wife Maud Wilkinson

ARF: Your son has told me that your wife had a great many interests.

LJR: Yes, she did. She played the piano well and she was a member of the Berkeley Piano Club, which met periodically and did nice things in the way of getting musical events for Berkeley.

ARF: Did she write poetry also, as you do?

LJR: No, not at all.

ARF: Your son told me that he caddied for your wife Maud and Mrs. William Wallace Campbell when your wife was 72 years old.

LJR: Is that so? [Laughter]

ARF: And they played nine holes. She made a score of 45.

LJR: Gracious, that's very good, very good indeed. Yes, I had forgotten that figure. He would remember.

ARF: Did you play with her very much, or did you play separately?

LJR: Yes. She played before I did, you know, but I began as the result of the suggestion of a good friend.

ARF: Your son told me that also your wife was very interested in gardening. Did you do your own gardening around the house?

LJR: Yes, she was very much interested and she got me interested so

live. And I know, as it didn't have an institution for the deaf,
 he saw his chance to do his work and live in California.
 Did he really not have, or was he always working?
 No, he worked here. He was a very distinguished person, a
 well-educated woman, so she and her husband did good work.

Did you write poetry?

Your son has told me that your wife had a great deal of interest
 in it. She played the piano well and she was a member
 of the Berkeley Piano Club, which met periodically and did nice
 things in the way of giving musical events for charity.

Did you write poetry also, or you do?

No, not at all.

Your son told me that he called for your wife about the war.
 William Wallace Campbell with your wife was in 1917.

Is that not [laughter]?

And they played nine holes. She made a score of 45.

Excuse me, that's very good, very good indeed. Just I had for-
 gotten that figure. It will come.

Did you play with her very much, or did you play separately?
 Yes. She played before I did, you know, and I know as the
 result of the operation of a good friend.

Your son told me that she was very interested in
 gardening. Did you do your own gardening at that time?
 Yes, she was very much interested and she had me interested in

LJR: that I cooperated with her in gardening. After we were married I bought a piece of land on College Avenue in Berkeley and there built a house, and around that house we practiced gardening. My wife was very enthusiastic about that, and I worked with her. We made a very beautiful place. It has been allowed to go pretty much to rack and ruin now. My son doesn't like gardening, so he doesn't do anything to keep up the garden as a nice, orderly, well-managed place. I thought it would be nice to have on that place a redwood tree, whereupon I went to a place down in San Jose where they were selling redwood trees, the whole tree, small tree, with top and branches and roots. I bought one, brought it up and put it out on the south front of that lot, and it is now a tree 75 feet high, very beautiful.

ARF: Your wedding must have been a rather important one in Berkeley.

LJR: When we were married we went on a wedding trip to New York City. I'll tell you how that happened. One of the guests at the wedding was Phoebe Apperson Hearst. At the reception she said, "Where are you going for your wedding trip?" I told her we were taking a trip to Carmel. She said, "Let me suggest you take a journey to New York City." Of course, it flashed in my mind that I didn't have near enough money for such a trip as that, whereupon she said, "I think you can take the trip if you have this," and she handed me a cloth bag. It was filled with gold coins, enough to take us there and back in style.

ARF: You said you built your house. Did you have a special architect to do it?

LJR: Yes, a graduate of Stanford University trained as an architect. He was a young man and I happened to meet him, just by chance, and I liked him. And I said, "How would you like to build a house for me?"

He said, "I'd love to."

Whereupon I said, "All right, go ahead. It will be on a lot that is 100 foot frontage and 135 feet deep at 2415 College Avenue."

And he went right over and studied the situation and drew the plans and presented them to me and my wife and we both liked them. So we said, "Go ahead." Whereupon he arranged for builders to come and put up that house there.

Now, as I have mentioned, my wife and I were both members of the Berkeley musical association, and that had, as its program, to give five concerts each year in Berkeley. And these concerts were given by noted singers from New York or elsewhere that were hired to come. We raised enough money so that we could give five concerts by notable singers like Caruso.

Social Life

ARF: We should talk about music in full at a later interview. Did you have any semi-official faculty gatherings in your home?

LJR: Every Christmas for years we gave a reception. It was a mid-day affair, not in the evening. At that reception some nice music was

You said you had a good house. Did you have a good house?

to do it?

Yes, a house at Stanford University. I was a young man and I happened to meet him, just by chance, and

I liked him. And I said, "How would you like to build a house for

me?"

He said, "I'd love to."

Then I said, "All right, go ahead. It will be on a lot

that is 100 feet square and 100 feet deep. It will be a little over-

two."

And he went right over and studied the situation and then he

planned and presented that to me and my wife and we both liked it.

So we said, "Go ahead." Then he started to arrange for builders to

come and build that house there.

Now, as I have mentioned, my wife and I were both members of

the Berkeley Musical Association, and that was the problem.

To give five concerts each year in Berkeley, and those concerts

were given by other singers from the Bay Area. It was a beautiful

idea to come. We raised enough money so that we could give five

concerts in Berkeley every five years.

Social Life

We would talk about music in 1911 at a later interview. Did you

have any semi-official social gatherings in your house?

Every Saturday for years we gave a reception. It was a big

affair, but in the evening. It was a reception once a week was

LJR: presented from our own people; not professional musicians, but something worked up from our own faculty families -- sometimes the daughters and wives could help us on that. And for years we gave that Christmas reception. It was in the middle of the day, so it didn't interfere, you see, with the late dinners in the faculty homes. But putting it just in the middle we could get a lot to come. It went very nicely.

ARF: This was the whole faculty?

LJR: Yes. Of course, they didn't all come, you understand, but they were all eligible and those that came were those that were interested.

ARF: Contrast it with today when you would be inundated if you sent out a blanket invitation. [Laughter]

LJR: Oh, it's certainly different. But it was very nice then, yes. And by the way, I want to mention in that connection a woman of very fine nature and ability, Phoebe Apperson Hearst, who sympathized with all these things we were doing and she herself would attend many of the occasions, and then in some other instances she would give her support by a contribution. I'm talking now about the general social life of the faculty, all the things, that reception we gave on Christmas Day and all the concert work of the musical association. Phoebe Apperson Hearst took a fine interest in all of these projects and helped in any way she could. You know, she gave the money for putting up the women's faculty club. She was a woman of very fine personality. If she

presented from our own people; not professional criticism, but
 something weeded up from our own daily activities -- something
 the directors and wives could help us to do. And for years we
 gave that Christmas reception. It was in the middle of the year,
 so it didn't interfere, you see, with the late season in the
 faculty games. And during it, just in the middle of a cold day,
 lot to come. It went very nicely.

This was the whole faculty?
 Yes. Of course, they didn't all come, you understand, but they
 were all eligible and those that were gone that were later
 asked.

Correct it with every word you would be interested if you want
 out a general invitation. [laughter]
 Oh, it's certainly important. But it was very nice that year.
 And by the way, I want to mention in that connection a woman of
 very fine nature and ability, Louise Agardson Hester, who was
 detained with all those things we were going and she herself would
 attend part of the occasion, and then in some other instances
 she would give her support to a distribution. I'm talking now
 about the general social life of the faculty, all the things,
 that reception we gave on Christmas day and all the concert work
 of the musical association. Louise Agardson Hester got a fine
 interest in all of these projects and helped in any way she
 could. You know, she gave the money for printing of the women's
 faculty club. She was a woman of very fine personality. If she

LJR: attended an occasion it made that occasion a greater success. Her charm, social charm, was so great that it added to the occasion when she was there.

Children

LJR: Now I should perhaps right here say that we were blessed with three children, one boy and two girls. I'm going to have a Christmas dinner tonight as the guest of Florence, my oldest child. She is coming up from Watsonville with her husband. My second daughter, Jane, lives in Bennington, Vermont. Her husband, Lucien Hanks, is a professor in the women's Bennington College. Then John is my youngest child.

ARF: John told me that when you went east in 1921 Florence went with you and took her freshman year there in New York.

LJR: Oh, yes.

ARF: And then came back and finished at Berkeley. She's quite an artist, isn't that right?

LJR: Yes, she is. Now down in their home in Watsonville there's a beautiful statue of a muse in the garden that she made. Whenever I go I always enjoy it; it's a beautiful thing. She made quite a number of things that have been placed permanently somewhere or other. Her husband is a lawyer, Hubert Wyckoff.

And Jane did anthropology in the University of California and she was so attracted by it, and it was so well-taught in the department here, that she went on and took a Ph.D. degree in

LJR: anthropology at Columbia University. About four years ago Cornell University asked her if she would come to Cornell and teach anthropology there. But Jane has three boys and a life that is very well mapped-out, and it wouldn't be possible for her to take a permanent position. She said, however, "I will come and teach, maybe for one year, but don't consider that I'm taking the place permanently." So she went and taught anthropology in Cornell University for one year and I heard very fine reports of it. They would have been very glad to make her permanent professor, but she said, "No, I took this for just one year because I have a program of life that I'm following out and I couldn't take this position permanently."

ARF: Didn't Florence do something on the "food for freedom" campaign of Eleanor Roosevelt's?

LJR: I'll tell you what Florence has done. She did too much horseback riding when she was quite small and as a result of it she has never been able to have any children. What she does as a result of that is to offer her services to the governor of California for any service that he thinks she could perform. And she has done that under the governor who is now chief justice of the United States, Earl Warren. She did it right along during his term; she's been doing it during the present governor's term.

I'll give you a sample of what they asked her to do. Governor Warren asked her if she would take a study of the problem of getting children educated whose parents are migratory laborers in California. Being migratory laborers, they move, and could

University of Columbia University. About four years ago Cornell University asked me if we would come to Cornell and teach an introductory course. But I have been busy and a life like that is very well mapped-out, and it wouldn't be possible for me to take a permanent position. She said, however, "I will come and talk with you for one year, but don't consider that I'm taking the place permanently." So we went and taught introductory in Cornell for a variety for one year and I made very fine reports of it. They would have been very glad to make her permanent professor, but she said, "No, I took this for just one year because I have a program of life that I'm following and I couldn't take the position permanently."

Dign's Florence is something on the "food for thought" committee of Eleanor Roosevelt's?

I'll tell you what Florence has done. She did the work on riding down and was quite well and as a result of it she has never been able to have any children. What she does as a result of that is to offer her services to the Governor of California for any service that he thinks she might perform. And she has done that under the Governor who is now chief justice of the United States, Earl Warren. She did it right along during his term; she's been doing it during the present Governor's term.

I'll give you a sample of what she's done for as a Governor. Warren asked her if she would take a study of the problem of getting children educated whose parents are distasteful laborers in California. Being entirely ignorant, busy now, she could

LJR: not go to school, wouldn't be in a place long enough. And so Florence took up that problem. She studied the migratory workers in the San Joaquin Valley very thoroughly and then made a report to the governor as to how these children could be educated. And that's one of the best things she's done. I was told that it was a good report, a workable report. She made specific recommendations as to how it could be done.

I notice that every month she comes from Watsonville up to San Francisco and she comes in to call on me and I say, "Why are you here this time?" it's "Oh, I'm on a committee of the governor and the committee is meeting here; I am here to attend that committee meeting." She's continuing to work for Governor Brown and evidently they appreciate her because they continue to keep her in this position as a volunteer worker to assist the governor. That's about the way you would describe it.

ARF: These are special gubernatorial commissions?

LJR: Yes, they vary.

ARF: Your son was telling me he started golfing at the tender age of eight, I believe.

LJR: Yes, he did. And the result is that he became a very fine golfer. He can get a 71 now and then. He's a very fine golfer, but he's sensible enough to know that a man mustn't give too much time to golf for he has something else to do in the world. He is now connected with the Veteran's Administration in San Francisco.

ARF: Were all of your children trained musically?

LJR: Yes, we gave them all opportunities to hear good music. And if

LJR: they expressed any desire to be instructed we always said we'd let them have a teacher. Now, they have not turned out to be professional musicians, or musicians in the technical sense at all. They are people who like music and support it wherever they are, and who attend musical occasions with appreciation and interest.

ARF: John says he plays the piano, and I suppose Florence and Jane do too?

LJR: Oh yes, they both do. Now, my daughter Jane not only plays the piano, but she plays the violin and plays it well enough to be able to join a symphony music group, you know, five or six musicians playing together. Hers is a private affair and recently her group was invited to go to New York City and give a concert in Carnegie Hall and the papers gave them a great write-up. They evidently gave a very fine concert which was very much appreciated.

I've been very fortunate, indeed, in this: my children have never done anything that made me worry. Of course, I realize they are human beings and now and then do foolish things, but I accept some things are part of human nature. But they have never done anything seriously bad that could make me sad. No, never. I might not approve of everything they've done, but they've never made me worry.

Jane now has three boys and she's giving them a beautiful education. They are going to eastern top-notch colleges and prep schools. Jane's boys are Peter Vilas Hanks, born the 21st of

They expressed my desire to be introduced to people who were
 in the same line as I am. Now, they have not turned out to be
 professional musicians, or musicians in the technical sense at
 all. They are people who like music and support it wherever they
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 evidently gave a very fine concert which was very much appreciated.
 I've been very fortunate, indeed, in that my children have
 never been anything but made as happy. Of course, I realize
 they are human beings and are not perfect beings, but I
 except some things are part of human nature. But they have never
 done anything seriously bad that could be said. Well, never.
 I might not approve of everything they do, but I don't have
 cause to worry.

Jane and her three boys are all living in a beautiful apart-
 ment. They are doing very well and are very happy and well
 educated. Jane's boys are John, John, and John.

LJR: May 1940. And Tobias Richardson Hanks -- his nickname is Toby -- born the 4th of April 1943. And Nicholas Fox Walton Hanks, born the 16th of March 1948. By the way, Jane herself, Jane Richardson Hanks, was born the 2nd of August 1908, and married the 28th of December 1938. Her husband's name is Lucien "June" Mason Hanks. "June" is a nickname.

ARF: Does your son John have any children?

LJR: John? Oh, yes, he has two splendid children. One is Joyce, who is married to a man by the name of Sparks and lives over the hills from Berkeley in one of those little towns there. And the other is Bruce Alden Richardson, born in 1934; he has volunteered for five years service in the navy as a flier. And he has now completed that five years. The first three years he flew planes, but in the last two years they made him specialize on the rescue work in helicopters. And he has done all this beautifully. Now he is in Berkeley working to make himself a lawyer, and he is going into the firm of Hubert Wyckoff down in Watsonville when he gets through his law course, which he's taking there now.

ARF: So he will go in with his uncle's law firm.

LJR: Yes. So, Bruce and Joyce are two lovely children. They both impress their acquaintances and friends very much as excellent young people. I hear them spoken of that way constantly, yes.

May 1950. And Justice Richardson Preyer -- his opinion is that --
 born the 21st of April 1917. And Richardson Preyer, born
 the 15th of March 1918. By the way, same Russell, same Richardson
 Preyer, was born the 21st of August 1917, and he died the 21st of
 December 1952. Her husband's name is Richard Preyer, born 1918.
 "June" is a nickname.

Does your son have any children?
 June Oh, yes, he has two children. One is a boy, who
 is married to a girl by the name of Marie and lives just the
 hills from Berkeley in one of those little town areas. And the
 other is a girl named Elizabeth, born in 1954; he was 40-41-
 years for five years served in the Army as a pilot. And he
 has now completed that five years. The first three years he
 flew planes, but in the last two years they made his activities
 on the ground work in California. And he has done all this
 beautifully. Now he is in Berkeley working to make himself a
 lawyer, and he is going into the firm of Robert Schwartz down in
 Berkeley when he gets through his law course, which he's taking
 there now.

So he will go in with his uncle's law firm.
 Yes, that's true and I've met the lovely children. They both
 are very lovely and intelligent and I think very much an excellent
 young people. I have been pleased of that very much, yes.

Family Camping

ARF: Did you take your family on any outings?

LJR: I certainly did. I took my wife and three children, when they were small, on camping trips. I felt that it was a fine educational experience for the children, for it gave them a certain contact with nature. I tried to foster this contact among them so they could have little, simple opinions about nature, so I took my wife and three children on many camping trips. We had a Ford automobile, so we would carry along what we needed in the way of a tent and things. The automobile was big enough so that it would carry quite a little luggage, and in the years when my children were, say, the ages of 5, 7, and 12; I thought camping in the wilds was a very beneficial experience. I think my children today would say that those camping trips that I took the family on were something that they derived lasting benefit from.

ARF: In those days there weren't many designated campsites. Did you just select your campsite when you came to it?

LJR: Oh, yes. I always wanted a campsite in what I would call a rather wild place in the forest. I felt that was more interesting. I have a fairly good knowledge of birds and I called the attention of my children to any bird we saw and told them what I could about it.

ARF: How did you cook?

LJR: Oh, my wife and I could cook over a campfire successfully. We had the necessary apparatus for that and our food was good and wholesome.

Wendy Gardner

Did you have your family on any outings?

I certainly did. I took my wife and three children, when they were small, on camping trips. I felt that it was a fine educational experience for the children, for it was then a certain contact with nature. I tried to teach this contact among them so they could have a little, little opinion about nature, so I

took my wife and three children on very long trips. We had a good automobile, so we would carry along what we needed in the way of a tent and things. The automobile was big enough so that it would carry quite a little luggage, and in the years when my children were six, seven, eight, and ten, I brought camping in the winter was a very beneficial experience. I think my

children found very big and these camping trips that I took the family on were something that they derived lasting benefit from. In those days there weren't many designated campsites. And you

Just about your camping when you were a boy?

Oh, yes. I always wanted a cigarette in case I would call a rather wild place in the forest. I felt that was very interesting. I have a fairly good knowledge of birds and I recall the situation of my children to say that we saw and told them what I could about it.

How did you cook?

Oh, my wife and I would cook over a campfire, essentially. We had the necessary apparatus for that and our food was good and wholesome.

ARF: Florence said she had counted up the number of summer months she spent sleeping on the ground in family outings and it came to three years.

LJR: [Laughter] Is that so?

ARF: So you probably have a hardy family of children.

John Muir

ARF: Wasn't weekend hiking rather popular around the turn of the century?

LJR: I should say so. Here in my diary, for instance, is a walk in Marin County with George R. Noyes in August 1905. I wonder if they do that now. I don't think they do. We did this over and over again. We walked and stayed overnight in little inns that we'd find, then walk on and look at the scenery, and we'd devote a whole week to one walk. Sometimes we'd go to Mt. Diablo and back to Berkeley. Quite a walk, round trip.

ARF: In 1907 your diary says that you and George Noyes walked to Mt. Diablo and back to Berkeley, which was 64 miles. And then you and Aldon Sampson set out for the "giant forest" -- that was on the 29th of July -- and you arrived home August 17.

LJR: In 1906 I went with the Sierra Club to the King's River Canyon. That was the year I camped with John Muir and William Keith.

ARF: I wish you'd had a tape recorder along on your trip through the woods with those two. Would you like to mention how you happened to go on the outing in the Sierras with them?

LJR: Well, I used to go into the mountains nearly every summer with the Sierra Club, and on each summer hike we broke the club into

Flora said she had learned of the number of names on the
spent sleeping on the ground in really bad weather and it goes to

three weeks.

[Laughter] Is that not

So you probably have a fairly family of children.

John Wain

Wain's worried about his own family and the state of the country?

I should say so. Well, in my mind, the answer, in a way, is

Wain County with George N. Brown in August 1907. I wonder if

they go back now. I don't think they do. He did this over and

over again. We visited and stayed overnight in Littleton that

we'd find, that was on the face of the country, and we'd have

a whole lot to do with. Sometimes we'd go to St. Louis and

back to Berkeley. Quite a while, would you?

In 1907 your diary says that you and George were called to St.

Louis and back to Berkeley, which was in 1908. And then you

and Alden Simpson got out for the "Great Trip" -- that was on

the 25th of July -- and you arrived home August 17.

In 1900 I went with the Brown family to the King's River Canyon.

That was the year I camped with John Wain and William Miller.

I wish you'd had a copy recorded along on your trip through the

woods with them too. Would you like to mention how you happened

to go on the outing in the Brown's with them?

Well, I used to go into the mountains nearly every summer with

the Brown family, and on each summer when we broke the camp into

LJR: smaller groups and each group had its own camp -- own tent and own carts -- and the group would live together. They didn't have the food; it was supplied to all from a central point. But at night we slept in a little tent of our own in a small group.

This particular year I was invited by John Muir and William Keith to be with them in a group of three. In that way, every evening we had a nice talk together over what we'd seen in that day in the High Sierra, and then we went to sleep in our little camp. We had a very, very pleasant outing that summer. That lasted for something like three weeks that we were in the High Sierra, traveling from one place to another, sometimes tarrying in some fascinating place several days, but on the whole we found it agreeable to move quite frequently and discover new views, charming vistas. We passed a very pleasant summer outing.

ARF: Can you place this exactly in time?

LJR: Here is the entry in my diary. The 2nd of July to the 1st of August 1906 with the Sierra Club at the King's River Canyon. That's about the period of time they would give for the outing, approximately one month.

ARF: What did John Muir do on the trip?

LJR: He was splendid in conversation. There are some men, you know, who know a lot but don't pour it out. Muir was the kind of man who could talk about his interests in such a way as to engage the attention very fully of the hearers.

ARF: What were his topics of conversation?

LJR: They are indicated here in his biography in Who's Who. They were

smaller groups and each group had its own camp -- one camp and
own camp -- and the groups would live together. They didn't have
the food; it was supplied to all from a central point. But at
night we slept in a little tent of our own in a small group.

This particular year I was invited by John Stein and William
Keith to be with them in a group of three. In that way, every
evening we had a nice talk together over what we'd seen in that
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What did John Stein do on the trip?

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who know a lot but don't want to talk. Stein was the kind of man
who could talk about his interests in such a way as to engage the
attention very fully of the hearer.

What were his topics of conversation?

They are indicated here in his biography in his own. Just were

LJR: forestry and also he went to Alaska and studied the glaciers there and told us all about them, and they named a glacier after him, the government did that.

ARF: About the time that he went on the trip with you he had either just finished or was still writing his book on California mountains. Was he taking any notes as you camped, do you remember?

LJR: I don't remember. He didn't do much writing right when we were actually with him; it would be afterwards, I guess. But conversation was the great feature when we were together. He was an authority on forestry and forest management. He had visited Russia, Siberia, India, Australasia, and the Philippines to study the forests in those countries. Think what he would have to tell about all that! And he did, I heard him. That's why he was such a fascinating person to be with. His experience had been rich and he could tell you about it.

ARF: Do you remember if he gave you any ideas on government conservation of these forest areas?

LJR: Yes, that was a theme that was much in his mind. He wanted to have what he considered the valuable forests properly cared for, and he talked about that.

ARF: He was willing for the government to do this, is that right?

LJR: Yes, and he was very, very much interested in seeing that fires were not allowed to run in the forests; he wanted great pains taken to stop fires of that kind and not have them recur.

ARF: When he was a very young man he was quite an inventor of mechanical gadgets. Did you notice his mind working along any channels

Forestry and also he went to Alaska and studied the factors there

and told us all about them, and they passed a law after that,

the government did that.

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just finished or was still writing his book on California man-

agement. You see, he was writing my paper as you know, on the forestry

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Yes, and he was very, very much interested in seeing to it that

were not allowed to run in the forests; he wanted great things

taken to stop fires of that kind and not have that sort.

When he was a very young man he was quite an inventor of mach-

ical devices. Did you notice any of his inventions when you were

- ARF: of mechanical inventions?
- LJR: Yes, that was one of the themes that he was interested in.
- ARF: What specifically did he talk about?
- LJR: That's impossible for me to recall.
- ARF: Was he interested in the animal life?
- LJR: No, not particularly. It was plants and trees. He had very little to say about the animals that we happened to chance upon. He wasn't a hunter.
- ARF: Do you think that he had a good view of the overall ecology of an area, the relationship of the existence of some animals to the life of the plants in the area, and vice-versa?
- LJR: No, I don't think his interest could be described exactly in that way. He had a casual interest in that when he was talking, but I wouldn't say that he had an intense interest. His interest was in the life of the plants and the trees and their characteristics. That occupied his mind very deeply and thoroughly.
- ARF: You must have been a well-educated man when you got through with that trip.
- LJR: [Laughing] Yes. He was born in 1838 and died in 1914.
- ARF: So this was just a little while before he died, about 8 years. Tell me what he looked like.
- LJR: Oh, he was a man with a beard. He didn't want to take the time to shave, so he had a beard. He had what I call sort of a grandfather type of figure and face.
- ARF: You mean he stooped a little?
- LJR: No, I don't mean that. He was a good walker, a very good walker, and he wasn't crouched over; he was upright and walked with both

of mechanical inventions?

Yes, that was one of the things that he was interested in.

What specifically did he call himself?

That's impossible for me to recall.

Was he interested in the animal life?

Not particularly. I was almost blind. It was very hard

to get about the animals that he happened to come upon.

Wasn't a hunter?

Do you think that he had a good view of the overall ecology of

an area, the relationship of the existence of some animals to the

life of the plants in the area, and vice-versa?

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that trip.

[Laughter] Yes. He was born in 1875 and died in 1914.

So this was just a little while before he died, about 4 years.

Tell me what he looked like.

Oh, he was a man with a beard. He didn't want to take the time

to shave, so he had a beard. He had what I call sort of a good-

leather type of figure and face.

You mean he stooped a little?

No, I don't mean that. He was a good walker, a very good walker,

and he wasn't crowded over; he was upright and walked with both

LJR: hips working, that kind of man. He was physically vital, not lazy or not broken down, not that. He walked with his shoulders and hips working and he could walk great distances without any trouble.

ARF: Did he have much trouble entering into conversation with people whom he did not know?

LJR: No, he didn't do that; he wasn't that kind; his conversation tended to be with his friends and acquaintances. He didn't pick up conversation with a casual person that he happened to fall in with. That kind of conversation didn't interest him.

ARF: Was he a little on the bashful side?

LJR: No, I shouldn't say bashful. I'd say that he lacked interest in picking up strangers, developing conversations with them. He just simply lacked interest in that. He preferred to have his conversation with somebody who had some knowledge that they could work on together in the conversation.

ARF: Did John Muir become a friend of the family after this expedition?

LJR: Yes, John Muir during the rest of the year had friendly little touches and relations with us, interchanging things now and then that he thought we'd be interested in. I mean by that that I might send him a magazine article that I thought was uncommonly good and close to some of his ideas, that kind of thing.

William Keith

ARF: What was William Keith doing on your camping trip?

like writing, that kind of work. It was different, it was not
easy or not down down, not hard. We talked with him and
and like writing and he could write great things without any
trouble.

Did he have such trouble writing into conversation with people
whom he did not know?

No, he didn't do that; he was a good kind; his conversation
tended to be with his friends and acquaintances. He didn't pick
up conversation with a casual person that he happened to fall in
with. That kind of conversation didn't interest him.

Was he a little on the social side?

No, I shouldn't say social. I'm not sure he had much interest in
picking up strangers, developing conversations with them. He just
simply lacked interest in that. He preferred to have his conver-
sation with people who had some knowledge that they could work
on together in the conversation.

Did John ever become a friend of the family after this separation?

Yes, John was always the sort of man who was friendly little
touches and relations with us, corresponding letters and such
that he thought we'd be interested in. I mean by that that I
might send him a message which you & I would be interested
and was close to some of his ideas, that kind of thing.

Willie Keith

What was Willie Keith doing on your wedding trip?

LJR: William Keith was a born artist and if you know his paintings, they are still wonderful. They're great. There's a large collection of them in California. What he did with us when we were hiking was to call our attention to some particular vista that would make a wonderful picture.

ARF: Did he sketch when he was with you?

LJR: No, he saw these wonderful things and when he got back to his studio in San Francisco he could recall enough to make a picture. He made pictures recalling what he had seen. His mind acted that way.

ARF: Like Wordsworth wrote his poetry.

LJR: Yes, that's it. It was interesting that he lived in Berkeley and had his studio in San Francisco. When I asked him why he didn't have his studio right in Berkeley where he lived he said, "I don't like to have people visit my studio, especially travellers and people that represent some other part of the country in some way. I like to have those people come in." And when he was painting he didn't suffer at all if strangers came into his studio and looked at what he was doing. He didn't mind working under those conditions at all.

ARF: Your daughter, Mrs. Wyckoff, told me that he became a very good friend of the family.

LJR: Yes, he did.

ARF: And that he painted some portraits of all of you.

LJR: Yes. And by the way, in Berkeley, in my son John's home, there is a portrait that he made of one of us.

William Feith was a very artist and if you know his paintings,

they are still wonderful. They're great. There's a large col-

lection of them in California. What he did with us when we were

sitting was to call our attention to some particular view that

would make a wonderful picture.

Did he expect when he was with you?

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he didn't suffer at all if someone came into his studio and

looked at what he was doing. He didn't mind working under those

conditions at all.

Your daughter, Mrs. Geyser, told me that he was a very good

friend of the family.

Yes, he did.

And that he painted some portraits of all of you.

Yes. And by the way, in Berkeley, in my son John's name, there

is a portrait that he made of one of us.

ARF: What is this like?

LJR: It's not very large, about 14 inches high.

ARF: Could you tell us how he paints? Have you ever watched him?

LJR: Yes. I used to marvel that he could paint when people were all around him and asking questions now and then. He could go right on; it wouldn't bother him at all. It was a curious thing; he rather liked to have someone look at him when he was at work, and if they commented, why, it was interesting to him.

ARF: He was able to support himself with his paintings, wasn't he?

LJR: Yes, he was, and I'll tell you, his paintings were sold in San Francisco at an art store. I can't seem to remember the name of that store. He had an income that way. He had to sell something to get bread and butter, but he got it because his paintings were so good. Even when they were new and he hadn't a reputation that was long-standing, his paintings would bring five or ten dollars, not much, but you know, after he was dead and gone his paintings would sell for large sums of money.

ARF: Do you know who some of his artist friends were?

LJR: No. He knew certain members of the faculty who were interested in his work, but they weren't painters. They were people like Gayley and people of that type.

ARF: Did they buy any paintings?

LJR: Let me see. I'm under the impression that Gayley bought one, and I can't think just now of any other professor that bought them. They liked his work, were sympathetic with it.

possibly and probably that some interest in the field is being

What is this like?

It's not very large, about 15 inches high.

Could you tell us how the painting was made?

Yes. I used to travel that in 1910 and 1911 when some people were all

around the and asking questions now and then. He could not paint

and it wasn't his own idea at all. It was a curious thing; he

rather liked to have someone look at him when he was at work,

and if they commented, why, it was interesting to him.

He was able to support himself with his painting, wasn't he?

Yes, he was, and I'll tell you, his paintings were sold in San

Francisco at one time. I don't mean to remember the name of

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so good. Even when they were new and he hadn't a reputation that

was far-reaching, his paintings would bring five or ten dollars,

not more, but you know, after he was dead and gone his paintings

would sell for large sums of money.

Is that how the case of his painting business went?

Yes. He had certain numbers of the paintings and was interested

in his work, and they weren't painters. They were people like

Gary and people of that type.

Did they buy any paintings?

Let me see. I'm under the impression that Gary bought one, and

I can't think just now of any other person that bought one.

They liked his work, were sympathetic with it.

- ARF: They were mostly landscapes, weren't they?
- LJR: They were almost entirely landscapes. I can't think of anything else that he painted.
- ARF: Is the one at your son's house a landscape or a portrait?
- LJR: Well, that's a portrait, I think, of an individual.
- ARF: Your daughter told me that when he painted a portrait of a person it was really a landscape.
- LJR: [Laughing] Yes, that's right, it's a person in a landscape.
- ARF: She said this is the way the person's soul appeared to the artist. William Keith was rather prolific, wasn't he?
- LJR: Oh, yes, he painted a great deal. He painted lots of pictures and a lot of his pictures survive. He worked rather rapidly. But then when he got a painting to what you'd call done, he paid a good deal of attention to very minute details that he would perfect just as a final stage of work on that scene.
- ARF: Could you describe him as a person?
- LJR: He was a man who wore a beard, and he was rather stocky. That describes the figure. I think that describes him well.
- ARF: Was he a good conversationalist, too?
- LJR: Oh, yes, he was very good, when a person knew enough to grasp his interests to some extent.
- ARF: You mean talking about art he was good? Was he interested in the world outside of art very much?
- LJR: No, I never saw that he was. Never heard him say anything. He might have been, you know, casually. I'd presume he was a voting citizen and probably took some interest in the things a voter

F: They were mostly landscapes, weren't they?

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else that he painted.

F: Is the one of your son's house a landscape or a portrait?

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F: Your daughter told me that was he painted a portrait of a person

it was really a landscape.

R: [Laughing] Yes, that's right, it's a person in a landscape.

F: She said this in the way the person's soul appeared to the artist.

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F: Could you describe him as a person?

R: He was a man who wore a beard, and he was rather steady. That

described the figure. I think that describes him well.

F: Was he a good conversationalist, too?

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his interest to some extent.

F: You were talking about not he was good? Was he interested in the

world outside of art very much?

R: No, I never saw that he was. Never heard him say anything. He

might have been, you know, casually. I'd suppose he was a voting

citizen and probably took some interest in the things a voter

LJR: must know about, but he didn't talk about those things. He talked about his primary interest.

ARF: Did he enter into the local social life very much?

LJR: Yes, in what I'd call a limited way, not a large way. In a small group, yes.

ARF: What about supporting movements for local art museums and things like that? Did he help in that any?

LJR: No, I don't remember that he took any interest in that.

ARF: Do you have anything else you'd like to say about John Muir or William Keith?

LJR: I want to say that both men had a quality that I call genial, and when I was with them, when we were camping in the little group of three, I felt these men had a geniality that was very charming and nice to have contributing to the fellowship of the club. Both men I call genial, yes.

Dinner Meetings of the Faculty

ARF: I wanted to ask you about the dinner sessions at the California Hotel in San Francisco where you would go after someone would say in a faculty meeting in Berkeley, "I move we adjourn to a dinner session." Were the really crucial problems in faculty senate thrashed out "over the white wines and red wines of a delicious meal?"

LJR: They were. I wish I could remember the name of the restaurant to which we went -- Sanguinetti's, that's it. We went there

Q: Now I know about, but we didn't talk about things. He talked

about his present interest.

Q: Did he ever indicate local social life very much?

A: Yes, in what I'd call a limited way, not a large way. In a small

group, yes.

Q: What about supporting movements for local art museum and bridge

like that? Did he help in that way?

A: No, I don't remember that he took any interest in that.

Q: Do you have anything else you'd like to say about John Blair or

William Ketter?

A: I want to say that with some qualifications that I call general,

and when I was with them, when we were camping in the Little group

of three, I felt there was a certain that was very charming

and nice to have contributing to the fellowship of the club.

Both men I call general, yes.

Dinner meetings of the Faculty

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Hotel in San Francisco where you would go after someone would

say in a faculty meeting in Berkeley, "I give we adjourn to a

dinner session." Were the really crucial program in faculty

meetings transferred over the whole time and was it a

delicious meal?"

A: They were. I wish I could remember the name of the restaurant

to which we went -- something like that's it. We went there

LJR: and to the restaurant in the California Hotel.

ARF: This was an impromptu affair.

LJR: Yes, it was impromptu and informal, but nevertheless we did discuss the fundamental ideals that were involved in faculty work, faculty action. But we could do that in a kind of informal way at a dinner table.

ARF: About how many of you were there?

LJR: Well, my memory is that four or five of us would be in those groups, not a large number, not the whole faculty senate. Just three or four or five that would decide to go over by themselves and talk it over and have dinner together.

ARF: Did this always include the president?

LJR: No, it varied. The group was never quite the same each time. It would pick up just as chance had it.

Founding of the Faculty Club

ARF: What other kinds of social life did you have within the faculty?

LJR: Well, I was one of the founders of the Faculty Club, and I can tell you just how it began. Three or four of us saw a little cottage on the southern rim of the campus and we said among ourselves in talk, "Couldn't we rent one of those cottages, maybe for \$5 a month" (it was tumbled down, you know, unoccupied) "and then hire a caterer to come and give a luncheon to us five days a week?" Mellan Haskell of the mathematics department was one of the men who worked with me on that especially.

and to the restaurant in the California Hotel.

This was an important affair.

Yes, it was important and into that, but nevertheless we did discuss

the fundamental ideas that were involved in faculty work, faculty

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About how many of you were there?

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tell you just how it began. There or four of us saw a little

message on the southern rim of the campus and we said "let's

do it in California, let's have one of those cottages, and

for \$2 a month" (it was funded then, you know, unincorporated) and

then with a letter to the board and give a mission to us five days

a week? Well, the records of the administrative department are one

of the men who worked with me on that socially.

ARF: Do you remember any of the others?

LJR: Charles Noble was one.

Anyway, we hired the cottage and got the caterer and it went well. From that we began to expand and expand until the day came when we got the regents to build us a clubhouse on the campus with Maybeck as the architect. And I forget whether the regents just donated that or whether we paid them back gradually. I think they donated it finally when they saw what we wanted and what we needed. And that small Faculty Club building is now included in the large building that they have put up. The fireplace is there in the end of one room -- that was our main room. So the Faculty Club then entered upon a period of giving entertainments not only at Christmastime and New Years and so on, but giving dinners for the faculty to come to with their wives. And those dinners were very delightful social occasions. For years we kept them up.

ARF: These activities were run by a faculty committee?

LJR: Yes, they were. Finally they made a formal arrangement and I was on the committee. In that faculty building my name was put on a little list that was kept there framed. I don't know whether it is there now, but it was kept there for years as founders of the club, and my name was there with Haskell and Charlie Noble.

ARF: About how many went over for lunch this first year?

LJR: I can tell you almost definitely. It was about seven, as few as that. We just picked out a few men we thought might like the idea and we got seven.

Q: To you, research any of the others?

A: Charles Bell was one.

Answer, we liked the cottage and got the papers and it went

well. From that we began to expand and expand until the day came

when we got the permits to build on a diaphanous on the corner

with New York as the architect. And I forgot whether the permits

just wanted that or whether we paid them some grandiosity. I

think that donated if I really want they are what we wanted and

what we needed. And that really really did building is now

included in the large building that they gave out as. The first

place is there in the end of the town -- that was our main room.

So the Beauty Club then returned down a period of living inter-

tainments not only at Christmas and New Year and so on, but

giving dinners for the Beauty to come to visit their wives. And

those dinners were very delightful social occasions. For years

we kept them on.

Q: These activities with me as a society committee?

A: Yes, they were. Finally they made a formal arrangement and I was

on the committee. In that society building my name was out on

a little list that was the Beauty's list. I don't know whether

it is there now, but it was there for years as I remember of

the club, and my name was there with Russell and Charles Bell.

Q: About how many years over for lunch this first year?

A: I can tell you almost definitely. It was about seven, as far as

that. We just picked out a few men we thought would like the

idea and we got seven.

ARF: Did you have to face the issue of whether you would admit women members or not at any particular time?

LJR: That was a gradual development.

Now and then we'd find some member of the faculty that looked upon our group and saw what a good time we were having and so we could invite him to come in. And in that way we enlarged as time went on until we got to the point where the idea spread in the faculty that there should be a Faculty Club. And then the faculty voted support for the idea and asked the regents to appropriate money to start the club on the grounds that it would be a better University if we could say to men that were coming to us that there was a nice social institution, the Faculty Club. We got that idea over the regents very definitely and they accepted it.

ARF: As a drawing card for recruiting professors?

LJR: Yes.

ARF: I had wondered how the regents were talked into this. [Laughter]

The Berkeley Fire

ARF: You seem to have a talent for organizing things; such as the military bureau. And I noticed that in 1923, when the Berkeley fire came, you had a lot to do with the rehabilitation work there, didn't you?

LJR: Yes, I did. That business experience came in very well then, giving me an idea of how to cope with city problems.

ARF: Something outside the ivied walls.

Q: Did you have to face the issue of whether you would admit women

members or not at any particular time?

A: That was a gradual development.

Q: How and then we'd first some number of the faculty that I asked

when our group was first formed? I don't know we were having and so we

could invite him to come in. And in fact we were invited as time

went on until we got to the point where the first group is the

faculty that there should be a Faculty Club. And then the Faculty

acted support for the idea and we were the members in appropriate

money to start the club on the grounds that it would be a better

University it would be to have that was coming to us that

there was a nice social institution, the Faculty Club. We got

that idea over the records very definitely and they accepted it.

Q: As a director card for recruiting professors?

A: Yes.

Q: I had wondered how the records were talked into this. [Laughter]

The Berkeley Five

Q: You seem to have a talent for writing things, even as the

faculty record. And I noticed that in 1952, when the Berkeley

five came, you had a lot to do with the restriction work.

A: There, didn't you?

Q: Yes, I did. That business experience does so very well then,

giving me an idea of how to come with only problems.

Q: Something outside the ivory walls.

LJR: Yes, that was quite remote from Latin and Greek. [Laughter]

ARF: In the Berkeley fire how did you go about setting up the relief organization?

LJR: Well, by calling together a group of men and women who were able -- sensible and able -- and then with that group looking into the situation and by discussion within this group deciding what should be done. That's just exactly the way that the thing worked out, just by discussion.

Prominent Women

Jane K. Sather

ARF: Why was Mrs. Sather's endowment for a chair placed in your department rather than someplace else in the University?

LJR: Jane Sather was a very highly intellectual person, and she would meet individual professors and their talk was always productive of good results. She became a regent of the University. Sather Gate, you know, was her gift.

ARF: Was it a particular interest of Mrs. Sather's in classical literature and language that led her to make this endowment for Latin and Greek?

LJR: No. I knew her quite well. She was what I call a well-educated person. She had no special preference for either classical languages or modern; she wanted to do what was right. I have talked with her; she would discuss a broad general principle and

LJR: try to do the right thing. Especially when she was a regent she liked to consider matters in a large, broad way. She didn't have individual preferences, not at all. She would try to get the information that she needed for deciding her vote on a particular thing. She was what I call a well-educated woman.

ARF: Was Mrs. Hearst likewise well-educated?

LJR: No, not anywhere nearly so well-educated. Her position was just an accident; you know how these things work out. Jane K. Sather was a woman who was interested in her own educational development and did everything possible for it. Well-read, you know, thoughtful, and she went to important lectures. When big men came along or big women she went to hear them, took pains to keep up to date, to keep up to the minute, so that her judgment was never a snap judgment, it was a judgment based on her investigation of things.

She was a native of New York State and here in Who's Who it says she was born the 9th of March 1824 of French Huguenot ancestry on her mother's side and of Holland Dutch on her father's. She moved to Oakland and, I believe, at the time of her husband's death he turned over his money to her, most of it. And in 1900 she transferred her property consisting of something like \$300,000 to the University regents. Out of that the Sather professorship in history was established at the cost of \$100,000. It's going now, and the professor gets his salary from the interest on \$100,000. And the holders of that were Henry Morse Stephens, later Herbert Eugene Bolton, and still later, Robert J. Kerner.

try to do the right thing. Especially when you are a woman and
tried to consider matters in a larger, broader way. One didn't
have individual pretensions, not at all. One would try to get
the information that was needed for decisions and vote on a par-
ticular thing. One was what I call a well-adjusted woman.

Was Mrs. Robert Lincoln well-adjusted?
No, not anywhere nearly so well-adjusted. Her position was just

an accident; you know how these things work out. Jane E. Carter
was a woman who was interested in her own educational development
and did everything possible for it. Well-read, you know, thought-
ful, and she was in important positions. When his own sense alone
or his own sense alone she went to her room, took pains to keep up to date,
to keep up to the minute, so that her judgment was never a guess.

Judgment, it was a judgment based on her investigation of things.
She was a native of New York State and was in Ohio's case it

says she was born the year of 1824 of French-Swiss parentage
try on her mother's side and of English descent on her father's.

She moved to England and, I believe, at the time of her husband's
death he turned over his money to her, worth of it. And in 1850
she transferred her property consisting of something like

\$200,000 to the University of London. Part of that the father pre-
viously in his will was stipulated at the cost of \$100,000.

It's going now, and the professor gets his salary from the inter-
est on \$100,000. And the balance of that was given to

Stephens, later Robert Augustus Bolton, and still later, Robert L.
Karnes.

LJR: And then she gave \$100,000 for a professorship in classical literature. It was not to be used to pay for the salary of any particular professor on campus; but very famous professors of Greek or Latin were to be brought to Berkeley for a limited time -- sometimes a semester, sometimes a little less, but quite often a semester. That \$100,000 was applied to that professorship which began in 1913. She died on the 12th of December 1911.

ARF: Didn't you have to do something concerning the campanile chimes?

LJR: Oh, I picked out the bells, went to England to the firm of Taylor and Co. in Luftborough, England.

The University appointed me to find the bells for the campanile and I went then to Troy, New York, where bells were made in this country. And after careful examination I found their bells were of inferior grade as compared with the bells made by Taylor and Co. So I went there and I told them I was there to investigate the possibility of bells for an American institution. And they said, "You'll find our bells installed in this area that looks like a big barn; you'll find wooden structures up with bells in them. And you can go out there and climb up a ladder and you will find you can ring the bell and you can hear the tone of the bell. There's a hammar there. Go around and examine our bells. See what kind you like."

So I went all over this place and I found beautiful bells. They said their greatest triumph was when they made the great bell in St. Paul's. I can't tell you which St. Paul's it was, whether it was in New York or London.

And then she gave \$100,000 for a professorship in classical literature. It was not to be used to pay for the salary of any particular professor or course; but very famous professors of Greek or Latin were to be brought to Berkeley for a limited time -- sometimes a semester, sometimes a little less, but never often a semester. That \$100,000 was applied to that professorship which began in 1911. She died on the 13th of December 1911. Didn't you have to do something regarding the economic crisis? Oh, I kicked out the balls, went to England to the firm of Taylor and Co. in Southampton, England.

The University appointed me to find the balls for the use of balls and I went then to Troy, New York, where balls were made in this country. And after several examinations I found that balls were of inferior grade as compared with the balls made by Taylor and Co. So I went there and I told them I was there to investigate the possibility of balls for an American institution. And they said, "You'll find our balls installed in this case that looks like a fine ball; you'll find wooden apparatus on which balls in them. And you can go out there and check up a ladder and you will find you can find the ball and you can have the tone of the ball. There's a special there. So usual and examine our balls. Has your kind you like?"

So I went all over this place and I found beautiful balls. They said their greatest triumph was when they made the great ball in St. Paul's. I can't tell you which it is. I'll tell you whether it was in New York or London.

LJR: Well, I came back to Berkeley and I said, "I've certainly found the place where the best bells in the world are being made, and we should get them for the campanile." They accepted my word right there, and the regents made the order for them to construct the bells.

ARF: Jane Sather gave a fantastic sum for those bells, but only a little over half of the money was spent for the bells. Why didn't they spend the rest?

LJR: They wanted to make a gate for her, and they took part of that money to make Sather Gate. That was quite an expensive structure and they took that from the bell money.

ARF: Did you have something to do with the design of the campanile?

LJR: No. John Galen Howard did that and I was with him and talked with him while he was doing it, but I didn't contribute anything to that, no.

ARF: Is it true that it is designed after a campanile in Italy?

LJR: Yes, yes, yes. Howard seemed to have, definitely, an idea that I thought was good; he didn't need any correction. [Laughter]

May Treat Morrison

LJR: Now, we should look at another woman, Mrs. May D. Treat Morrison, and inasmuch as we have the Morrison Room the University has a record of her so I didn't take the time to get it, but it's over there.

ARF: Did you know her personally?

Well, I was back by December and I said, "I've certainly found the place where the best balls in the world are being made, and we should get them for the campaign." They accepted my right terms, and the reports sold the order for them to construct the balls.

John Galt had a fantastic run for these balls, but didn't finish over half of the money was spent for the balls. Why didn't they spend the rest?

They wanted to make a gate for him, and they took part of that money to make better gates. That was quite an expensive structure and they took that from the ball money.

Did you have something to do with the design of the campaign?

No. John Galt himself did that and I was with him and talked with him while he was doing it, and I didn't contribute anything to that, no.

Is it true that it is designed after a campaign in 1917? Yes, yes, yes. I would have to have, definitely, an idea that I thought was good; he didn't need any correction. [laughter]

RAY: That's correct.

Now, we should look at another woman, Mrs. Ray D. Treat Morrison, and I mention as we have the Morrison from the University was a record of her as I didn't have the time to get it, but it's over there.

Did you know her personally?

LJR: Oh yes, very well.

ARF: Perhaps you could tell us something that is not in the record.

LJR: All I can say about that was that she was a woman of social charm. Now, some women are just neutral, but when you met Mrs. Morrison you immediately felt the charm of a woman socially gifted. She had those qualities. Her husband was also a very nice man, and they made a very nice couple to meet.

Katharine C. Felton

LJR: And then we should look up Katharine C. Felton, who was in the class of 1895. She was a student of mine for three years, and then, after her graduation, she took a leading role in San Francisco in social work. A leading woman in social work. She had majored in Latin, under me.

ARF: Did you, by any chance, see her ideas of social work germinating as she was under you?

LJR: Oh, we had -- I made it a point in my teaching back there in those years to have extended conversations with my students outside the classroom. I had very pleasant talks with her. She lived on Dwight Way and I used to go in and call on her and talk with her, just as a friend calling on another friend. I found her a highly intelligent woman, and I understood when she went into social work in San Francisco that she had the qualities to succeed in that.

Oh yes, very well.

Perhaps you would tell us something that is not in the record.

All I can say about that was that she was a woman of social activity.

Now, some women are just wealthy, but when you see Mrs. Harrison

you immediately tell her that she is a woman socially fitted. She

has these qualities. Her husband was also a very nice man, and

they made a very nice couple of people.

Katherine C. Felton

And then we should look at Katherine C. Felton, who was in the

class of 1895. She was a student of mine for three years, and

then, after her graduation, she took a leading role in the

class in social work. A leading woman in social work. She did

devised in Berlin, under me.

Did you, my chance, see her ideas of social work formation

as she was under you?

Oh, we had -- I made it a point in my teaching back there in

those years to have attended conversations with my students outside

the classroom. I had very pleasant talks with her. She lived on

Dwight Way and I used to go in some call on her and talk with her

just as a friend calling on another friend. I found her a highly

intelligent woman, and I understood when she went into social work

in San Francisco that she was the qualified to succeed in that.

Phoebe Apperson Hearst

LJR: Now, I looked up Phoebe Apperson Hearst, born in 1842, died in 1910, and the mother of William Randolph Hearst. She established kindergarten classes in San Francisco; she built public libraries in Lead and Anaconda in Montana; at Washington, D.C., she built the National Cathedral School for Girls. Her life has been written well and we have the copy in the Library. It is by Mrs. W.S. Black and it is printed by John Henry Nash in 1928. That gives the names of the buildings she gave to Berkeley.

I want to tell you a little story in this connection which I enjoy. At one time Mr. Wilkinson, my wife's father, wanted to go to the world's fair being held then in St. Louis, Missouri. You remember there was a world's fair there. And he said to me, "I'd like to take Maud with me for a visit to that and I think you can get along all right caring for the children for that period -- it wouldn't be more than two weeks -- and you can get along."

And I said, "Yes, you're right. We can. Go ahead, take my wife, I think she'll enjoy it. It will be a good thing for her; it will relieve her of some of her ordinary duties." So I agreed.

And word was passed around when Mr. Wilkinson and my wife left that I was taking care of those three children in my home and I was doing it all alone. The telephone rang. "Is this Mr. Richardson?"

"Yes."

"This is Phoebe Hearst. I want to know if you are taking

Prose-System-Notes

Nov, I looked up these American names, both in 1843, and in 1840, and the other of which I had heard. The original kindergarten classes in the States; and will give information in regard and names in regard; as mentioned, U.S., and will

the National Cathedral school for girls. Her life has been written well and he has a copy in the library. It is by Mrs.

V.A. Place and it is printed by John Henry Dean in 1828. That gives the names of the children and how to identify.

I want to tell you a little story in that connection which I enjoy. At one time Mr. Richardson, my wife's father, wanted

to go to the wife's fair being held then in St. Louis, Missouri. You remember there was a woman's fair there. and he said to me,

"I'd like to take some with me for a visit to that and I think you can get along all right during for the children for that

period -- it would be more than two weeks -- and you can get along."

and I said, "Yes, you're right. we can go ahead, take my wife, I think and it will be a good thing for her;

it will relieve her of some of her business duties." So I replied. And word was passed around that Mr. Richardson and his wife

left that I was taking care of some other children in my home and I was going to all about the business. It is the

Richardson?"

"Yes."

"This is Thomas Hart. I want to know if you are familiar

LJR: care of those children all alone. I've heard that you are."
 "I am."
 "Ah," she said, "now I have it. I want you to bring your
 three children down to my country home and there I have plenty of
 servants and they'll take care of the children and you. Then you
 can be free to go back and forth in a kind of commuting way, if
 you want to, but I'll have a maid to take care of the children.
 So you will be entirely free to do what you want to do."

"Well, yes." That was too good a thing to miss. Whereupon
 I took the three children, with all the clothing and so forth
 necessary, and went down to her country home, and she received
 us most cordially, charmingly. Throughout all that time my wife
 was away, Phoebe Hearst was taking care of me and the children in
 her country home. So it worked out beautifully.

ARF: Do you know any other stories about her to include?

LJR: There were other stories, of course. I'm trying to think if I
 can recall any of them. I want to tell you a little story in
 connection with this one event. When my three children and I
 were at her country home, Mrs. Hearst, as a woman regent, was
 entertaining travelers connected to the University in some way
 or other. There might be a committee of five or six coming out
 from the East to do something and Mrs. Hearst would entertain
 them. And on one occasion, while the children and I were there,
 On the 23rd of November 1892 I was elected a member of the Board.
 she gave quite a large dinner to a group of delegates that had
 Jay Clark, and I later became the secretary of that organization.
 come west.
 That club had been formed from an earlier committee and

care of those children all alone. I've heard that you are."

"I am."

"Ah," she said, "now I have it. I want you to bring your three children down to my country home and there I have plenty of servants and they'll take care of the children and you. When you can be free to go back to your kind of country life, if you want to, but I'll have a maid to take care of the children."

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"Well, yes." That was too good a thing to miss. She answered

I took the three children, with all the clothes and so forth necessary, and went down to her country home, and she received us most cordially, especially. Throughout all that time my wife was away, those three children were in the care of me and the children in her country home. So it worked out beautifully.

Do you know any other stories about her to include?

There were other stories, of course. I'm trying to think if I

can recall any of them. I want to tell you a little story in

connection with this one event. When my three children and I

were at her country home, Mrs. Hart, as a woman friend, was

entertaining travelers connected to the University in some way

or other. There might be a committee of five or six coming out

from the East to do something and Mrs. Hart would entertain

them. And on one occasion, while the children and I were there,

she gave quite a large dinner to a group of delegates that had

come west.

LJR: At this dinner there was a little girl the same age as my Florence, ten years old. There was a large dining hall with all these people talking, and the jabber of conversation all over the room was filling the place with sound. And all of a sudden people seemed to have talked out and for two or three minutes there was not a voice heard. And right in that silence my daughter Florence turned to the little girl next to her and said, "Have you lost all your teeth yet?" [Laughter] Whereupon the audience roared. You see, they were just at the age where their child's teeth were coming out and the other teeth coming in. But when you apply that to the dinner -- it was a whirlwind of fun.

ARF: This was at her home near Berkeley, wasn't it?

LJR: Yes, right near. I'm trying to think just where it was. It was not more than twenty miles. She had temporarily a home there. It had to do with her work as regent; she wanted to be where she could come quickly and frequently to the campus to watch certain things that were going on. I think her building was being put up then. She wanted to be where she could come up every day if she wanted to to see the progress on it and answer questions that were put to her.

The Berkeley Club

LJR: On the 23rd of November 1899 I was elected a member of the Berkeley Club, and I later became the secretary of that organization. That club had been formed from an advisory committee that

At this dinner there was a little girl the same age as my
 Florence, ten years old. There was a large dining hall with all
 these people talking and the subject of conversation all over the
 room was filling the place with sound. And all of a sudden people
 seemed to have talked out and for the next three minutes there was
 not a voice heard. And right in that silence my daughter Florence
 turned to the little girl next to her and said, "Have you lost all
 your teeth yet?" [laughter] "Whereupon the audience roared. You
 see, they were just at the age where their child's teeth were
 coming out and the other teeth coming in. But when you reply that
 to the dinner -- it was a whitening of the eye.

This was at her home over Berkeley, wasn't it?

Yes, right near. I'm going to think that's where it was. It was
 not more than twenty miles. The day happened to be a fine day.
 It had to do with my wife's tooth; she wanted to be there and
 could come quickly and frequently to the campus to watch certain
 things that were going on. I think her building was being put up
 then. She wanted to be there and could come up every day if she
 wanted to see the progress of it and answer questions that
 were put to her.

THE BERKELEY CLUB

On the 29th of November 1932 I was elected a member of the Berkeley
 Ivy Club, and I later became the secretary of that organization.
 That club had been formed from an advisory committee that

LJR: President Gilman had to assist him when he wanted to know things about California. He was a stranger here, the president of the University who was here at the beginning of things, about 1875. He appointed a board of citizens, professors and laymen, to give him advice when matters came up having to do with the state of California.

He was in Berkeley only two years and then he went to be president at Johns Hopkins University. And the board that he appointed to be his advisors, consisting of six University professors and six businessmen, formed itself into the Berkeley Club after he left. And I was later made a member of that club and I am a member of it today. That has gone right on through to the present time.

ARF: Well, can you give us some idea, then, of the evolution of the club since you first entered it?

LJR: Yes. After Gilman left and went to Johns Hopkins, that committee decided to keep up its existence, but they changed their name; they called it the Berkeley Club. It was made up then of 50 % University professors and 50 % business and professional men.

ARF: Who were some of the other members when you first joined it?

LJR: Oh, Professor Howison, Bernard Moses, John Galen Howard --

ARF: Do you still divide equally between businessmen and University men?

LJR: Yes. We are not careful to have the number perfectly exact; we try to make half University professors and half business and

President Gilman had to assist him when he wanted to know things about California. He was a stranger here, the president of the University who was here at the beginning of things, about 1872. He appointed a board of citizens, professors and laymen, to give him advice when matters came up having to do with the state of California.

He was in Berkeley only two years and then he went to be president of Johns Hopkins University. And the board that he appointed to be his advisors, consisting of six University professors and six businessmen, formed itself into the Berkeley Club after he left. But I was later made a member of that club and I am a member of it today. That was some time on through to the present time.

Well, can you give us some idea, then, of the evolution of the club since you first advised it? Yes. After Gilman left and went to Johns Hopkins, that committee decided to keep up its existence, but they changed their name; they called it the Berkeley Club. It was made up then of 20 University professors and 20 business and professional men. Who were some of the other members when you first joined it?

Oh, Professor Howland, Howard Moore, John Galien Howard -- In you still divide equally between businessmen and University men?

Yes. We are not careful to have the number perfectly exact; we try to make half University professors and half business and

LJR: professional men, lawyers -- for instance, we always like to have one lawyer and one doctor in.

ARF: Why is that?

LJR: Why, that's in order to have a more thorough examination of the problems. A doctor or a lawyer may have some expert opinion; it is very important to have that considered.

ARF: I wondered if you selected your members with an eye to just their particular specialty.

LJR: No, we select a member on the basis of what we call good general ability.

ARF: How do you select your members?

LJR: By just electing. As men die or move away we replace. We don't increase the number, but men died occasionally, and there might be vacancies that way, or they move somewhere and there'll be a vacancy. So we elect to fill that.

LJR: It has been enlarged. It was twelve to begin with; now we have twenty members. For years and years we met every two weeks, but during this last year we're trying the plan of meeting once a month. And what we do is to study the problems of the day that face the people and our government.

ARF: Domestic and international?

LJR: Yes, the problems of the day. And we get a highly qualified member to write a paper on each problem as it comes up and when we meet he reads his paper and we discuss that problem, that problem of the day.

The Berkeley Club members in 1941 were: Arthur, Blakeslee, Stone, Nichols, Francis, French, Calhoun, St. Germain, DeWitt, Lawton, Jennings, Loper, MacKay, Kullback. Members of the Berkeley Club are in the General Library, UCS. (1941)

professional man, lawyer -- for instance, we always like to have one lawyer and one doctor in.

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Yes, the problems of the day. And we get a highly qualified member to write a paper on each problem as it comes up and when we meet he reads his paper and we discuss that problem, that problem of the day.

LJR: The Berkeley club was a very important institution. I was secretary and treasurer of it for 35 years, you know, and I just ran it; that is to say, at each meeting there had to be one man chosen who would be the main speaker and he would have a subject that would be uppermost for conversation and discussion, and I had to see, every two weeks, that there was a man selected who would have the subject and who would enable the whole club to have a fine discussion and go home at ten o'clock.*

ARF: Do you still attend this club?

LJR: No. Just within the last year I found it very difficult to go from here to Berkeley to the meeting. The meeting concludes at ten o'clock at night and that meant that I'd walk down Shattuck Avenue, take about 30 minutes to catch a bus, and get home at midnight. I found that now that I'm 91 years of age that kind of late evening engagement was wearing on me and just about a year ago I sent a letter. I said, "I'm not resigning, but I'd like a leave of absence."

ARF: Were there other clubs of this type in the area?

LJR: Yes. I came to California in 1891 and joined the 630 Club, which met in San Francisco for the discussion of public questions. Some of the members were Warren Cheney, Ernest Peixotto, Professor Edmund O'Neill.

ARF: Was the 630 Club the same as the Berkeley Club?

LJR: Yes. It was not identical, but similar.

*Some of the Berkeley Club members in 1941 were: Bennet, Blasedale, Blake, Buckam; Freeman, French, Goldschmidt, Gorrel, Hatfield, Lawson, Lessing, Loper, MacKay, McGiffert. Minutes of the Berkeley Club are in the General Library, UCB. [ARF]

Q: The Berkeley club was a very important institution. I was secretary and treasurer of it for 25 years, you know, and I just ran it; that is to say, at each meeting there had to be one man chosen who would be the main speaker and he would have a subject that would be important for conversation and discussion, and I had to see, every two weeks, that there was a man selected who would have the subject and who would handle the whole club to have a fine discussion and go home at ten o'clock.

Q: Do you still attend this club?

R: No. Just within the last year I found it very difficult to go from here to Berkeley to the meeting. The meeting concludes at ten o'clock at night and that meant that I'd walk down Shattuck Avenue, take about 30 minutes to catch a bus, and get home at midnight. I found that now that I'm 81 years of age that kind of late evening engagement was wearing on me and just about a year ago I sent a letter. I said, "I'm not resigning, but I'd like a leave of absence."

Q: Were there other clubs of this type in the area?

R: Yes. I came to California in 1951 and joined the 630 Club, which met in San Francisco for the discussion of public questions. Some of the members were Warren Cheney, Ernest Feinstein, Professor

Edmund O'Reilly.

Q: Was the 630 Club the same as the Berkeley Club?

R: Yes. It was not identical, but similar.

* Some of the Berkeley Club members in 1941 were: George, Elizabeth, Dick, Richard, Thomas, Frank, Goldsmith, Harold, Herbert, Lewman, Jessing, Roger, George, William of the Berkeley Club are in the General Index, UCR. [ANT]

Flagg's Circle

LJR: Arthur Ryder, professor of Sanskrit, John H. McDonald, professor of mathematics, and I dined in San Francisco. We did that regularly. We'd go to the city and have dinner together and have a good long talk after dinner and then come home. I did that repeatedly with those same men. It made a good combination for talk.

There was also a group of men headed by Isaac Flagg, professor of Greek, and we formed this conversation group and we'd meet in various places -- not always in a restaurant, sometimes in one of the rooms of the members -- and we would have long talks together. They were very fine, very beneficial.

ARF: Who else was in this?

LJR: It was a group of about six or seven men. I can't remember just this minute the other names.

ARF: Was this conversation ever directed along a certain topic?

LJR: Oh, yes, it was. It was systematic in that respect. It was likely to be about a theme that somebody thought of, and the conversation would be about that theme for an hour or two.

ARF: In your diary there is a meeting dated 1913; that must have been about the time when it began.

LJR: Yes.

ARF: How often did you meet?

LJR: I think it was once a month. It was named Flagg's Circle after the oldest man in the group, Isaac Flagg.

Frank's Circle

Arthur Ryder, professor of Sanskrit, John H. McDonald, professor
of mathematics, and I dined in San Francisco. We did not regu-
larly. We'd go to the city and have dinner together and have a
good long talk after dinner and then come home. I did that
regularly with those same men. It made a good combination for
talk.

There was also a group of men headed by Isaac Fink, profes-
sor of Greek, and we formed this conversation group and we'd meet
in various places -- not always in a restaurant, sometimes in
one of the rooms of the park -- and we would have long talks
together. They were very fine, very confidential.

Who else was in this?

It was a group of about six or seven men. I can't remember just
this minute the exact number.

Was this conversation ever discussed along a certain topic?

Oh, yes, it was. It was discussed in that respect. It was

likely to be about a theme that somebody brought up, and the con-
versation would be about that theme for an hour or two.

In your diary there is a meeting dated 1911; that must have been
about the time when it began.

Yes.

How often did you meet?

I think it was once a month. It was named Frank's Circle after

the eldest man in the group, Isaac Fink.

ARF: When did this peter out, do you know?

LJR: No, I don't remember about that. Of course, those things don't go on forever. But that lasted quite a number of years.

ARF: It must have been good for communication between the different disciplines in the University.

Berkeley Music Association

LJR: Now, in your last letter you brought up some things which I remember as occupying me. Take the Berkeley Music Association. Warren Cheney was the secretary and I want to pay him a great compliment. He was an ideal secretary. He not only knew how to keep the records of the committee or the group, but he knew how to suggest things that are often very important. He was a skillful secretary. He lived on College Avenue just north of Bancroft Way, on the right-hand side as you went north, right opposite the University property. He had a wife and children that lived there. He was a real estate man.

ARF: I didn't realize he was in real estate, he was so closely connected with University activities.

LJR: Yes. Oh, he had a business. That's how he got his bread and butter.

ARF: I noticed also that when you were vice-president of the Berkeley Music Association the president was Mayor Hodgehead.

LJR: Yes, Mr. Hodgehead. I was trying recently to recall his name, and you've brought it to my mind. I knew him very well and he was a

Q: When did this paper come out, do you know?
 A: No, I don't remember about that. Of course, those things don't
 go on forever. But that lasted quite a number of years.
 Q: It must have been long for the connection between the different
 disciplines in the University.

Barkeley Music Association

Q: Now, in your last letter you brought in some things which I remem-
 ber as originating at the Barkeley Music Association. Warren
 Cooney was the secretary and I want to get his a great compliment.
 He was an ideal secretary. He not only knew how to keep the
 records of the committee or the group, but he knew how to suggest
 things that are often very important. He was a skillful secretary.
 He lived on Collier Avenue just north of Berkeley way, on the
 right-hand side as you went north, right opposite the University
 property. He had a wife and children that lived there. He was
 a real estate man.

Q: I didn't realize he was in real estate. He was an electrician connected
 with University activities.

A: Yes, Oh, he had a business. That's how he got his bread and
 butter.

Q: I noticed also that when you were vice-president of the Berkeley
 Music Association the president was Mayor Hopkins.

A: Yes, Mr. Hopkins. I was trying recently to recall his name, and
 you've brought it to my mind. I know his very well and he was a

LJR: very good member of that committee. And we brought to Berkeley some beautiful musical occasions. Sometimes in the shape of one artist, sometimes a group like three or four instruments.

Now, we thought while we were doing it that it was the finest possible thing of its kind for us to do for the city. The reaction from the public supported us in that thought and we gave hard work to it in finding these organizations and individual artists. We read the New York papers, you know, and we tried to find in every way the artists that were, at that time, serving the public somewhere, and when we learned about a very distinguished one we'd communicate with that artists and say, "Are you coming to California?" They liked to come to California. You take a singer singing in New York and you put that question to him and generally the reply was, "I want to come."

ARF: So you had climate on your side.

LJR: Yes, and in that way, by reading the eastern papers and the magazines, we kept track of the good artists either singly or in groups, and got them to Berkeley. And Mr. Hodgehead was a beautiful person in making an introduction when we had, say, a distinguished singer. He would likely rise and say, "Friends, I should like to say, regarding this artist, that she has sung in London, Paris, Berlin, New York," and then he would give a little of her history. And it was appropriate, you know. She had sung in all those cities and he made a nice little introductory talk very often at those concerts that we gave. And the singer

very good amount of that country. And he seemed to be
 some beautiful musical instruments. Some times in the hands of one
 artist, sometimes a group like those of our instruments.
 Now, we thought while we were going it that it was the finest
 possible time of the kind for us to go for the city. The reaction
 from the public supported us in that thought and we have had work
 to it in finding these organizations and individual artists. We
 read the New York papers, you know, and we tried to find in every
 way the artists that were, at that time, arriving and leaving
 somewhere, and when we looked back a year distinguished one
 we'd communicate with that artist and say, "Are you coming to
 California?" They liked to come to California. You take a
 singer singing in New York and you put that question to him and
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So you had classes on your side.
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 tinguished singer. He would likely rise and say, "Friends, I
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 London, Paris, Berlin, New York," and then he would give a little
 of her history. And it was appropriate, you know. She had sung
 in all those cities and he made a nice little introductory talk
 very often at those concerts that we gave. And the singer

- LJR: himself, or herself, was generally quite pleased at the kind of thing that was said, so that it was worthwhile. It put the singer in the mood to do her best, or his best.
- ARF: I noticed, for instance, in 1925 you had Elizabeth Rethburg from the Metropolitan, and Louis Graveure, baritone. I just copied a few names from the old University calendars.
- LJR: Why in the world hasn't that been kept up?
- ARF: Well, it seems that it was changed about the time when Harmon Gymnasium was torn down. I thought maybe you would know what happened to it.
- LJR: Well, now I wonder if the tearing-down of that gymnasium, which gave us a splendid large audience space, maybe we didn't think there was any place for a concert after that. I think we tried it once or twice down in the Berkeley High School auditorium, but we didn't like it, it didn't serve the purpose.
- ARF: After that the records show that maybe only once a year the Berkeley Music Club would sponsor a performance either in the Hearst Greek Theatre or Wheeler. Were you on this committee through its whole existence until it stopped?
- LJR: Yes. Do you remember the date of the tearing-down of the gymnasium?
- ARF: Miss Dornin in University archives said she thought it was about 1932, and she is usually correct.
- LJR: Yes, I think that had a great deal to do with it. It was an ideal auditorium for our purposes, and after they tore it down I remember we felt we simply had no place to give the concerts the

himself, or herself, was generally quite pleased at the sight of

things that she said, so that it was worthwhile. It got me

single in the road to do her best, or his best.

I noticed, for instance, in 1933 you was Elizabeth's secretary from

the Metropolitan, and David's secretary, I just copied a

few names from the old University columns.

Was in the world when I was born, how long ago?

Well, it seems that it was changed about the time when Harman

Quinn was born. I thought maybe you would know what

happened to it.

Well, now I wonder if the tearing-down of that examination, which

gave me a certain large national space, says to him, I think

there was any place for a concept after that. I think we first

it once or twice down in the Berkeley High School auditorium, but

we didn't like it, it didn't serve the purpose.

After that the records show that maybe only once a year the

University would then would sponsor a performance either in the

Harvard Great Theatre or elsewhere. Were you on this committee

through its whole existence until it stopped?

Yes, to you remember the date of the tearing-down of the examination?

Miss Gordin in University archives said she thought it was about

1932, and she is usually correct.

Yes, I think that was a great deal to do with it. It was an

ideal auditorium the one proposed, and after that they tore it down I

remember we felt we always had no place to give the students the

LJR: way we had been doing. For some curious reason the public didn't seem to think it was worthwhile going to the high school auditorium. They didn't come to the concerts there, so we had to give that up.

ARF: When did you start your interest in the music association?

LJR: Well, I think about 1910. I married Maud Wilkinson in 1900 and she had had very good musical training, so that it was a great help to me to have as a wife one who could give me such sound advice. I must give her credit for helping me very largely with regard to that Berkeley Music Association. She was a beautiful pianist herself, but she didn't want to give public concerts, she was just of that mind; she didn't care for that kind of thing. She played for her friends, and it was beautiful work, and, as I say, she helped me. Her judgment was very valuable and she was very helpful in carrying on the work of the association.

ARF: Was she a member too?

LJR: Now, let me see. She was not a member of the committee, she was merely my advisor, that's all. That's the only official connection she had. But she gave me very great help in that.

It would take, sometimes, a \$1000 to get one man out from the Metropolitan. We picked him out from the Metropolitan music aggregation in New York and got him out and back, paid his travel expenses and paid his fee. And we did that for years and it was one of the very finest things that could have been imagined for a city. Inasmuch as I no longer live in Berkeley I don't know

... we had been doing. For some curious reason the public didn't seem to think it was worthwhile going to the high school auditorium. They didn't come to the concerts there, so we had to give that up.

Now did you start your interest in the music association? Well, I think about 1914. I married Miss Wilkerson in 1909 and she had had very good musical training, so that it was a great help to me to have as a wife one who could give me such sound advice. I can't give her credit for helping me very largely with regard to that Berkeley Music Association. She was a beautiful pianist herself, but she didn't want to give public concerts. She was just of that kind; she didn't care for that kind of thing. She played for her friends, and it was beautiful work, and, as I say, she helped me. Her judgment was very valuable and she was very helpful in carrying on the work of the association.

Was she a member too? No, but she was. She was not a member of the association, she was merely an advisor, that's all. That's the only official connection she had. But she gave me very great help in that.

It would take, wouldn't it, \$1000 to get one man out from the Metropolitan. We give him one for the Metropolitan music association in New York and out of his own pocket, paid his travel expenses and paid his fee. And we did that for years and it was one of the very finest things that could have been arranged for a city. Inasmuch as I no longer live in Berkeley I don't know

LJR: whether that Berkeley Music Association is still functioning, because I'm too old, you see, to keep up that kind of thing now. But I'd say for twenty years we kept it up, and it was a very fine influence, musically, in Berkeley.

Financing the Association

LJR: Miss Marian Anderson we got one year. She's a beautiful singer. We met as a committee managing this. We met frequently and we studied our plans and raised our money and carried out the idea very well. There was a good deal of appreciation in Berkeley for this work we were doing, so that we had no difficulty in getting a certain amount of money, no difficulty at all.

ARF: How did you go about getting this money?

LJR: Purely personal. Never by any systematic way, but merely members of the committee -- there were about five of us -- would speak with any rich person we happened to get into conversation with and say, "Would you like to give a little money toward this work?" And in that way we always had plenty of money throughout my whole history there. We never lacked money, never.

ARF: People like Mr. Moffitt and your golfing companions?

LJR: Now, Moffitt was a very well-to-do man, you understand. He was really a rich man, so he could give \$500 and never miss it at all. And so I went to people like him and said, "Should you like to give a little, or what you deem proper, toward this Berkeley Music Association?" And you understand we asked an admission

LA: What was that Berkeley Music Association in 1911? ...
 because I'm for you, to keep up that kind of thing now.
 but I'm for twenty years we kept it up, and it was a very
 fine influence, especially in Berkeley.

Financing the Association

LA: Miss Marian Anderson was not one year. She's a beautiful singer.
 We met her a committee managing this. We met frequently and we
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 very well. There was a good deal of appreciation in Berkeley for
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LA: How did you go about getting this money?

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 of the committee -- there were about five of us -- would speak
 with any rich person we happened to get into conversation with
 and say, "Would you like to give a little money toward this work?"
 And in that way we always had plenty of money throughout the whole
 history there. We never lacked money, never.

LA: People like Mr. Wolff and your other companies?

LA: Now, Wolff was a very well-to-do man, you understand. He was
 really a rich man, so he could give \$200 and never miss it at all.
 And so I went to people like him and said, "Would you like to
 give a little, or would you like to help, toward this Berkeley
 Music Association?" And you understand we asked an admission

LJR: price -- say a dollar -- so we got some income that way. Generally it wasn't enough to pay Metropolitan musicians for coming out and going back and the fee, so we had to pay a little more than the admission price would bring in. However, we did it; we carried it out for years and years.

ARF: What was the connection between the association and the University? Did you get use of Harmon gym free in return for presenting the programs on campus?

LJR: My memory is that we didn't pay the University any rental. We paid only the janitor services. They had, you see, the arrangement of chairs which was different from what they would be ordinarily. And then afterwards they had to sweep up the tissue paper and things that had been dropped. And we paid those janitors for their service. That was all.

ARF: Did you partly finance this from subscriptions?

LJR: No, merely by admission at the door and large individual donations.

ARF: And you came out in the black all right?

LJR: We usually did. We sometimes made a profit. That would help where we lost a little. You see, it balanced up.

Concerts

ARF: How did you promote these functions?

LJR: Through the Berkeley Gazette, largely. They would take every bit of material we gave them and give it wide circulation. It was almost all through the Berkeley Gazette.

... -- say a dollar -- so we got some income that way. Generally
 it wasn't enough to pay Metropolitan maintenance for printing out
 and going back and the like, so we had to pay a little more than
 the subscription price would bring in. However, we did it; we
 carried it out for years and years.

... was the connection between the association and the Univer-
 sity? Did you get one of Larson's free in return for present-
 ing the program on campus?

By memory is that we didn't say the University say itself. We
 paid only the janitor services. They had, you see, the arrange-
 ment of chairs which was different from what they would be ordin-
 arily. And then afterwards they had to wrap up the tissues paper
 and things that had been dropped. And we paid those janitors for
 their services. That was all.

Did you partly finance this from subscriptions?
 No, mostly by subscription at the door and large individual donations.
 And you came out in the place all right?
 We usually did. We sometimes made a profit. That would help
 where we lost a little. You see, it balanced up.

Conclude

How did you present your financial
 Through the Berkeley Gazette, largely. They would take every bit
 of material we gave them and give it wide circulation. It was
 almost all through the Berkeley Gazette.

ARF: Do you remember any other names of people on your committee?

LJR: It's a funny thing that I don't. I worked with those five people -- I think it was five -- and Warren Cheney and Mr. Hodgehead I remember vividly, but I can't seem to recall the other members.

ARF: I should think they could be got in the records somewhere back.

ARF: The concert, lecture and music committee has been shuffled around quite a bit in the University and I think every time they move they burn their records. The only thing I could find was Professor Popper's little history.

LJR: Now, if I should take the time and energy to do it I might go through my diaries and I might find some information on that.

Let's look up those years: Let's see, the Flonzaley Quartet was the 15th of February 1917. And the Gabilowitsch engagement in 1916, February 1. Eugene Ysaye, violin concert, that was on the 7th of December 1917. The Flonzaley Quartet gave a concert the 11th of April 1923. The 16th of October 1923, Queena Mario, Metropolitan soprano. Then the Joseph Schwartz concert, the 26th of February 1924. O. Gabilowitsch on the 25th of April 1924, a pianist. Then Louis Graveure came the 7th of October 1924; G. Enesco, violinist, 17th of March 1925; Efram Zimbalist, 14th of November 1925. All those were Berkeley Music Association concerts.

ARF: You brought quite a number of really outstanding artists. And this was all through individual contacts with each one, is that right? You didn't take anybody as a package group organized for you.

In your research any other names of people are your contact
 It's a funny thing that I don't know. I worked with these people
 -- I think it was five -- and called George and Mr. Johnson. I
 remember vividly, but I don't want to recall the other people.
 I don't think they could be got in the records somewhere back.
 The contact, contact and some contact has been nullified around
 since a bit in the University and I think every time they were
 they were being removed. The way being I would find out where
 are people's little history.

Now, if I should have the time and energy to do it I would go
 through my files and I would find some information on that.
 Let's look up these names let's see, the University, would not
 the list of names that -- and the conditions around in
 this, January 1. James Taylor, which concert, that was in
 the 7th of December 1977. The University Center gave a concert
 the 11th of April 1977. The 10th of October 1977, Queen Hotel,
 Metropolitan Museum. The 1st of January 1977, the
 20th of February 1977. The 1st of March 1977, the 1st of April
 1977, a piano. The 1st of October 1977, the 1st of October
 1977, the 1st of March 1977; from 1977, the 1st of October
 1977, the 1st of October 1977. All these were regular Music Association
 concerts.

You thought you had a number of really interesting artists. And
 this was all through individual contacts with each one, is that
 right? You didn't have anybody as a package group organized for
 you.

- LJR: Oh, no, nothing of that kind. I read the New York papers assiduously in order to find out the names of artist who were singing there and also those that were making tours of the country from there.
- ARF: Does your diary show what happened to the association after the thirties?
- LJR: Now, let's see. In 1929, 1930, and 1931 I was in Europe. Now, in 1932 Sigrid Onegin, contralto, gave a Berkeley Music Association concert.
- ARF: Do you remember whether that was given on the campus, or not?
- LJR: No, I don't recall. Why, I don't see any concerts immediately following that. I don't see any in 1933. There's Gregory Piatagorsky, 15th of February 1934. Oh, here are some more -- Ruth Page and Krensborg, 4th of April 1934. I'm not finding any more.
- ARF: Professor Popper said that he thought this cooperative agreement between the Berkeley Music Association and the University had been made with the help of a regent that you knew. Would that have been Mr. Moffitt?
- LJR: Yes. J.K. Moffitt had great fondness for music, so he was likely to help any matter that involved concerts where the regents could have any part.
- ARF: Who preceded Popper on the concert, lecture and music committee on campus before 1924?
- LJR: There was Sam Hume, but I don't remember working closely with

Dr. no, nothing of that kind. I read the New York papers continuously in order to find out the names of artists who were singing there and also those that were making tours of the country from there.

DR: How long have you been engaged to the music business after the thirties?

MR: Not, let's see. In 1933, 1934, and 1935 I was in Europe. Now, in 1935 I started singing, conducting, gave a concert, made a radio-gram concert.

DR: Do you remember whether that was given on the campus, or not?

MR: No, I don't recall. Why, I don't see any connection immediately following that. I don't see any in 1935. There's a program

Historians, list of February 1934. Oh, there are some more --

Ruth Price and Rosenberg, 4th of April 1934. It's not finding my notes.

DR: Professor Popper said that he thought this cooperative agreement

between the Faculty Music Association and the University had been made with the help of a report that you knew. Would that

have been Mr. Mottitt?

MR: Yes. J.K. Mottitt had great influence for music, so he was likely

to help my father that involved concerts where the parents could have any part.

DR: Who organized Popper on the concert, faculty and music committee

on campus before 1934?

MR: There was one more, but I don't remember working closely with

LJR: him. We were friendly, but I can't remember being in the same organization, same committee with him.

ARF: Well, there seems to be a lapse of about three years there when there was no committee for music and drama on the campus. And the only thing I could find was Sam Hume and the Greek Theatre.

LJR: He was very closely connected with the Greek Theatre.

University Extension and Concert Artists

ARF: I noticed that along with your work in the Berkeley Music Association, you had great interest in placing concert artists all through the state when you took over Extension.

LJR: Yes, when I was made director that put me in a position right away to do some of that work of helping artists to get concert assignments in the state. They would be coming to Berkeley for one place, and then I helped to get other places for a deserving artist, a meritorious artist.

ARF: Did your wife advise you in this also?

LJR: She did, yes, to some extent. It varied a little. She was good when it came to estimating the value of the artist as a musician. She wasn't good on the business side, and the placing of them in other places besides Berkeley was largely a business operation.

ARF: You acted as a sort of agent for these artists?

LJR: Oh, not in any official way. It was a friendly service that I volunteered. I wasn't an agent, no.

ARF: Do you remember what the financial arrangements were?

MR: He was very closely connected with the Great Theatre.
organization, some committee with him.

MR: Well, there seems to be a lot of about three years there was
there was no committee for music and drama on the campus. And
the only thing I could find was the Great Theatre.
MR: He was very closely connected with the Great Theatre.

University Students and General Artists

MR: I noticed that along with your work in the Berkeley Music Associa-
tion, you had great interest in classical concert artists all
through the state when you took over Extension.

MR: Yes, when I was state director that put me in a position right
away to do some of that work of helping artists to get concert
assignments in the state. They would be coming to Berkeley for
the first, and then I began to say other places for a number
of artists, a number of artists.

MR: Did your wife advise you in this matter?

MR: She did, yes, to some extent. It varied a little. She was good
when it came to getting the name of the artist as a musician.
She wasn't good on the business side, and the placing of them in
other places besides Berkeley was largely a business operation.

MR: You acted as a sort of agent for these artists?

MR: Oh, not in any official way. It was a friendly service that I
volunteered. I wasn't an agent, not.

MR: Do you remember what the financial arrangement was?

LJR: No, I don't. Now, suppose, for example, we had a fine artist and I knew about an organization in San Jose that liked to get artists. I'd write a letter to that organization and say, "We are greatly pleased with this artist. Do you want this one? If so, communicate with the artist, whose agent is so-and-so." They had their agents always, and all I did was recommend them where I thought they might be happily placed.

Trusteeship of Berkeley Public Library

Carnegie's Money

LJR: On the 5th of September 1900 I became a trustee of the Berkeley Public Library and continued to occupy that position for many years. First I was a member and then later I was chairman of the trustees.

ARF: What was the library like when you first went on the board?

LJR: It was on Shattuck Avenue and they rented a store and gave the people the right to come there and see the books, or borrow. It was a very amateurish thing, and it so happened that Andrew Carnegie visited Berkeley and I was on the committee entertaining him. I was chairman of the public days committee for a long time at the University of California, and as chairman I was called upon to take care of him, to escort him around the University and show him the things he wanted to see. And in the course of the conversation he said, "Have you a city library here?"

Q: No, I don't. Now, suppose, for example, we had a fine artist and I knew about an organization in New York that liked to get artists. I'd write a letter to that organization and say, "The art greatly pleased with this artist. Do you want this artist? It is, communit- cast with the artist, which is a good-thing." They had their names always, and all I did was recommend them where I thought they might be happily placed.

Trusteeship of Berkeley Public Library

Carver's Money

Q: On the 25th of September 1900 I became a trustee of the Berkeley Public Library and continued to occupy that position for many years. First I was a member and then later I was chairman of the trustees.

Q: What was the library like when you first went on the board?

Q: It was on Shattuck Avenue and they rented a store and gave the people the right to come there and see the books, on borrow.

It was a very restricted thing, and it did happen that Andrew

Carnegie visited Berkeley and I was on the committee entertaining

him. I was chairman of the public library committee for a long time

at the University of California, and as chairman I was called

upon to take care of him, to escort him around the University and

know him the time he wanted to see. And in the course of the

conversation he said, "Have you a city library here?"

- LJR: I said, "Yes. I'm a member of the library committee."
- ARF: "Where is it?"
- LJR: "It's in a store on Shattuck Avenue."
- ARF: "You haven't a building?"
- LJR: "No," I said, "we have no building. It's in a store." That was all. But a few weeks later there came a communication from his office in New York City saying that the money would come from Mr. Carnegie for putting up a library building in Berkeley. So that's a little bit of history.
- ARF: That explains the minutes of this special meeting of the library board that was called on February 24, 1903, to consider the proposition of Mr. Carnegie to give \$40,000 to erect a library building in Berkeley. Was Rosa Shattuck prompted to give the corner lot by the Carnegie offer, or had she already done it?
- LJR: I think she'd already done it. I think so. I'm not certain.
- ARF: This wasn't long after the library got started in 1895, was it?
- LJR: I became a trustee of the Berkeley Public Library on the 5th of September 1900 and I became president of that board of trustees on the 17th of July 1905. That I found in my diary here. We were in the store when I became a trustee. I think maybe by the time I got to be president we had the building.
- ARF: Were you on the building committee too?
- LJR: Yes.
- ARF: Along with Mr. Naylor and Mr. Waterman?
- LJR: Naylor and Waterman, yes. And there was a very fine woman with

I said, "Yes, I'm a member of the library committee."

"Where is it?"

"It's in a store on Madison Avenue."

"You haven't a building?"

"No," I said, "we have no building. It's in a store. That

was all. But a few weeks later there came a communication from

his office in New York City saying that the money would come

from Mr. Carnegie for putting up a library building in Berkeley.

So that's a little bit of history.

That explains the minutes of this special meeting of the library

board that was called on February 24, 1902, to consider the pro-

position of Mr. Carnegie to give \$40,000 to erect a library

building in Berkeley. Was how that was prompted to give the

corner lot by the Carnegie offer, or had she already done it?

I think she's already done it. I think so. I'm not certain.

This was't long after the library got started in 1897, was it?

I became a trustee of the Berkeley Public Library on the 5th

of December 1900 and I became president of that board of

trustees on the 17th of July 1902. That I found in my diary

note. We were in the store when I became a trustee. I think

maybe by the time I got to be president we had the building.

Were you on the building committee too?

Yes.

Along with Mr. Taylor and Mr. Waterman?

Taylor and Waterman, yes. And there was a very fine woman with

- LJR: the library. I can't recall her name. Very fine woman. She was a rather young woman, younger than I.
- ARF: Later on there was a Miss Morse in 1920. Who were Naylor and Waterman?
- LJR: Mr. Naylor was connected with the bank in Berkeley and Mr. Waterman was from West Berkeley.
- ARF: The library almost from the first began with branches, didn't it?
- LJR: Yes. We learned, right at the beginning, that in all typical cities you'd have your central library and some branches. We had that in mind right at the beginning. That's why we established right away two branches.
- ARF: When you began planning for this new building, once you had the windfall from Carnegie, John Galen Howard was chosen as the architect, wasn't he?
- LJR: Oh, yes. He was a professor of architecture in the University, a colleague of mine there, so I knew him very well.
- ARF: I was wondering why he was chosen over Maybeck or any others. Was there any particular type of architecture favored over another?
- LJR: We left that to Mr. Howard. We thought that he would know more about what would be fitting than we did, and I think he did. So we left the style to him. Now, they build cubicle buildings, you know, without a bit of ornamentation, in order to use the maximum amount of space. We didn't know anything about that then, and Howard didn't like that at all. That wasn't his style. He wanted it to be a pleasant building to look at.

MR: the library. I don't recall her name. Very fine woman. She

was a rather young woman, younger than I.

MR: later on there was a Miss Morse in 1930. Was there Baylor and

Waters?

MR: Mr. Baylor was connected with the bank in Berkeley and Mr.

Waters was from West Berkeley.

MR: The library almost from the first began with branches, didn't it?

MR: Yes, we started, right at the beginning, that in all typical

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MR: I was wondering why he was chosen over H. H. H. or any others.

MR: Was there any particular type of architecture favored over another?

MR: We felt that to Mr. Howard. We thought that he would know more

about what would be fitting than we did, and I think he did. We

we felt the style to be, now, they build certain buildings,

you know, almost a bit of romanticism, in order to use the

maximum amount of space. We don't know anything about that

then, and Howard didn't like that at all. That wasn't his style.

He wanted it to be a simple building to last at.

ARF: Could you describe the library?

LJR: No, I can't, except to say that it was not a cubicle type of a building, but a building made with certain architectural grace. It is difficult to give more than just that description -- that it was not just square angles, but that it had some little ornamental features, not excessive, but ornamental features that made it a pleasant building to look at.

Early Librarians

LJR: And the first librarian was Mr. D.R. Moore, a lifelong friend of the Shattuck family. They brought him to Berkeley to be librarian and he served as librarian when we were in that store on Shattuck Avenue before we had a building, before Carnegie had given us anything. The Shattuck family knew him well and they wanted to provide occupation for him. And he was a good librarian; he never disappointed us at all there; he was capable, hard-working, conscientious, a very satisfactory librarian, yes.

ARF: After his death, Mr. Joekel became librarian, and I noticed that the library took a sudden change in organization under him. What were the differences between Mr. Joekel and Mr. Moore?

LJR: Mr. Moore was a man who was not professionally trained as a librarian and therefore there were many details about library management that he'd never heard of. Joekel knew the business in a professional way. He was a professional librarian.

ARF: Wasn't Joekel circulation manager at the University Library before he took over the Berkeley Public Library?

Q: Could you describe the library?

A: No, I can't, except to say that it was not a college type of a building, but a building with certain architectural features. It is difficult to give more than just that description -- that it was not just square ended, but that it had some little ornamental features, but unobtrusive, but ornamental features that were it a pleasant building to look at.

Q: Early Librarian

A: And the first librarian was Mr. D.W. Moore, a lifelong friend of the speaker's family. They brought him to Berkeley to be librarian and he served as librarian when we were in that area on University Avenue before we had a building, before Carnegie had given us anything. The Jackson family was his wife and they wanted to provide occupation for him. And he was a good librarian; he never disappointed us at all there; he was capable, hard-working, conscientious, a very satisfactory librarian, yes.

Q: After his death, Mr. Jackson became librarian, and I noticed that the library took a sudden change in organization under him.

A: What were the differences between Mr. Jackson and Mr. Moore?

A: Mr. Moore was a man who was not professionally trained as a librarian and therefore there were many details about library management that he'd never heard of. (Moore) knew the business in a professional way. He was a professional librarian.

Q: Wasn't Jackson classified manager at the University library before he took over the Berkeley Public Library?

LJR: He was, yes. And then, you know, about a relatively short time after Joekel resigned we had a woman as librarian, Celia Hayward.

ARF: That was during the war, wasn't it?

LJR: Yes. Joekel became librarian at the Presidio. Then we hired Celia Hayward. She was good. She had been professionally trained and did the work as you would expect a good librarian in a city to do. By the way, I see her occasionally now. She is very old, like me, old, and I occasionally meet her and we have a few words to say about the good old days when we had the library. She, of course, is no longer connected with it. She's a very old lady.

ARF: Joekel returned, didn't he?

LJR: Yes, but he wasn't long with the city library, because he liked the work at the University better. And he found there full scope for his activities so that he was fully willing to give up the city library, yes.

ARF: When Mr. Joekel took over, why did he set up the department of branches?

LJR: You see, Berkeley was spread out: there was West Berkeley a long way off, and North Berkeley a long way off, and South Berkeley. All of those were distant so that the people in those places couldn't come to the main library easily, it was too far. So we put branches in those places -- West Berkeley, North Berkeley, and South Berkeley.

ARF: How was your library board able to cooperate with the public school system, such as Emerson and Hawthorne schools?

Q: So was, yes. And now, you know, about a relatively short time after Joseph had met a woman as librarian, Gail Hayward.

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A: Yes. Joseph became librarian at the Presidio. Then we first

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So we put branches in those places -- West Berkeley, North

Berkeley, and South Berkeley.

Q: How was your library able to cooperate with the public

school system, such as grammar and high school schools?

LJR: We felt that the library board and the public schools were very closely related and that we could cooperate. We felt that they would be glad to work with us when we wanted them to, and they did. They had the view that the library was important and, of course, we did too. We felt that both were connected with the city government and in that way we were closely related and therefore we could put a branch library into a schoolhouse for a time before we could get a building, and that worked out rather satisfactorily.

ARF: Wasn't there some sort of arrangement in which the library gave duplicate books to the schools?

LJR: Yes, I'll tell you. At a school they might have a particular subject that would come up. Now, let me see if I can think -- Americanization was a subject that the community in general heard a great deal about and the library wanted to be strong in that and the schools wanted to also. So, we'd loan to a particular school a set of books on Americanization and they would use them very freely and satisfactorily. And that would be better than having their people try to come to the main library for books when we knew they were interested in that subject. We could give twenty or thirty books to the teacher there to manage and they could circulate them more freely among the students than would be possible if the students were trying to come to the main library and get one book at a time on that subject.

Q: Now, the library board and the public schools were very closely related and that is correct. We felt that they would be glad to work with us when we wanted them to, and they did. They had the view that the library was important and, of course, we did too. We felt that our very close relationship with the city government and the fact that we were closely related and therefore we could get a branch library into a neighborhood for a time before we could get a building, and we worked out rather satisfactorily.

Q: Now, there was some sort of arrangement in which the library gave duplicate books to the schools?

A: Yes, I'll tell you. At a school they might have a particular subject that would cover up. Now, let me see if I can think -- Americanization was a subject that the community is proud in having a great deal about and the library wanted to be strong in that and the schools wanted to also. So, we'd loan to a particular school a set of books on Americanization and they would use them very freely and satisfactorily. And that would be better than having their people try to come to the main library for books when we knew they were interested in that subject. We could give them an early chance to the books there to handle and they could circulate them more freely among the students than would be possible if the students were trying to come to the main library and get one book at a time on that subject.

Books

ARF: Who helped select the library books, and with what criteria?

LJR: I can give you one idea definitely there. I, myself, said to the board, "We should, as far as possible, put into our library books that have good standing as literature." I said, "A book by Emerson ranks as literature. A book by some man who bobs up with a queer novel and has never had any reputation as a literary man wouldn't be so desirable for us as books that have rank in literature -- English literature, French literature, German literature -- the most important books, the best books, books that have stood the test."

I preached that and my board accepted that and we ordered our books just as far as possible with that thought in mind that a book is important for us if it stands high in literature. If we'd had all the money in the world, you know, why we could have bought all the current novels and everything else, but I felt that the wise thing for us to do was first to put standard good literature into the library -- and that would help women's clubs, it would help schools, it would help University students. The books would have value for them. But if we put cheap novels of somewhat inferior quality in the library some people might read them for amusement, yes, but they wouldn't do as much good as works with good standing in literature.

ARF: And your library wouldn't be as good an intellectual force in the community then.

LJR: That's it.

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 the board, "We should, as far as possible, put into our library
 books that have good standing in literature." I said, "A book
 by Garrison ranks as literature. A book by some man who pops
 up with a queer novel and has never had any reputation as a
 literary man wouldn't be as desirable for us as books that have
 rank in literature -- English literature, French literature,
 German literature -- the best literature books, the best books,
 books that have stood the test."

I promised that my board accepted that and we ordered
 our books just as far as possible with that thought in mind.
 That a book is important for us if it stands high in literature.
 If we'd had all the money in the world, you know, why we could
 have bought all the current novels and everything else, but I
 felt that the wise thing for us to do was first to put ourselves
 good literature into the library -- and that would help women's
 clubs, it would help schools, it would help university students.
 The books would have value for them, but if we put cheap novels
 at constant intervals in the library some people might
 read them for amusement, yes, but they wouldn't do us much good
 as works with good standing in literature.

And your library wouldn't be as good an intellectual force in
 the community then.
 That's it.

ARF: Did you ever take lists and suggestions from schools and women's clubs and teachers?

LJR: I can't remember that we did. Of course, I suppose that now and then an individual book was asked for and the librarian would say to me when I was chairman of the board, "What about that book? Do you want to buy it?" And I'd see if it came up to our standards. If it was a book having some standing in literature I'd say, "Yes, we'll order it. Put it in."

ARF: When Mr. Joekel came in as librarian did he make more of these decisions himself since he was a professional person?

LJR: Yes. He had that notion about literature that I've just been describing to you. He fell right in with that. In fact, I might say he had it himself. I had it, preached it to the board; I think you might say he had it already, yes.

ARF: Did you ever go before the city council in getting appropriations?

LJR: Yes, I went down to the city council and addressed them about the needs of the library. I went down there to their city hall and more than once I made a speech on the importance of a library in a city, and also something as to our ideals concerning the books that should be in the library. And that appealed to those men. Oh, yes, I went down and talked to them.

ARF: Who were some of the main backers of the library on the city council?

LJR: I cannot recall, now.

Q: Did you ever have lists and suggestions from schools and women's clubs and teachers?

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Q: When Mr. Jackson came in as librarian did he make more of these decisions himself since he was a professional person?

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Q: Oh, yes, I went down and talked to them.

Q: Who were some of the main backers of the library on the city council?

A: I cannot recall, now.

New Library Sought

ARF: Do you remember talking with Mr. Bertram about a gift when you visited Carnegie Corporation in New York in 1914?

LJR: Yes, the name comes right back, yes. I went to New York and I was entertained at the Century Club. Does that mean anything to you? That is the finest gentleman's club in New York City. I think it still is today, the Century Club. And I was put up as a guest. They said, "You are made a temporary member and just as long as you're here you regard this as your home." I had been staying at a hotel. And they said, "Well, come over and have your meals here and meet our men." And I had a delightful time. At that time E.E. Brown was a member. He had once been a professor of education here and then went to New York City to be a professor at Columbia University, I think it was. And I saw much of him there, then.

ARF: What was your main business in the East at this time?

LJR: I was attending an important meeting of the national university extension association and I simply combined it with a visit to Carnegie Corporation to seek funds for a new Berkeley library.

ARF: I noticed with great interest that President Wheeler took over your place on the library board in about 1921.

LJR: Oh yes, in 1921 when I was away. I traveled in Europe that year.

ARF: Did you put yourself back on the library board when you returned?

LJR: I am under the impression I did not.

New Library Count

Q: Do you remember talking with Mr. Barton about a gift when you

visited Carnegie Corporation in New York in 1914?

A: Yes, the name comes right away, yes. I went to New York and I

was entertained at the Century Club. Does that mean anything to

you? That is the finest gentleman's club in New York City. I

think it still is today, the Century Club. And I was put up as

a guest. They said, "You are made a temporary member and just

as long as you're here you remain like a guest here." I had

been staying at a hotel. And they said, "Well, come over and

have your meals here and meet our men." And I had a delightful

time. At that time E. E. Brown was a member. We had once been

a professor of education here and then went to New York City

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I saw much of his work, I mean.

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Q: Did you put yourself back on the library board when you returned?

A: I am under the impression I did not.

ARF: After you returned there was a program that the library was starting up to furnish a particular bibliography to a person when it was requested. I wondered if you helped in any way with this.

LJR: I had the good fortune to have touch with all the departments of the University, and I used to go, say, to the department of economics and say, "What are the best new books on economics?" and they'd say, "Why, goodness, we can give you a half a dozen that we consider quite recent and very good." I'd take those and go to the library with that list.

World War I and the Military Bureau

LJR: Now, on another subject, World War I lasted from 1914 to 1918. On the first of January 1918 the University of California regents created the military bureau and they made me director of it. The duties of the bureau were to keep in touch with the United States government and to have the University of California perform anything that they could properly do to aid the government in the war situation. It was soon at work and calls were coming almost daily from Washington, D.C., asking us if we could do this or assist in that war work. That went on until the armistice on the 11th of November 1918.

ARF: Did you just have this for nine months then?

LJR: That's all.

ARF: What else did your bureau do?

LJR: Why, we wanted to give special, highly technical information

After you returned there was a program that the library was start-
 ing up to furnish a particular bibliography to a person when it
 was requested. I wondered if you helped in any way with this.
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 omics and say, "What are the best new books on economics?" and
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World War I and the White House

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 almost daily from Washington, D.C., asking us if we could do
 this or assist in that way. I just went on until the end of
 on the 15th of November 1918.

Did you just have this for nine months then?

That's all.

What else did you learn?

Well, we wanted to give special, highly confidential information

LJR: concerning certain chemical matters that were involved in the making of munitions, for instance. We did that very carefully.

ARF: Did you do that by assigning chemists?

LJR: Well, we did that by consulting the professors of chemistry at the University and putting the problems directly to them, and then having them write out whatever information the government needed on that subject. And that was sent on.

The duties of the bureau went on until the armistice and then the bureau was given up.

ARF: You had a few staff members on the military bureau, didn't you?

LJR: Oh, yes.

ARF: Can you give me a picture of your office, the procedures you used, and the people in it?

LJR: Yes, I can. I had clerks in the office and I asked them to communicate with every department in the University and put the question, "Do you in your department have any skill or any methods of work that you think might be valuable for the government in this war time?" So, I had a report from every department in the University on what they thought might possibly be of use in the war, including research and the historical side, and also the technique of conducting the subject in instruction.

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Did you do that by analyzing chemicals?

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DIRECTING UNIVERSITY EXTENSION, 1918-1937

Beginning Extension

Setting Up the Office

LJR: Deans Gayley, Jones, and Stephens gave attention to establishing at the University a department of the University Extension. On the 22nd of August 1918 they appointed me director of University Extension, a position that I held until 1937.

When I was appointed they said, "Now, you are just one person; you're appointed to a big job, so you ask for any assistance you need, of any kind. You'll get an office and you will need to have clerks in that office; you'll need to train them for the particular work that you want them to do." So, I developed that University Extension office which, as you know, became quite a large one.

ARF: How did this differ from Mr. Howerth's Extension?

LJR: Well, he had tried to run it practically as a one-man affair, and it went on for a little while and then just petered out. It ceased. When I was appointed the previous Extension Division had gone out of existence altogether.

ARF: Why was that?

LJR: I think that this was true because he was naturally not an executive, and he didn't have the ability to organize an office that

DIRECTOR UNIVERSITY EXTENSION, 1912-1937

Continued Extension

Setting up the office

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When I was appointed they said, "Now, you are just one part; you're appointed to a big job, so you ask for any assistance you need, of any kind. You'll get an office and you will need to have clerks in that office; you'll need to train them for the particular work that you want them to do." So, I developed that University Extension office which, as you know, became quite a large one.

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DR: Why was that?

DR: I think that this was true because he was naturally not an executive, and he didn't have the ability to organize an office that

LJR: would create this activity of the University. He didn't have that, and I was blessed with the ability to be an executive and to get around me the kind of people I wanted to help me, to train them to carry on the work. And that's exactly what I did.

I will tell you that when I became director of the Extension Division one of the members of the faculty knew me at Michigan and of my experience as a drummer and he said, "The head of the Extension Division ought to have some business ability in organizing classes. That man Richardson had a whale of a lot of executive experience, business experience, and I think he'd make a good head of the Extension Division for a number of reasons, one of which is that he has had that large experience as a drummer. It was a business experience and he'll have business problems to handle when he is director of the Extension Division. That's why I recommend him." That was Professor Alex Lunge who made that statement to the faculty and recommended me.

ARF: I understand that when first you took over there were problems of dispirited employees and that you applied your talents to this and smoothed everything out. How did you do this?

LJR: Well, I can only say that a good executive tries to cultivate a friendly relation with the employees rather than a cold business relation alone. Some executives do it that way, but I try to think that my relation with every employee has something of the nature of friendship in it. And I tried to build that up where I could. It varied, you know, with individuals; you have to take these people according to their qualities and work on them.

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ARF: This gave them more a feeling of being a part of the organization?

LJR: Yes.

ARF: Did you hire Mr. Rakestraw?

LJR: Yes, I brought him in. He was a very good man in finance, very good. He had had training in it, and he knew more about finance than I did. He was excellent in that and he served a very useful purpose in the organization. I've always felt indebted to him for a lot of things he did that really furthered the success of the organization.

ARF: What was his point of view in finance? Did he look upon Extension as a business organization?

LJR: Business. He didn't seem to be interested in the educational aspect of it. His mind was always on the business aspect of everything that he noted and worked on. He was a financier, he was a businessman; he wasn't a teacher, he wasn't a scholar.

ARF: When you were deciding financial policies did he take into account the educational policy too?

LJR: Well, I used to tell him that side of it. I presented to him that side of it. He couldn't make that out alone.

To England and Mansbridge

ARF: How did you arrive at criteria for setting up the academic program for Extension?

LJR: When I was appointed to be director of the University Extension I said to myself, "Where is adult education being carried on most successfully in the world?" And the answer to that question

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A: Well, I used to talk him into that side of it. I presented to him

both sides of it. He couldn't see that side.

To England and Cambridge

Q: How did you arrive at criteria for setting up the academic pro-

gram for extension?

A: When I was appointed to be director of the University Extension

I said to myself, "What is adult education being carried on

most successfully in the world? And the answer to that question

LJR: was, without doubt, England, at that time. So I went to England and I found the man who was at the head of that work, Dr. Albert Mansbridge. And he was kind enough to give me much in the way of valuable information, and he also arranged to have me attend especially good adult education classes so that I might see how they were being conducted there. And I said to him, "I hope you will have the leisure some time to come to Berkeley and lecture to us on adult education."

"Well," he said, "I'll try to do that."

Not very long after that -- it was the 17th of January 1926 -- he came to Berkeley for a large part of a semester. And I arranged for the University to pay his transportation over and back and living expenses while he was in Berkeley.

ARF: That was quite a coup. How did you get that financed?

LJR: Oh, I came back and I told the regents that this man was the greatest man in the world in that field, and that it would be to the advantage of the University of California to get all the wisdom they could from that man. And it would cost only just a round trip ticket and a board bill and a hotel for a month; it wouldn't cost much, just traveling expenses and hotel while he was here. "Oh, that's all right, that's good," said the regents.

So he spent one month at the University of California lecturing on the methods of adult education.

ARF: What particular part of the Cambridge plan did you use in Extension here?

was, without doubt, England, at that time. So I went to England and I found the man who was at the head of that work, Mr. Albert Pennington. And he was kind enough to give me such in the way of

valuable information, and he also arranged to have me attend especially good adult education classes so that I might see how they were being conducted there. And I said to him, "I hope you will have the leisure some time to come to Berkeley and lecture to us on adult education."

"Well," he said, "I'll try to do that."

Not very long after that -- it was the 17th of January 1926

-- he came to Berkeley for a large part of a semester. And I arranged for the University to pay his transportation over and back and living expenses while he was in Berkeley.

That was quite a cost. How did you get that financed?

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round trip ticket and a board bill and a hotel for a month; it

wouldn't cost much, just traveling expense and hotel while he

was here. "Oh, that's all right, that's good," said the records.

So he spent one month at the University of California lectur-

ing on the subject of adult education.

What particular part of the curriculum did you see in exten-

sion here?

LJR: Well, it was this: having the University stamp of approval put on to every bit of teaching that was done. I didn't just go out and get somebody to give a course in philosophy. I found a man that I thought was fitted to give a course in philosophy and then I went to the department of philosophy and I said, "Do you approve that choice?" If they said "No" I didn't take him, but if they said "Yes" I did. I got the approval of the department concerned on every bit of teaching that was done in the Extension Division. That was very, very important.

ARF: Did Cambridge have the correspondence school also?

LJR: Yes, but in a very limited way. We have in the United States developed three great centers: Columbia, Chicago, and the University of California. With these three places we are the leaders in the world in instruction by correspondence. If you go to Germany today you won't find a single university giving any correspondence courses. I do not know at the present time of any institution in Europe that gives correspondence courses except in England. I'm speaking now of proper Europe, on the Continent, outside of England. I don't know one institution, and you may be interested to know that I have a student taking one of my correspondence courses just now who is a professor at Heidelberg, and I suspect that he is taking my course in order to learn as much as he can about how we conduct them. I shouldn't be surprised if Heidelberg presently began to give some correspondence courses.

Well, it was said: having the University...
 to every bit of teaching that was done. I didn't just go out
 and get somebody to give a course in philosophy. I found a man
 that I thought was fitted to give a course in philosophy and
 then I went to the department of philosophy and I said, "Do you
 approve this course?" If they said "No" I didn't take it, but
 if they said "Yes" I did. I got the approval of the department
 concerned on every bit of teaching that was done in the extension
 division. That was very, very in order.

Did Cambridge have the correspondence school also?
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 any institution in Europe that gives correspondence courses
 except in England. I'm speaking now of Great Britain, on the
 Continent, outside of England. I don't know the institution,
 and you may be interested to know that I have a student taking
 one of my correspondence courses just now who is a professor
 at Heidelberg, and I suspect that he is taking my course in
 order to learn as much as he can about how we conduct them. I
 shouldn't be surprised if Heidelberg presently began to give
 some correspondence courses.

ARF: As I understand it, Cambridge used the dons themselves for their extension courses. Is that right?

LJR: Yes.

ARF: Did they have credit courses?

LJR: No, they did not.

ARF: Theirs is all adult education -- that is, non-credit.

LJR: Yes.

ARF: Did the University of California model its Extension also on the English plan of more emphasis on humanities studies?

LJR: We took all we wanted to out of the English method. Then we made our own method. And our own method is somewhat different.

Ours consists of class instruction and correspondence course instruction and that combination has worked very successfully for us, here.

Finances of Extension

Getting the Powell Street Building in San Francisco

LJR: Did you ever hear about the Extension Division building on Powell Street in San Francisco? I went over to the city just at the time that the Elks Club was giving that building up. I said to the men, "Do you know who owns that building?"

"The club owns it."

"What will you sell it for?" And they gave a sum.

"I think I'll get that money and I'd like to buy it," I said.

Q: As I understand it, Kennedy used the same interview for both

interviews. Is that right?

A: Yes.

Q: Did they have other contacts?

A: No, they did not.

Q: There is all about education -- that is, non-credit.

A: Yes.

Q: Did the University of California have its facilities also on

the campus area of Santa Barbara on Hastings Avenue?

A: No, that all was within the city of Santa Barbara. There was

one more one building. And the other building is somewhat different.

Q: One corner of that building and curriculum course

instruction and that combination was worked very successfully

for the past:

Education of Kennedy

Q: Getting the Lowell course building in San Francisco

A: Did you ever hear about the expansion division building in Lowell?

Q: Yes, in San Francisco. I went over to the city last of the

time that the time was given to building up. I went to

the man, the man who was that building?

A: The one was it?

Q: What will you tell us that? And they gave a lot.

A: I think that that money and I'd like to say it, I said.

LJR: I immediately communicated with the regents and I said, "I want so many thousands of dollars to buy that building on Powell Street for the Extension Division." The regents gave me that whole sum, wham bang! And I went over to the city, I went to the place, and I said to the Elks Club officers, "I'm prepared to lay the cash right down on the table now; I want to buy this building." And the whole legal process was passed through whereby the building ownership was transferred to the University of California, not to me, but the University.

And the regents said, "Of course, we are glad to have you have that building and use it. Just say it's been given to the University regents."

"Gentlemen," I said, "I want to say one thing about that sum that you passed over to me. I want to pay it back to you. I will conduct the Extension Division in such a manner that every year I'll have a profit and out of that profit I'll pay something toward that building." Eventually I paid back every dollar they gave me, every dollar I paid back.

ARF: That was before you retired?

LJR: Yes, oh yes. I paid back every dollar that that building cost the regents originally. It was a good tidy sum, as you can imagine, for a building on Powell Street, a nice structure three stories high. But I bought it and, as I say, I paid back every dollar.

Now, I did that by organizing the Extension Division with a certain sum of money that was to be paid by each student for

I immediately communicated with the Bureau and I said, "I want
to have thousands of dollars to pay out of the
State for the Extension Division." The regents have no
voice now, and I want to see the city, I want to
the place, and I want to see the city officers, I'm interested
to pay someone else on the same now; I want to say this
nothing." And the whole legal process was passed through
the defining procedure and transferred to the University of Calif-
ornia, not to me, but the University.
and the regents said, "Of course, we are glad to have you
have that building and use it. Just say it's been given to the
University regents."
"Excellent," I said, "I want to see the building and see
how you proceed out to me. I want to see it only to you. I will
conduct the Extension Division in such a manner that every year
I'll have a profit and out of that profit I'll pay something
toward that building." Eventually I paid half every dollar they
gave me, every dollar I paid back.
That was before you started?
Yes, or yes. I paid back every dollar that was building cost
the regents originally. It was a good thing, as you see im-
mediately for a building on Towell Street, a nice structure there
started this. But I found it was, as I said, I paid back every
dollar.
Now, I find that by organizing the Extension Division with a
certain sum of money that was to be paid by each student for

LJR: participating in the class, and there was always to be more income than the instructor got and that difference went into the fund for paying for that building. And I eventually paid for it. And when I sent my last payment to them I said, "That's the whole story, that's the end of it."

They said, "We wish we could have business with more professors like you, for ordinarily when they ask for money for a certain purpose they don't return it later." [Laughter]

State Appropriations for Extension

ARF: Did you have any income from the University budget?

LJR: I want to tell you that the money for the University coming from Sacramento was always selected and arranged by departments. So much for the department of economics, so much for the department of French, and so on, and there was so much for the division of adult education or the Extension Division. And I had found that after a while my predecessor had lost money, but he took money out of that bonus each year to make up. He wasn't able to make the operation pay for itself. He lost money all the time.

Well, the first thing I knew they offered me the position and I said, "I shall be glad to take that under these circumstances: I want to continue teaching some Latin, because I like that, and I'll run the Extension Division."

And they said, "There's a bonus comes every year from

participating in the class, and there was always to be some income from the interest and that difference went into the fund for paying for that building. And I eventually paid for it. And when I sent my last payment to them I said, "That's the whole story, that's the end of it." They said, "We wish we could have business with more people like you, for originally when they saw for money for a certain purpose they don't return it later." [laughter]

State Appropriations for Education

Q: Did you have any income from the University initially?
 A: I went to call you for the money for the University coming from Sacramento was always selected and arranged by department. So much for the Department of Education, so much for the department of French, and so on, and there was no such for the division of adult education as the Extension Division. And I had found that after a while my professor had lost money, but he took money out of that fund every year to make up. He won't do to make the operation pay for itself. He lost money all the time.

Q: Well, the first thing I know they offered me the position and I said, "I shall be glad to take that under those circumstances: I want to continue working some time, because I like that, and I'll run the Extension Division." And they said, "There's a bonus given every year from

LJR: Sacramento to help you pay your expenses."

"Now, you needn't bother about a bonus for me," I said to the president. "I've had business experience enough so that I can make that Extension Division pay its own way."

"Well," the president said, "don't you want that bonus at all?"

"No, I don't want it."

"Well, now," he said, "don't tell the people at Sacramento you don't want it, but when it comes I want to use it in any way that I see fit." That's how he came to use that money for engineering professors on the campus. He just used the Extension Division money that was to save me from my losses, and I made the thing pay. So, that explains it. As it went on the books at Sacramento, that Extension Division bonus came every year to the president's office and they thought they were turning it over to me, but he didn't turn one dollar over to me. The president's office used it for particular needs that arose, and the needs were numerous. Some of the needs were paying money to engineers on the faculty.

ARF: This was not for Extension's engineering department?

LJR: No. University Engineering Extension was separate from mine. I had a department in my Extension Division called the technical department that included physics, chemistry, and engineering subjects of that kind. But this money from Sacramento went to the professors in the school of engineering as their regular salary.

ARF: It was under President Campbell, I believe, that you lost your University appropriation. I gathered from this that maybe he wasn't very eager for Extension to expand. What was Campbell's attitude?

I don't recall that. Now if you get that information?
 A letter from President Campbell suggested you relax your focus
 so that Extension would not draw on the University and more for
 funds. I don't know what actually happened; I thought that
 maybe Campbell wanted to concentrate the educational efforts
 more on general.
 You know, you quote me very much. When I was appointed director
 those three days said, "We'll see how legislators at discretion
 to give you a thousand dollars a year salary," and they made
 that request. And the legislators voted it. When they voted
 it they announced it. I didn't know they had carried this
 through and I said to the president, "I don't need the thousand
 dollars. I can finance all this work of good business outside
 and I don't need a dollar."
 He said, "Don't advertise the fact that you don't want it,
 but let the president's office use that thousand dollars that
 comes annually for its own purposes as it may deem fit." So I
 can't remember that we ever had any appropriation from the
 University.
 This University appropriation, I think, was discontinued in
 about 1928 or 1929 in Extension's records.
 Well, according to my memory, and I'm sure I'm right, the
 Extension Division never used any of that thousand dollar work.
 The legislative appropriation, which was a different one, I think
 went up as high as \$50,000 a year, for a while. Now, is that
 what you turned right over to the University?

LJR: Why, I don't know about any such sum as \$50,000.

ARF: Well, perhaps this was just a system of bookkeeping that is misleading when I look at it now.

LJR: I don't know anything about such a sum.

ARF: In other words, actually, you ran on your fees?

LJR: Yes. I had Rakestraw to help me about that, for he was really a man quite talented in the field of finance. And when I wanted to do something that involved money I always talked it over with him very carefully. Take the matter of buying that Powell Street building and paying for it: he suggested getting the regents to buy it and then our giving the money back piecemeal. That was Rakestraw's idea; he was a good financier, yes.

ARF: Others tell me he was a hard worker, too. He must have been.

LJR: Oh, yes, yes.

ARF: How was he at organization in the offices?

LJR: Well, he superintended them all, you know. We had offices in Berkeley, we had an office in San Francisco, we had an office in Los Angeles, we had an office in San Diego. And he moved around and superintended all of these offices and he kept them going on a business basis, firm sound business principles everywhere. We didn't have an office in Fresno, and Fresno had its nose out of joint because we didn't have one there, I don't know just why. Rakestraw said we had better not. He said, "We'll have classes there, yes, but we'll manage them from Berkeley. We don't have to have a department at Fresno."

Q: I don't know about any work but \$250,000.

A: Well, perhaps that was just a matter of bookkeeping that is mis-

leading when I look at it now.

Q: I don't know anything about such a sum.

A: In other words, actually, you ran on your feet?

Q: Yes. I had Raskinow to help me about that, for he was really

a man quite talented in the field of finance. And when I wanted

to do something that involved money I always talked it over with

him very carefully. Take the matter of buying that Powell Street

building and paying for it: he suggested getting the amounts to

pay it and then our giving the money back piecemeal. That was

Raskinow's idea; he was a good financier, yes.

Q: Others tell me he was a hard worker, too. He must have been.

A: Oh, yes, yes.

Q: How was his organization in the office?

A: Well, he supervised that all, you know. He had offices in

Berkeley, we had an office in San Francisco, we had an office

in Los Angeles, we had an office in San Diego. And he moved

around and supervised all of these offices and he kept them

going on a business basis, the sound business principles every-

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nose out of state because we didn't have one there, I don't

know just why. Raskinow said we had better not. He said,

"we'll have classes there, yes, but we'll manage them from

Berkeley. We don't have to have a department at Fresno."

ARF: Did this work out well financially?

LJR: Oh, yes, yes. As I remember it, we had an office in Santa Barbara after a while, a little later.

ARF: You were also half of the summer session team, too, when the first summer session started in Los Angeles. How did these two things, summer session and Extension, help build up the Los Angeles campus?

LJR: Well, I should say just exactly in that way. Because the Extension Division was a well-organized body with Rakestraw and so forth and that work was going so successfully there it was an influence toward the University having a branch there, which later became the University of California at Los Angeles. Yes, it was the lectures and the classes given down there that had a strong influence on spreading the idea of having a branch of the University there. It worked just that way.

ARF: Did you work with Director Moore in setting up Extension there?

LJR: Yes, we conferred with him, yes. We found him an easy man to get along with. He was reasonable and helpful and we passed favors both ways to him and he to us. Informally.

ARF: But there was no direct administrative structure, was there?

LJR: No, that was just purely friendship, that was all.

Q: Did this work out well financially?
 A: Yes, yes. As I remember it, we had an office in Santa
 Barbara after a while, a little later.
 Q: You were also half of the number between 1900, when the
 first summer session started in Los Angeles. How did these two
 sessions, summer session and winter, help build up the law
 school?
 A: Well, I should say just exactly in that way. Because the
 Extension Division was a well-organized body with instruction and
 so forth and that work was going on successfully there it was
 an influence toward the University giving a boost there, which
 later became the University of California at Los Angeles. Yes,
 it was the factors and the classes given from first- year law
 a strong influence on spreading the idea of having a branch of
 the University there. It worked just that way.
 Q: Did you work with Simpson from the starting of Extension there?
 A: Yes, we worked with him, yes. He found his way and we
 got along with him. He was reasonable and helpful and we worked
 favorably both ways to him and he to us. Informally.
 Q: But there was no direct administrative structure, was there?
 A: No, that was just purely friendly, that was all.



Richardson in 1929



Ruth Loring Richardson and Leon Richardson
in San Francisco in the 1950's

Publicity for Extension

Speeches

LJR: I'd like to present a couple of things that are very important from my point of view. When I was made director of the Extension Division, adult education as connected with the university was practically unknown, and I wanted to make it know all over the state. I looked into the telephone book, yellow pages, and I found that San Francisco had something like 40 clubs -- Elks Club and those. Then I learned that every city in the state of California has clubs. And it just occurred to me that I might go to these clubs, if the arrangement was properly made, and deliver a lecture on some live topic of the day, and incidentally mention the Extension Division and adult education -- but only just a little.

A very favorite topic at that time was the tariff. I went to the department of economics and I said, "I want to have you give me the most important matter about tariffs that I can use in speeches that will be of benefit to the people of this state." They loaded me up with the tariff. I had a secretary, and I said, "Now, I'll make two speeches a week, and you arrange the dates. You communicate with clubs in cities and say, 'There is a University man who is able to come and deliver a speech on the tariff. Do you want it?'" Well, they always wanted it, because they didn't have to pay anything for it.

Priority for Extension

Speeches

I'd like to present a couple of things that are very important from my point of view. I was made director of the Extension Division, adult education, connected with the University was practically impossible, and I wanted to work in some way over the state. I looked for the various books, radio books, and I found that the University had a number of clubs -- like Club and Cross. I was in the state of California and I had to see that I might as to these things, I was interested in property made, and deliver a lecture and give a talk, and their generally mention the Extension Division and its education -- but only just a little.

A very favorite thing of mine was the tariff. I went to the department of agriculture and I want to have you give me the most important thing, and I can use in speeches that will be heard in the people of this state." They looked me up with the tariff. I had a secretary, and I said, "Now, I'll make two speeches a week, and you arrange the dates. You communicate with clubs in cities and say, 'There is a University, and you are to come and deliver a speech on the tariff. Do you want it?' Well, they always wanted it, because they didn't have to pay anything for it.

LJR: The result was that this secretary arranged for me to deliver about two speeches a week in cities up and down California, from the very northern rim clear down to San Diego. The Extension Division had money to send me out to deliver these speeches and, as I say, incidentally I brought out a little about adult education and the Extension Division. That went on until I had really covered the state. I had made speeches in nearly every city of importance in the state. Year after year my speech-making schedule continued with as many appearances as I could possibly handle. I'd like to have you look at a certain page of the index to my diary. There is a list of the speeches that I made in that year.

ARF: This is about 1935 and there are about 24 speeches here. What topics did you use besides tariff?

LJR: Oh, very, very diverse. Sometimes I spoke on Americanism.

ARF: Was this the post-war movement, or project, encouraged by the government at that time?

LJR: Yes, and I have here a little explanation I wrote down for you.

Let me read it:

To do away with particularism and to produce something like unity in political ideas, the federal and state governments at the time of World War I appointed about forty committees on Americanization. The subject involved ideal aims and activities of an American citizen. For example, teaching non-English-speaking immigrants English to elevate their minds to political freedom, to liberty, not licentiousness, with respect for the rights of others; to teach American history; to make clear American ideals; to bring employer and employee closer together; to imbue our people with hygienic and sanitary principles.

The report was that this secretary arranged for me to deliver

about two speeches a week in cities up and down California, from

the very northern rim coast down to San Diego. The Extension

Division had never so much as set its deliverance speeches and,

as I say, incidentally I brought out a little about what about

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importance in the state. Year after year my speech-making

schedule continued with an easy conscience as I could possibly

handle. I'd like to have you look at a certain page of the

index to my diary. There is a list of the speeches that I made

in that year.

This is about 1915 and there are about 25 speeches here. What

topics did you use in those days?

Oh, very, very diverse. I spoke on Americanism.

Was this the post-war movement, or project, sponsored by the

Government at that time?

Yes, and I have made a little explanation I wrote down for you.

Let me read it:

To do away with nationalities and to produce something
like unity in political ideas, the Federal and state
governments of the time of World War I appointed about
1917 committees on nationalities. The subject
involved local laws and activities of an American
citizen. For example, teaching non-patriotic
sentiments ought to divide their rights to political
freedom, to liberty, to justice, to equal
for the rights of citizens; to teach American history;
to make clear American ideals; to bring together and
emphasize clear standards; to inspire our people with
hygienic and scientific principles.

LJR: On the 6th of December 1919 I spoke on Americanization to the San Francisco Commercial Club; on the 5th of February 1920 to the Berkeley chapter of the Civic League of California; on the 6th of March 1920 to the Michigan Women's Club with headquarters in San Francisco. These are merely examples of the addresses I made in this cause.

ARF: How did you decide which topic to use for each audience?

LJR: I chose my speech to fit the needs of the community. Now, here was one to the American Association of University Women in San Francisco in February of 1935. I made my subject matter suited to their needs. I never had one set speech; I modified the speech.

Now, here's a speech to the Italian students at the University. I had lived in Italy a year in 1929 and I spoke Italian at one time quite well, because when I lived in Italy I spoke Italian all the time, got around everywhere without any trouble at all.

And here, a speech to the committee on state teachers colleges at Sacramento. Well, I imagine a speech to them would not be like a speech to the Italian students. Then here was a speech to the Commercial Club in San Francisco, businessmen. I had to make my subject matter suited to their needs. And here is a speech delivered at the Congregational Church. They asked me to make an address at a meeting there. You see what I mean?

My speeches varied; you might say I never spoke twice alike.

On the 24th of December 1952 I spoke on Americanization at
 the San Francisco Commercial Club; on the 27th of February 1950
 to the Berkeley chapter of the Civic League of California; on
 the 24th of March 1950 to the Hispanic Women's Club with headquarters
 quarters in San Francisco. These are merely examples of the
 addresses I made in this cause.

Q: How did you decide which topic to use for your addresses?
 A: I chose my speech to fit the needs of the community. Now, here
 was one to the American Association of University Women in San
 Francisco in February of 1952. I made my subject matter suited
 to their needs. I never had one set speech; I modified the
 speech.

Q: Now, here's a speech to the Italian students at the Univer-
 sity. I had lived in Italy a year in 1939 and I spoke Italian
 at one time quite well, because when I lived in Italy I spoke
 Italian all the time, got around everywhere without any trouble
 at all.

And here, a speech to the committee on social teachers
 colleges at Sacramento. Well, I took a speech to them which
 not be like a speech to the Italian students. Then here was a
 speech to the Commercial Club in San Francisco, businessmen.
 I had to make my subject matter suited to their needs. And here
 is a speech delivered at the Congressional March. They asked
 me to make an address at a meeting there. You see what I mean?
 My speeches varied; you might say I never spoke twice alike.

LJR: When I was called upon to make a speech I immediately said to myself, "What's the need of those people? What can I say that would help them?" I tried to find it. You know, I'm surprised that I was called upon to make speeches before so many, many organizations. Just look at that page.

ARF: Here in 1935 you made a speech about every three or four days.

LJR: That's just a sample. In San Francisco to the university women; here to the literature students in Berkeley High School; here visiting editors from all over the United States came to have a convention in San Francisco and they came over to see the University and they appointed me to make a speech to them when they came over there.

ARF: What did you talk about to the editors?

LJR: Well, of course I can't tell now, but I spoke on something appropriate to them. I had been, myself, editor of a paper in Ann Arbor once, a university paper.

I am surprised now, as I look back, to think how many hundred requests I had for speeches. Now, that's 22 speeches in that year, and that's the way the thing ran. I'm greatly surprised now in my old age to think that there would be a demand for so many speeches from me for organizations.

Editorials in the Press

LJR: As soon as the speeches were underway I thought, "Now, I've got something else to do." That was producing good results. The

When I was called upon to make a speech I immediately said to myself, "What's the need of those people? What can I say that would help them?" I tried to find it. You know, I'm surprised that I was called upon to make speeches before so many, many organizations. Just look at that page.

Here in 1925 you made a speech about every three or four days. That's just a sample. In San Francisco to the university women; here to the literature students in Berkeley High School; here visiting editors from all over the United States came to have a convention in San Francisco and they came over to see the University and they appointed me to make a speech to them when they came over there.

What did you talk about to the editors? Well, of course I can't tell now, but I spoke on something appropriate to them. I had read, myself, editor of a paper in San Francisco, a university paper.

I am surprised now, as I look back, to think how many hundred requests I had for speeches. See, that's 12 speeches in that year, and that's the way the thing ran. I'm greatly surprised now in my old age to think that there would be a demand for so many speeches from me for organizations.

Editorials in the Press

As soon as the speeches were underway I thought, "Now, I've got something else to do." That was producing good results. The

LJR: Extension Division was known and I had explained how they could have a man come and conduct a course in adult education in that city.

ARF: Were you interested in promoting your correspondence work too?

LJR: Well, anything that the Extension does. I worked that until I thought that I had just about covered the ground. Then I said, "Now, I'm going to begin to prepare editorials and send them out to the newspapers of the state. I will send out one editorial every week in a weekly sheet sent out by the University." This sheet contained new releases from the department of agriculture that would be of value to farmers, it contained Extension courses that we were about to give, and it also contained messages of one sort or another from other departments like economics that would have some relation to the public. And this sheet that went out every week, as I said, carried anything that the Extension Division wished to hand out to the public, and that meant that I had to write an editorial that the newspapers might like to print.

I was 20 years connected with the Extension Division as director. If I gave one editorial a week, in 20 years that would be 1,000 editorials. But once in a while I took a vacation, so I suppose I didn't really send out more than 900. Out of the 900 I selected a few and put them into a little book called Arrows and Driftwood. "Arrows" is a name for people who go knowingly toward their goal; "driftwood" is

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Out of the 900 I selected a few and put them into a little book called Articles and Difficulties. "Articles" is a name for

people who do something toward their goal; "difficulties" is

LJR: people that don't pay any attention to a goal whatever. And one of the objects of the Extension Division was to awaken people to the desirability of having a goal toward which they are moving. I'd like to read you one brief message that I sent out on many occasions:

To live in the temper and spirit of a learner, open-minded, unwarped in judgment, free as far as light permits from delusions, eager to explore and inquire, quick to give up a confuted idea and so gain a higher outlook, striving steadily to improve and to grow -- these are watchwords of a person who is striving to advance his intellectual life.

That's one sample. I'd like to give you another sample. Sometimes they were short like these; sometimes they were much longer. This one is "Meet Your Opportunities Half-way."

There are innumerable situations in life where a man gets his entertainment by sitting passively and receiving impressions; he goes to the opera, without informing himself beforehand about the music, the composer, or the book; he goes to a motion picture show, sits, and receives what comes; he listens to a lecture, without reading anything beforehand about the subject or following it up afterwards with discussions; he goes on a journey, without first laying hold on the history needed to understand the countries he is to visit. A man should, whenever possible, prepare himself duly for significant experiences. He should do his part as hearer, as beholder, in order to comprehend and appreciate. By so doing he will not pass through life as a blank.

Now, I suppose my editorials, those 900, are in existence somewhere in those sheets, filed somewhere in the University. But I selected about 20 of them and put them into this little book called Arrows and Driftwood. It may still be had; copies are available now at the Extension Division office. We had a large edition got out and this was first printed in 1935, but

I'd like to read you one other message that I sent out in many
the desirability of having a goal toward which they are striving.
of the objects of the Education Division was to awaken people to
people that don't pay any attention to a goal whatever.

Special no:
To live in the temper and spirit of a learner, open-
minded, unswayed in judgment, free as the air,
permitted from delusion, eager to explore and inquire,
quick to give up a cherished idea and to gain a higher
outlook, striving steadily to improve and to grow --
these are characteristics of a person who is striving to
advance his intellectual life.

That's one thing. I'd like to give you another sample. Some-
times they were short life times; sometimes they were much
longer. This one is "Meet Your Organisms Half-way."

There are innumerable situations in life where a man
gets his entertainment by sitting passively and re-
ceiving impressions; he goes to the opera, sits
listening to the orchestra, he goes to a motion picture
show, sits and receives what comes; he listens to
a lecture, without reading anything beforehand about
the subject or following it up afterwards with dis-
cussions; he goes on a journey, without first laying
hold on the history needed to understand the countries
he is to visit. A man should, wherever possible,
prepare himself daily for significant experiences. He
should be his own teacher, he should, in order
to comprehend and appreciate. By no means he will not
pass through life as a blank.

Now, I suppose you will think, then 1900, are in existence
somehow in those areas, filed somewhere in the University,
but I selected about 50 of them and put them into this little
book called Evolution and Civilization. It may still be said; copies
are available not at the Education Division office. We had a
large edition put out and this was first printed in 1933, but

- LJR: there were other printings later and so you can get a copy of this Arrows and Driftwood there.
- ARF: Did you pass this out to Extension students also?
- LJR: I sent this mainly to newspapers, because I wanted to get the kind of publicity that they would give, and I didn't ordinarily give it to students. I did in some cases -- very bright students -- but as a rule it went largely to newspapers.
- ARF: Did you have any kind of editorial centered about a particular field of knowledge?
- LJR: Yes. Sometimes my secretary would inform me that there was a club that had some athletic interest, and if I had an athletic interest to speak on they'd like it. I had worked up an article earlier in my life on "The Art of Walking." In walking, when the shoulders go this way, the hips must go just in the opposite direction. When my shoulders go that way my hips must go the other way, and that's the way to walk. And the feet must be pointed straight ahead, not out.
- ARF: And this was the topic, then, that you used to interest the athletically-inclined organizations?
- LJR: Yes. I want to emphasize that, to say that in starting the Extension Division and making adult education known in the state I used the speeches before clubs and I used the editorials in the newspapers, and in that way covered the whole state. And Extension really became widely-known and widely-practiced. We began to have demands for classes in cities. When I began, if I had stopped a man on the street and said to him, "Are you

UR: there were other printings later and so you can get a copy of

this series and original texts.

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I had stopped a man on the street and said to him, "Are you

LJR: interested in adult education?" he would have said, "Are you crazy? What are you talking about?" He wouldn't have known what in the world I was driving at. He might have thought I was a pickpocket or someone who was trying to stop him and engage him in conversation. [Laughter] The lectures and the editorials had a great deal to do with the building-up of the work of the University.

ARF: Did you start the sale of classes wholesale to banks and other types of organizations, as training programs?

LJR: Oh, yes, indeed we did. And that was one thing that was an outcome of these lectures and editorials that I speak of, yes.

One other thing, I didn't want to have any course given by my Extension Division that had not been approved by the corresponding department on the campus. I wanted that. That aided the publicity greatly. I could say, "Here's a course in political science which I want to offer to the public, and that course has been approved by the department of political science on the campus." That was publicity. I used it all the time. I did get the approval of the corresponding department on campus every time for anything. If I gave a course in mathematics I got the approval of the department of mathematics before I set going the arrangement for its being given.

ARF: I'd like to sound you out on one thing. Do you think that it's really more difficult to direct one's life now than it was in the thirties when you wrote those essays on "arrows" and "driftwood?"

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 really more difficult to direct one's life now than it was in
 the thirties when you wrote those essays on "strows" and
 "driftwood"?

LJR: Yes, I do decidedly, because the world is far more complex. It is, on the other hand, richer in opportunities. But it is far more complex, and I have found with these students that the average person doesn't know just how to select his goals. He needs help and guidance. You see, a woman from my correspondence course writes: "I'm sorry to be so near through with the course and I'm grateful to you for guiding the course along so many interesting paths. I am a far more alert person for it."

ARF: Perhaps finding one's own "interesting paths" is no longer a task for the layman.

Extension Advisory Board and Course Credit

ARF: I was under the impression that later on when Professor Armin O. Leuschner was head of the advisory board for Extension Division that he wanted more of a University criterion for curricula without much regard for public demand.

LJR: I see what you are driving at, and we did have an advisory committee appointed at my request. And whenever I organized any class I sent the outline of it to them to see if they approved it. And if they didn't approve it, I didn't offer it. But as a rule they did approve it and sometimes would give me some further suggestions as to where I'd get expert opinion on that particular theme.

ARF: Director Howerth didn't have an advisory committee, did he?

Yes, I am definitely, because the work is far more complex. It is, on the other hand, rather inopportune. But it is far more complex, and I have found with these things that the average person doesn't know how to spend his money. He needs help and guidance. For me, I would find by comparison some course of study: it's easy to be so near through with the course and I'm grateful to you for guiding the course along so many interesting paths. I am a far more alert person for it. Perhaps finding one's own "interesting path" is no longer a task for me.

Extension Activity Report and Career Credit

I was under the impression that later on when I returned again U. Langner was head of the advisory board for extension division that he wanted more of a University oriented for credit without such reports for credit earned. I see what you are driving at, and we do have an advisory committee appointed at my request. And whenever I organized my class I sent the outline of it to them to see if they approved it. And if they didn't approve it, I also offer it. But as a rule they did approve it and sometimes would give me some further suggestions as to what I should report on that particular class. Director Henschel didn't have an advisory committee, did he?

LJR: No, he worked alone, and he worked for several years thinking he could do it all alone without a University committee. He didn't ask anybody's consent when he tried to organize a class; he just went ahead and did it himself. But in that way he got into trouble because he would now and then organize a class and try to give it when the University didn't approve of it. He hadn't asked anybody any questions. So his work did not find favor, and finally he had to quit altogether. So that there was a period between the time when he stopped and the time when I began that was vacant there. So that when I was appointed by those three deans, you know, there had been quite a little period in which there had been nothing done. And so I started, you might say, from the beginning.

ARF: I see. And then this committee was your first group to either approve or disapprove of courses?

LJR: Yes.

ARF: Who approved or disapproved the courses that Howerth instituted? Was it the president?

LJR: Nobody, no, nobody. He did it alone, entirely alone.

ARF: You mentioned the University didn't approve of some of his courses. You just mean that this was a sort of consensus of opinion?

LJR: That's it; the men on the faculty would hear about his giving a particular course which they thought was not well-advised and there would be talk against it. Informal talk, it wasn't organized, just talk against it.

ARF: Were any of his courses given for credit?

Q: No, he worked alone, and he worked for several years. He could do it all alone without a University committee. He didn't ask anybody's consent when he tried to organize a class; he just went ahead and did it himself. But in that way he got into

trouble because he would now and then organize a class and try to give it when the University didn't approve of it. He never asked anybody any questions. In his work did not find favor,

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A: You just mean that this was a sort of consensus of opinion? That's it; the main on the faculty would have about the giving a particular course which they thought was not well-balanced and

there would be talk against it. Informal talk, it wasn't organized, just talk against it.

Q: Were any of his courses given for credit?

- LJR: I don't recall.
- ARF: But some of yours were from the beginning, weren't they?
- LJR: Yes, divided always in two classes, some for credit, some not.
- ARF: The University Extension advisory board always settled that.
- LJR: When I went to them to approve the course they always told me whether it was to be for credit or not for credit.
- ARF: What committee was it that started the big change, the complete overhauling of all Extension courses and the numberings XB and XL begun, with new criteria for awarding credit toward degrees and teacher certification? What started that?
- LJR: Why, it came very soon after I began my service as director, because that's one of my ideas. I advocated that right away.
- ARF: To get a definite system of accreditation, is that it?
- LJR: Yes.
- ARF: Did Professor Leuschner have a favorable attitude about Extension?
- LJR: Yes.
- ARF: And he worked for getting credit assigned for Extension courses around 1930, I believe.
- LJR: Yes.
- ARF: Did Loewenberg and Washburn of the academic senate's committee on courses have the same enthusiasm for assigning credit to Extension courses?
- LJR: Well, now, the word "enthusiasm" is not quite right. They were ... "reasonable"; I would always feel they had an argument that was good for anything they approved or didn't approve. They had an argument. And I felt they were reasonable; I always felt

Q: I don't recall.

A: But some of your work from the beginning, weren't they?

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was good for anything they approved or didn't approve. They

had an argument. And I felt they were reasonable; I always felt

LJR: there was no prejudice there, but they were just trying to do their job well, and that's why they said "yes" to some things and "no" to others, and I always felt that we could go by that.

ARF: Did you feel fortunate, then, that they were the ones on the committee at that time?

LJR: Yes, I did.

ARF: What about Professor Fay?

LJR: Fay? Yes, Percival Bradshaw Fay, that's his full name. May I tell you a story in that connection?

ARF: Please do.

LJR: Percival Bradshaw Fay was born in a family that lived in Washington, D.C., and when he was about 18 years old I was east with my wife and we went to call on Percival's father and mother, whom I had known. And when we were there, Mr. and Mrs. Fay, his mother and father, invited my wife and me to come and have dinner. We went, and as the dinner was announced I walked over and pulled out a chair to seat my wife. Percival looked at that, and he told me years afterwards that he never would forget that moment. He said, "It's the first time in my life I ever saw a man pull a chair out and seat a lady at a dining table, and it impressed me forever." And here in Berkeley, when he was quite a mature man and had been teaching quite a while, he would now and then allude to that call at the home of his father and mother where I seated my wife at dinner by pulling out a chair and seating her.

ARF: When Mr. Fay came to the West Coast was it equally unceremonious in its etiquette?

Q: There was no prejudice there, but they were just trying to do their job well, and that's why they said "yes" to some things and "no" to others, and I always felt that we could go by that. Did you feel fortunate, then, that they were the ones on the committee at that time?

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Q: Yes, Mr. Fay went to the West Coast and it was a

in the situation?

- LJR: I think it was about the same as it is now.
- ARF: I was trying to pin this difference on your New England upbringing.
[Laughter]
- Well, back to Berkeley... What sort of backing did you get from vice-president Deutsch and before him from vice-president Hart for giving University credit for Extension courses?
- LJR: Hart was a little less enthusiastic than Deutsch. Deutsch was thoroughly communicative and accommodating. Hart would often argue and wait for a thorough rebuttal on a subject before he would say "yes" or "no." Hart, by the way, is still living.
- ARF: Yes. I wonder if you could clear up something for me. Now, Hart and Deutsch were both on the faculty at a time just before you arranged credit for Extension courses. Was there a short period there in which the University Bulletin allowed no announcement of credit for Extension courses? This was 1929, I think.
- LJR: Oh yes, that is true. At first we were feeling our way -- we had never had an Extension Division; I mean, as far as I was concerned it was a new thing, and I, for one, was feeling my way. I got some suggestions from the East and some suggestions from that wonderful man in England, Dr. Mansbridge. Those things didn't come suddenly. They came as the result of little experiences that led up to them. That's the way that was done.
- ARF: Then, historically, you wouldn't say that this period of no accreditation was a crisis?
- LJR: No. We were trying to work without making any mistakes. That

I think it was about the same as it is now.

I was trying to give him this difference on your new building and

[laughter]

Well, back to yesterday... What sort of reaction did you get

from vice-president Deutch and before him from vice-president

Hart for giving University credit for Extension courses?

Hart was a little less enthusiastic than Deutch. Deutch was

thoroughly cooperative and accommodating. Hart would often

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accreditation was a crisis?

Oh. We were trying to work without making any mistakes. That

LJR: was our feeling. And therefore we didn't want to overdo anything right at the beginning. We wanted to work gradually toward certain goals, and in that period we were working toward that. We were experimenting and working toward it.

ARF: Why, then, was credit withdrawn for a short time?

LJR: Withdrawn from Extension courses? I can't remember that. I don't know why. I believe I was in Europe at the time -- 1929.

ARF: It was a very short period. I was just wondering if this was an ulcer-producing situation or whether it was just an adjustment.

LJR: Well, I've got a stack of these papers that are urgent and that I ought to get to. Now, for the next session, what is your best day, September 8th? [Reading from his calendar] Quintilian was born on that day, I was elected on that day to the Commonwealth Club in San Francisco, and I arrived in Berkeley in 1891 on that day. Coffee was introduced into Vienna in 1683 on that day. You can see September 8th right straight through the years on my calendar.

ARF: How do you compile these dates, Professor Richardson?

LJR: From my diary. I've kept that diary since I was 14 years old and I take these events out of my diary and when I get them on the calendar, why, each year I copy these all out on the new calendar, you see. I don't throw away the page each month. I file it so I can copy it on the proper page of next year's calendar.

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Technical Department in Extension

ARF: I believe that almost from the beginning you had a department called Extension's technical department.

LJR: Oh, yes, that was a department that included physics, chemistry, and engineering subjects of that kind in a group. I had a man in charge of that who was a capable engineer, and I wanted to make him feel that there was an organization that he headed, and that was it. It was that group of Extension Division courses that had to do with physics, chemistry, and engineering. We didn't have an agriculture department, but we did have physics, chemistry, and engineering subjects, yes.

Early Radio

ARF: I notice that they did quite a lot of work in the early twenties in radio technology and even were building a radio-telephone station. Did Extension ever use that station after they built it?

LJR: Yes. I can't remember details about it. It was used solely for publicity purposes, but it served. In addition to the newspapers it was very effective.

ARF: "Solely for publicity" -- do you mean just one big commercial, or did you have programs?

LJR: Oh, we described courses by that means, so the public could be informed concerning them. For example, we offered a course in physics. Then, through this medium of radio, we set forth a

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LJR: statement as to just how far that course would go in physics, what kind of physics it would be -- that is to say, whether it's high school physics or university physics -- and just the area in which that work was carried on.

ARF: I notice that it did have really a pretty wide area in which it could be picked up and could cover quite a few people in that way.

LJR: Yes, we did, that is true.

ARF: The engineer in charge of building it wrote that he supposed he'd have to be the announcer. [Laughter] Was he?

LJR: I think he was, yes.

Curriculum

ARF: Exactly what did the technical department include in its curriculum?

LJR: It was generally described as pure science. That differs from practical science. For example, surveying is not pure science, that is practical science, so we didn't give a course in surveying. We gave courses on the higher planes of science not having practical bearing -- physics, chemistry.

ARF: I noticed the one applied course you had was in auto mechanics. Was it due to a lot of pressure for that kind of course?

LJR: Yes, it was. The corresponding engineering department on the campus approved that; they thought the publicity that would come about through the Extension Division giving it would react favorably on their departments. They were thinking about getting an

MR: statement as to just how far that course would go in physics, what kind of physics it would be -- that is to say, whether it's high school physics or university physics -- and just the area in which that work was carried on.

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MR: I think he was, yes.

Curriculum

MR: Exactly what did the technical department include in its curriculum?

MR: I'm?

MR: It was generally described as pure science. But differ from practical science. For example, surveying is not pure science, that is practical science, so we didn't take a course in surveying. We gave courses on the higher planes of science but having practical bearing -- physics, chemistry.

MR: I noticed the new physics course you had was in pure mechanics.

Was it due to a lot of pressure for that kind of course?

MR: Yes, it was. The corresponding engineering department on the campus approved that; they thought the publicity that would come about through the Extension Division giving it would result favorably on their department. They were claiming about getting an

LJR: appropriation at Sacramento for their department, and they thought it would help there. That was the subtle meaning right under that statement.

Labor Education

Starting Extension's Department of Labor Education

ARF: How did labor education get its start in Extension?

LJR: Always, if we could do anything of that kind, we brought it to the attention of the faculty, and if it were approved, why, the Extension Division would work for that particular thing. We never had any trouble with that because what we tried to get the labor union people to do as a result of this was be loyal to the government and have a good American spirit in everything they did.

ARF: Was the young man who headed labor education Mr. J. L. Kerchin?

LJR: Yes, it was. He had worked with the labor movement before I had appointed him, so he had preparation for it in that way.

ARF: What sort of academic background did he have?

LJR: Fair. He was a graduate of the University, as I remember it now. He had an A.B. degree.

ARF: How did you go about finding a man like Mr. Kerchin?

LJR: I did that sort of thing by extensive inquiry. I went to people that had public spirit and wide acquaintance and I'd present my idea and say, "Can you help me find just the right individual?"

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it would help them. That was the only reason right now that
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that had public spirit and wide acquaintance and I present my
idea and say, "Can you help me find just the right individual?"

LJR: That's the way I found Mr. Kerchin. I went around asking significant people, capable people.

ARF: Such as Mr. Paul Scharrenberg?

LJR: Yes. I went around asking them and finally found what I thought was the right man, and I went to him and invited him to join us.

ARF: Had Mr. Kerchin's work before this been in organizing labor?

LJR: No, no. He was merely interested. He had not been actively engaged in any work of that kind. Merely sympathetic and interested is all.

ARF: Apparently he started out with the idea of bringing to this University Extension something like the plan in England of the Worker's Education Association.

LJR: Yes, but as a matter of fact it was impossible for us to duplicate that English system here. It didn't fit in our government. You see, in England they have a different type of government, it's a monarchy, and the monarchy doesn't rule in a very specific way but only by general influence. It is Parliament that rules there; they make the laws. The labor organization there attempts to keep in touch with Parliament and they don't go to the King in order to get him to help them. They acquaint Parliament with anything they wish to have done; they work systematically. But you couldn't expect us to get up an organization that would go to Congress and request personally that they help us out. We do things through the public press, the whole people coming to have certain ideas. Then Congress acts, but Congress doesn't ordinarily act as a result

That's the way I found Mr. Forster. I went around making friends-

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the public press, and these people coming to have certain ideas.

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LJR: of specific requests from individuals. It acts on the basis of the public spirit, the public feeling about matters.

ARF: Does this imply that your system here was more interested in educating not only the laboring man but the non-laboring man about labor?

LJR: Yes.

ARF: Whereas in England it was more interested in educating the laboring man in the field of arts and literature, and applying pressure directly on Parliament.

LJR: Yes. That's true, that's it, you have it there.

ARF: Is that why he changed the name from worker's education to labor education?

LJR: Yes. They were apprehensive that the law that I proposed, namely, "Education for Workers in a Democracy"

ARF: I noticed in the annual reports that labor education here seemed to change gradually with the years, from more academic subjects such as the theory of labor economics to subjects more practical to a working man.

LJR: Yes. I used to emphasize this idea that any group, like the labor group, would benefit by having men of sound education, and that it is desirable that labor leaders should have good thorough educations. They would then understand the fundamental principles of democracy and not be led astray to do things that were, you might say, crazy. I emphasized very much the importance of sound

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might say, crazy. I emphasize very much the importance of sound

LJR: education among them.

ARF: By sound education, what did you have in mind?

LJR: I meant just what you get when you go through our school system; that is to say, up to graduation from the high school. Many of those laborers didn't have that, and I felt that if they could go to the point even of graduation from high school they would be likely to have better ideas about our country and the nature of its government, for they teach that in the high schools. And then they would be in a better position to build their own organization in a sound, wholesome way.

ARF: How did this fit in with the general aims and objectives of the faculty advisory committee for the Extension Division?

LJR: Well, they were sympathetic with the idea that I presented, namely, encouraging the laboring men to get a good education. They were sympathetic with that. And they never objected at all to anything that I was doing. Of course, I presented to them always at the monthly meetings what I was trying to do and my plans, and they were able to criticize or to give me help as they saw fit. They were very cooperative; they very seldom found it was necessary to restrain me from something that I wanted to do -- very seldom. I was, myself, a member of the faculty, so I understood their point of view, and the things that I tried to do, as a rule, were things they would like to have done, you see.

ARF: In other words, they approved of your educating the worker, even though this meant going below college level; they had no objections to this, you mean?

education again, would you?

Q: Now, would you like to see the education system changed, and if so, how?

A: I don't think you get any more out of the system than you put into it.

Q: What is so wrong with the present system? Many of

those people didn't have that, and I think that is why you

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though this meant going below college level; they had no objec-

tions to this, you mean?

LJR: No.

ARF: I noticed that Paul Scharrenberg was on this joint committee for labor education, with Paul Taylor, Ira B. Cross, W. Mullen, and Jessica Peixotto.

LJR: He was, yes.

ARF: He was a very colorful man, wasn't he?

LJR: Oh, he was a very intelligent man. And I found him a kind of man I could get along with beautifully. His ideas were not different from mine fundamentally, but he was sympathetic with what I was trying to do. He was a man of good education and lots of common sense -- lots of it, yes. And that goes a long way. You know some men, in their devotion to a cause, will develop eccentricities. Paul Scharrenberg didn't have that; he had his strong desire to do a good work, and he worked, I always felt, rationally, not through emotion. He wasn't the emotional kind of a man at all; he didn't work through emotion. He had loyalty to a cause, but that's different from emotion, which will often lead people to do eccentric things. He wasn't that type of man. He had common sense and good general training and high ideals. So that I found I could work with him and very happily and sympathetically.

ARF: He was able to see the academic side of this, too?

LJR: Yes.

ARF: When Extensions' department of labor education went under the American Federation of Labor out here was that through the efforts of Mr. Scharrenberg?

Q: I noticed that your father was on the joint committee for labor education, with Paul Taylor, Ira S. Brown, V. Wilson, and ...

A: He was a very colorful man, wasn't he?

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etically.

Q: He was able to see the economic side of this, too?

A: Yes.

Q: When Expansion's department of labor education went under the American Federation of Labor our days was not through the efforts of Mr. Scheraga?

LJR: No, I think that came in another way. I don't think I know just what the origin of that was.

ARF: It seemed to be quite advantageous to Extension's labor education because the AFofL more or less took over the financing of it.

LJR: Yes.

ARF: I was wondering if it made any difference in the way it was run, or in the voice that you had.

LJR: I should say not, no.

ARF: This labor education went on right through the depression, didn't it?

LJR: Oh yes, right along, yes.

Labor Education and Communism

ARF: In your labor education how did you attack the unemployment problem and the unrest of the workers with the corresponding increase in the activity of the Communist Party?

LJR: We were sympathetic with the WPA. Do you know what that is?

ARF: Oh, yes.

LJR: Well, that seemed to be the way to give help that did real good and that didn't result in anything that was eccentric. It was found; we liked the WPA method of attacking that. I always felt that one of the good results of the WPA was that this nation, as a result of that activity, became better equipped to cope with difficult crises that might arise in the future.

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Q: I was wondering how you handled criticism and accusations of

ARF: radicalism which the press -- or any critics -- hurled at you. You must have had to face this.

LJR: We did. We didn't favor socialism; we favored a mode of education that would bring the men to a rational view of society, and that included among other things loyalty to our government. Loyalty, not enemies. The workers might disagree about certain things that the government was doing, or standing for, but they were not of a mind to try to revolutionize in a bad way. That was frowned upon. They must get their things done by convincing the majority of the people that a certain thing was right and bringing about change in harmony with the principles of democracy.

ARF: When you were questioned about this by a reporter, or by an anxious alumnus, how did you answer them?

LJR: Well, I tried to put to them that there were certain ideals that we were working for, and those ideals had been approved by the faculty committee -- I presented all that to them and I had their support in the way I handled those cases.

ARF: This approval was by your advisory committee?

LJR: Yes.

ARF: In Extension's files I read a mimeographed letter which a communist had written as a follow-up after a summer labor workshop of yours where they apparently had been rather frustrated in their attempt to gain any converts. He openly identified his group as communist.

LJR: Yes. We took the view, always, that if anybody had an idea to present we were perfectly willing to have it presented. We didn't want them to feel there was any kind of idea we weren't willing to

radicalism which the press -- or any critic -- hurled at you.

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LJR: consider. So that's why those communists were allowed to speak in our meetings, and we didn't frown on them at all; we thought we could present the purely democratic ideal at that same time and save the situation -- not let the communists run away with us.

ARF: In choosing your teachers for this it seems that you would be interested in getting someone who not only had a thorough grounding in the subject matter and its implications, but also someone with ability to approach these more volatile issues with some degree of grace and ingenuity.

LJR: Well, it was true that whenever I picked out a teacher for a particular subject I acquainted myself thoroughly with that person's training and education beforehand, and if he had any fads I wanted to know what they were beforehand. We didn't approve teachers with dangerous fads; we were fully willing that people should present ideas and let them stand or fall on their merits. That was our ideal. Let them present. And those ideas must be so handled by us that they stood or fell on their merits.

ARF: Were the radical ideas that you speak of presented by your teachers and group leaders, or were these usually brought in from outside?

LJR: Both. We took people from both sources for our teaching, yes. Oh yes, both sources. I always considered that that was one of the marks of our liberality.

ARF: Did you have any trouble with legislative investigation?

LJR: No, I can't remember that we did at all. I don't remember any case.

ARF: How did Mr. Kerchin go about handling the classes of laboring

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Were the radical ideas that you speak of presented by your teachers
 and group leaders, or were these usually brought in from outside?
 Both. We took people from both sources for our teachers, too.
 Oh yes, both sources. I always considered that that was one of

the aims of our institution.
 Did you have any internal or legislative investigation?
 No, I can't remember that we did at all. I don't remember any case.
 How did Mr. Gordon do about handling the classes of learning

ARF: people in which there were always interspersed some very highly educated people too?

LJR: Well, he used discussion very extensively in his teaching, I remember that. He liked that mode of developing a subject and conveying it to people. He called it the discussion method; now we call it the "forum method," but we didn't have that term then.

Labor Education Gains National Attention

ARF: Did you teach any labor classes?

LJR: No. You see, I didn't teach any classes because I lectured to clubs all the time. I lectured -- mercy, two or three times a week I delivered lectures! -- and I traveled. Well, now, look at these Americanization lectures. That's only one sample, and then I lectured a great deal on the importance of adult education.

ARF: This led you, then, into your position of leadership in the whole adult education movement.

LJR: Yes. I was president one term of a United States Organization, the Adult Education Association.

ARF: You brought these ideas from California into the national picture?

LJR: Yes. I attended the national meetings every year. The discussions were very good when the directors from, oh, 20 extension divisions of all the universities would come together. Our discussions were extremely interesting and very valuable. We guided one another.

ARF: I believe you were, one year, head of their labor education committee. Was labor education a new thing to them?

LJR: Yes, it was, decidedly. Oh, yes, at that time it was considered

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mittee. Was labor education a new thing to you?

Yes, it was, decidedly. No, yes, at that time it was considered

LJR: to be the first time it had ever been taken up in that way in this country. Oh, yes, it was brand new then, and some people were leery of it just because of the name, labor.

ARF: They were afraid it was pink?

LJR: Yes, they were afraid. They thought there must be something bad down deep underneath there, so that it took very careful argument and presentation to get the real principles of sound labor education understood.

ARF: In the national association were you able to trace your ideas on labor education to see if they were carried to fruition in any other university?

LJR: Yes, well in our national meetings we had general discussion of everything that was of interest to us. Any man could bring up any subject for discussion in those national meetings, and in that way labor education received a good deal of attention. Beginning right at that time, it was a new subject in the country. When we began, people thought in general of labor as a political party, a group of laborers that were trying to do with political methods what they wanted done, rather than with educational methods. We found a great deal of prejudice on that point that had to be cleared away; we didn't stand for politics in this matter, but education.

LJR: National University Extension Association

LJR: I went on the 12th of January 1919 to an important meeting of the National University Extension Association. All the directors of

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National University Education Association

22: I went on the 15th of January 1919 to an important meeting of the

National University Education Association. All the members of

LJR: all the extension divisions in the United States and Canada were assembled there. It was in the Hotel LaSalle in Chicago. I remember it very well. It was a very important meeting. That's the one in which they said, jocosely, "You appropriated the motto we ought to have had, 'Lifelong Learning.'" That was the occasion on which they had said I had beaten them. They said, the minute they had heard I had taken it, "Why didn't we think of that?"
[Laughter]

ARF: Were did you get it?

LJR: Oh, I invented it. I never saw it anywhere else..."Lifelong Learning." There's an ideal in it that is very good.

ARF: What did they think of the new ideas in extension at that time?

LJR: Well, now, these men, I thought, were liberal in their views. I didn't think they were old fogey at all. I thought they were open to any good suggestion that anyone could make. The men made speeches, of course, and one man would suggest one thing for an extension division to do, and another man would suggest something else. Their minds were open, and suggestions were passed round, accepted, and carried home by these men. It was a very important time for the development of adult education.

ARF: Was there a division there, then, between those who felt that the University could do more in correspondence work, as opposed to those who wanted more done in classroom work?

LJR: Well, I can't remember there was any final decision made on that; there were differences of opinion. One man held one view and another man held another view, the opposite view. But it never

LJR: took the form of a command that we must all do it one way. They felt it would be well to let each individual extension division do something and try that system out. And then the rest of them would watch it and see if it was good.

ARF: How did California fit into this? Did it more or less try both classroom and correspondence equally?

LJR: We never felt that one was more important than the other. We felt we must do all we could in each of those departments. And when it came to the matter of classes, we felt we must organize all the classes that were called for. And with regard to correspondence courses, we'd write all the courses that seemed to be needed. That was our attitude. We never felt that one was more important than the other. They are two different fields.

Prisoner Education

ARF: About this same time I notice you had prison courses. Were all these by correspondence?

LJR: Oh, classes and correspondence.

ARF: How did this begin? I noticed in 1917 Mr. Howerth had a few classes.

LJR: When I became director I recognized the importance of having that large group of prisoners over there take some kind of adult education work in order to make them less criminal and more good citizens. So I went over to San Quentin.

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JR: I said I wanted to talk with the chief officer, and I explained to him that I thought there were great possibilities: if educational work in the form of classes and correspondence courses could be given there the effect would be to make the men less criminal in their ideas and character and better citizens so that when they got out they wouldn't resume a bad career but would be good citizens.

Prisoner Pygmalion

LJR: And I well remember one man. I wish I could give you his name. He was a prisoner. He took quite a number of the correspondence courses and the class courses, and he did the work beautifully, beautifully. And when he served his term and on a certain day became a free man he said he'd like to call on me. He had known me, you know, before, but he wanted to call on me as a free man. He came. And I said, "You have come over on a day when the Faculty Club is giving one of its dinners for the whole faculty, all the members of the faculty, and I'm going to it. A member is allowed to bring a guest. I'd like to take you as a guest to this Faculty Club dinner." I said, "And now, when you are there, don't you say you've ever been a prisoner. Don't give any hint as to what your past life has been. But you can talk about subjects like physics and chemistry and things of that kind. That's all right. Talk about anything, but don't you give the slightest indication that you've been in prison."

MR: I said I wanted to talk with the chief officer, and I explained to him that I thought there were great possibilities if educational work in the form of classes and correspondence courses could be given there the effect would be to save the men less critical in their ideas and character and better citizens so that when they got out they wouldn't remain a bad career but would be good citizens.

Prisoner Examination

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LJR: I took him. It was a somewhat dangerous experiment, but I took him. I suppose two hundred members of the faculty were at that dinner, and they called on me for a speech. I made it, and I said, "Gentlemen, I have a guest here tonight. I think maybe he would say a few words to you." Dangerous, you know, again.

"Very well, what's your guest's name?" I gave it.

The toastmaster said, "Mr. Frothingham, may we have a few words from you?" Whereupon this ex-prisoner got up and he was just perfect. He talked about things on a high plane and he talked about education; he said he had taken educational work under my direction and he was very happy about it. He said, "I am not going to be in this community long; I'm leaving for the eastern part of the United States." Then he sat down.

The Faculty Club afterwards said to me, "Your friend made a remarkably fine speech. It was thoroughly interesting, and it was fine. Who is your friend?" Well, I didn't say anything at all, of course, to them, not a word. This man, this ex-prisoner, at that time, said to me, "I cannot possibly live the life of a free good citizen right here where I shall be encountering prison officials. They'd know me. I'm going to Ithaca, New York, and start as an individual that has had no connection with anything in California. I shall never describe it all ever. I'm going to start a business life there." And I never heard from him afterwards. He went on to Ithaca. I'm merely telling you this as a sample of the interesting ways in which this worked and how the prisoners would sometimes work

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 in which this moved and how the prisoners would sometimes come

LJR: out. It was very beneficial to them. If I could get a prisoner to take five or ten courses (and this man that I've just spoken of did that), why they were changed people, changed! They began to see certain ideals and they thought about what they'd do when they got into the outside world. And it wasn't to resume a criminal career, but to do something worthy of a good citizen.

ARF: And it gave them more tools to work with.

LJR: Yes, it did decidedly.

ARF: Did you know about the prisoner/student who wrote a novel, Out of the Night?

LJR: I don't remember it, no.

Administration and Curriculum

ARF: Wasn't Bert Crumm on your staff for prisoner education?

LJR: Yes, he was.

ARF: What did he do?

LJR: Well, now, I'm not able to tell you in detail, except that he and I conferred and planned together and I found him a very resourceful person. He could often suggest things that I hadn't thought of and which fitted into the general program that we were trying to arrange. I liked him thoroughly and got a great deal of benefit by having conferences often with him on the problems of the Extension Division. He went to New York afterwards. I send him a Christmas card now every Christmas, and I have his New York address. Bartley C. Crumm, 39 Broadway, New York 6, New York.

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 York 6, New York.

- ARF: Was he a teacher or more of an administrator?
- LJR: He was an administrator; I can't seem to remember that he did any teaching; it was all administrative work with me.
- ARF: Was his background social work, or academic?
- LJR: It was more social. He wasn't what I call the university professor type. He was rather the type of man who is interested in politics in the good sense, and in society. And he thought a great deal about the problems arising in those fields.
- ARF: So, he was interested in this from the sociological viewpoint.
- LJR: You had a chaplain there, also, whom you had. Do you remember Oliver Lejour, the chaplain at San Quentin?
- LJR: I can't remember anything in detail about him.
- ARF: Did you sell the prison a bloc of courses, or did each prisoner pick his individually?
- LJR: I did my business with the warden. I talked with him. I started the thing as the result of a very careful talk with the warden, and then subsequently I dealt with him in connection with everything that I planned to do, not only the general work, but the particular courses and what could be expected to come of them. I talked those things over with the warden every time. I never gave anything that I didn't discuss carefully with him beforehand.
- ARF: Were there courses that might be considered bad for the prisoners to take?
- LJR: Bad? Oh, I can't think just now. That wasn't the way we faced

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UR: Were there courses that might be considered bad for the prison-
ers to take?

UR: No? Oh, I can't think just now. That would be the end of the

LJR: the problem. We said, "We want to give courses that will enable these men to earn their living after they get out of prison, and also be good citizens."

ARF: So you selected courses with these two criteria in mind.

LJR: Yes. Now, take for example the course in calculus. That's pure mathematics. But a prisoner taking a course in calculus would get something that he might actually use afterwards in engineering work of some kind, if he knew calculus. So we gave courses of that sort.

ARF: Do you remember how this was financed in the twenties?

LJR: Now, let me think how that was. I had certain money available that I got, not as a gift from Sacramento, but profits from courses. I had a sum that I could draw on. And I paid out of that fund the salary of any professor that I sent over to give a course. And in the case of correspondence courses I paid the reader in the course; he got \$.50 for reading each paper that came in. Now we've raised it to \$.75. The regents arranged that, and now they informed me that they would give me \$.75 for every single paper I read in my correspondence work.

ARF: Didn't you have some assistant readers among the better-educated prisoners who took over this job -- except for the first paper and the final exam?

LJR: Yes, that is true. We canvassed the prisoners very thoroughly in order to find out what educated men there were there.

ARF: What levels did you find?

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these men to earn their living after they get out of prison, and
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that fund the salary of any professor that I sent over to give

a course. And in the case of correspondence courses I paid

the reader in the course; he got \$2.00 for reading each paper

that came in. Now we've raised it to \$3.00. The regular arranged

that, and now they'll have to that they would give me \$3.00 for

every single paper I read in my correspondence work.

Didn't you have some constant research about the better-educated

prisoners who look over this job -- meant for the first paper

and the final exam?

Yes, that is true. We considered the prisoners very thoroughly

in order to find out what educated men there were there.

What levels did you list?

LJR: Why, strange to say -- I don't mean to say there was anything like a third -- but there was a sprinkling of highly-educated men in the prison; they were men that were college graduates or they were men that had carried on some kind of vocation, like an engineering vocation. And I worked with the warden there and I got him to find out what the background of the men had been. I didn't have to interview the prisoners; I got from the warden a statement as to what the intellectual background had been of certain men. And he was very helpful in that respect, for he picked out here and there (I'm now guessing) about six out of the whole group of prisoners, six men that had been highly intellectual in their lives up to the time of their being brought into the prison.

You know this matter of crime is a strange thing, very strange. Sometimes a man who appears to be very intellectual will sometimes commit a crime under stress. And there he is thrown into prison. And that kind of man, with proper guidance, could help us very much as reader and that kind of thing.

ARF: In the thirties there is a record of your carrying on classes in the federal prison at Alcatraz, too. Did you start that?

LJR: Yes. That was a side issue and didn't bulk at all large in comparison with San Quentin. No, that was a small thing.

ARF: I wonder why.

LJR: Well, I don't know why; it just didn't seem to work. It didn't grow the way it did in San Quentin. It may be that an explanation is in part due to the fact that the warden at San Quentin

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You know this matter of crime is a strange thing, very strange. Sometimes a man who appears to be very intellectual will sometimes commit a crime under stress. And there are men thrown into prison. And that kind of man, with proper guidance, could help us very much as teacher and that kind of thing.

In the United States they do a record of your carrying on classes in the Federal prison at Alcatraz, too. Did you start that? Yes. That was a side branch and didn't help at all large in connection with San Quentin. No, that was a small thing.

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LJR: was thoroughly cooperative, and perhaps the director of that other branch didn't have the enthusiasm. I had to rely on the influence of the warden a great deal in building up the organization over at San Quentin. My picture is there in the reading room of San Quentin; they've got a big picture of me. They asked for it and

ARF: I supplied it and they said, "We want to put it up in the San Quentin reading room."

ARF: Did they have any other source of education for the prisoners beside Extension?

LJR: So far as I remember they didn't have a thing. I can't remember anything.

ARF: So you were Mr. Education for them.

LJR: Yes, I was, yes.

ARF: How did you get along with the people who thought that prisoners were there to be punished, and therefore should not be educated free by the state?

LJR: Well, I made an argument there that for the safety of society it is our business to see that the men terminating their sentences there shall not do things that are injurious to society. They should come out and live lives that don't harm society, but help society. I made that kind of argument.

Prisoner Education and the University Faculty

ARF: Before we stop today, I want to ask you one more question about prisoner education. Was the faculty behind this, or did you have some who dragged their feet about it?

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Quentin reading room." Did they have any other source of education for the prisoners

besides that? Yes, I remember they didn't have a library. I can't remember

anything. Do you want Mr. [Name] for that?

Yes, I will, yes. How did you get along with the people who thought that prisoners

were there to be punished, and that they should not be educated free by the state.

Well, I made an argument there that for the sake of society it is the business of the state to see that the men receiving their education

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society. I made that kind of argument.

Prisoner Education and the University Faculty Before we stop today, I want to ask you one more question about

prisoner education. Was the attitude better then, or did you have some who disagreed with their feet about it?

LJR: I don't seem to recall anything there to report. I never encountered any opposition. And I should say that the faculty at Berkeley said -- this is quoted quite accurately -- "Let Richardson go ahead with Extension. We don't have to bother with it now." That's the way they generally talked.

ARF: So you had pretty much a free rein there.

LJR: Now, there were men like George Stratton that might have taken a wholesome, valuable interest in that, but he didn't do it. He thought he had too many other things to do and therefore he wouldn't undertake one thing more when he was very busy anyway. He wanted to write books and he wanted to teach, and he lived a very fine life. He was a religious man, a member of the Congregational Church in Berkeley, and he did his duty there. He always attended church service and he was thoroughly occupied. His life, you might say, was just full of activity of the good sort. And he didn't seem to think he had any extra energy that he could use by helping me over there in prisoner work, so he never attempted to do that at all.

ARF: Did you have many regular university professors that actually went over and gave courses?

LJR: Now, let me think. Yes, I think we did have a few; they were not numerous.

ARF: All I could find were records of correspondence classes.

LJR: Oh, that was the main thing. And have I told you that I invented one little feature of the correspondence course to be used in the prison and not anywhere else? Usually it's all a matter of written

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LJR: work between the student and the institution. For example, a woman taking that course now in Boston with me, I never see her. But in the prisoner work I tried to get, in connection with the correspondence course, one interview between the prisoner and a teacher that was connected with the course. An interview. That was very stimulating to the prisoner, it gave life and touch. Now I often had to do that myself. If a course was in economics, for example, and I couldn't get any professor in economics to go over, I could have a conference with the professors there on the campus telling them about my work with the prisoner and saying, "Now, if you will give me a few thoughts I'll go over personally and present them to the men." So I'd go over representing the professors that were behind the particular course. I used to go over and I liked the interview with them. I thought I made some friendships among the men.

ARF: This must have been very valuable to them as a connection with higher education of the outside world.

LJR: Yes. I never shall forget that faculty meeting to which I daringly took that man just out of prison. But he had had a lot of courses and I knew his development and I had confidence that he was on the right track. And I never shall forget how he sat there beside me, talked with the members of the faculty about intellectual matters, and how he made an admirable little speech.

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Teacher Training in Extension

ARF: I'm a little confused on Extension's relationship to the field of education and to teachers colleges in the state in the late 1920s. Now, there was a department of technical education in the University, wasn't there?

LJR: Yes.

ARF: This was teacher education, wasn't it?

LJR: Yes.

ARF: Now, for a while Extension courses could be taken by teachers for credit toward a credential, but not credit toward a degree.

LJR: Why, we gave credit toward a degree very soon after I began.

ARF: That's what I wanted to know.

LJR: Oh yes, toward a degree, but you understand we didn't give many such courses, but we had some that could be used.

ARF: The courses numbered in the 600s were not for degrees?

LJR: That's right, they were not.

ARF: And these were technical teacher training courses, good only for their certification?

LJR: Yes.

ARF: What was the junior certificate?

LJR: Well, now, you know, I have forgotten the details of that. We had such a thing but I cannot give you any important information on that now. I can't.

ARF: Perhaps we can get that from University records.

LJR: Oh yes.

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UR: Perhaps we can get that from University records.

UR: Oh yes.

ARF: It was interesting that you used some San Jose State and some San Francisco State instructors in Extension. What sort of deal was this?

LJR: Well, I'd go to our education department and say, "I'd like to give a course in such and such a subject," and they'd say, "Well, now, we have no man available for that. The man that's able to do it is too busy to add anything more. But there is a man in San Jose that gives that as a specialty and you may have him if you can persuade him to take it. We'd approve that." That's how that came about.

ARF: It grew out of these specific needs, then.

LJR: Yes. I want to make that point very definite, that the men in our University department of education could have given the course but they were too busy and therefore were willing to have somebody else drawn in.

ARF: There was no competition, then, between the department here and that in San Jose?

LJR: No, none at all.

ARF: Did this draw quite a few students from San Jose State and San Francisco State?

LJR: Yes, it did. The reputation of that man among those students would have that effect, yes.

ARF: What was the attitude of State Superintendent Wood and his successors toward Extension teaching the teacher courses? This was usually the role of the state colleges, wasn't it?

Q: It was interesting that you were from San Jose State and now
San Francisco State instructors in Extension. What sort of work

was this?

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give a course in such and such a subject," and they'd say, "Well,
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Q: What was the attitude of State Superintendent Wood and his suc-
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was usually the role of the State colleges, wasn't it?

LJR: Oh, those men in the state department of education, as I remember it in all cases, were friendly and interested. I used to have conferences with them because I wanted to learn, as far as I could, about state policies. They would know that, and I conferred with those superintendents of public instruction in the state in order that my work might not collide with anything in an embarrassing way. And those men were always very cooperative when they saw why I was conferring with them on that subject. Always cooperative.

ARF: In other words, you didn't want them to think that you were trying to take over part of the teachers' college function.

LJR: No, I certainly didn't. That was true. I certainly didn't want that impression to be in anybody's mind, no.

ARF: So you kept in close communication with them, then.

LJR: Yes, I did.

Extension-Faculty Relations

ARF: In speaking of professors who were drawn from the University faculty, did you feel that Extension work was considered an asset when time came for a consideration for their promotion?

LJR: Oh, that was a very delicate and sensitive matter. Quite a number of the members of the faculty felt that if a person did much Extension work it would interfere with his promotion, that he ought to be giving his attention to graduate work and research. Research was the great word. Some of them thought

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 research. Research was the great work. Some of them thought

LJR: that to teach for the Extension Division might interfere with research; that I often ran up against. So some of the men in the faculty felt strongly that to teach Extension Division courses militated somewhat against a man's advancement academically, but if he would just devote himself to study and research -- purely scientific aspects of his occupation -- that the chance of promotion would be better.

Europe vs. United States

ARF: You didn't find that true in Cambridge, did you?

LJR: No, I did not. (You mean, in England.) No, no, indeed, the Cambridge faculty was entirely free from that; they did not send out very many men from their faculty to do adult education work, not many, but they seemed to feel that the men they did send were doing an important job in England in helping English life, and the faculty was very favorably impressed with the idea. They merely said they didn't want to overdo it so as to deplete their faculty, so they didn't send many. But they approved most thoroughly the cases where the arrangement was properly made and somebody did go out to do teaching in the field of adult education.

ARF: Did you find this state of anxiety about extension standards and professors was true on other campuses in the United States too?

LJR: Well, now, there are three centers in the United States where

that to focus for the Extension Division along with the
 research; that I often for my opinion. In some of the men in
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 field of adult education.

Q: Did you find that state of affairs about extension education
 and professors was true in other countries in the world other
 than
 A: Well, now, there are three others in the world where there

LJR: adult education teaching was of great moment. One was at Columbia, the second was Chicago, and the third was California. Now, in Columbia and Chicago the faculty seemed, in both cases, to approve the idea of having some of their men doing adult education work. I can't say that the directors ever overdid it -- they didn't seem to take too many members of the faculty and put them into extension -- and so I don't remember any opposition being voiced. I visited both those institutions quite often. I wanted to follow exactly what they were doing to see if they had any good ideas that I could use.

ARF: In the United States is there more of a schism between the adult education part of a university and the university proper?

LJR: Yes. In Cambridge it's not so much separated. Their professors will go out and teach in a city and they will encourage people to come to Cambridge during the summer and have a little close touch with the university. We never do that. That's very common in England.

ARF: The universities in America seem to feel more that extension is competing with the departments for the professor's time.

LJR: Yes, that's true. I encountered that.

Faculty Standards for Extension

LJR: My own attitude about that was this. If a department didn't want its professors to teach in the adult education field, I wasn't going to try to force it. I didn't try to get those men from

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Faculty standards for extension

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going to try to force it. I didn't try to get those men from

LJR: that department to, so to speak, sneak off and do some work for us that the department didn't know about. I didn't do that because there were enough departments like the department of economics that were always favorable to us in this way; it wouldn't be every individual in the department, but there'd always be one or two individuals in the department of economics that saw the importance of adult education and encouraged us by sympathetic action of one sort or another, sometimes by offering to teach, sometimes offering to help in the case of syllabus for an economics course that we might be giving with somebody else as instructor -- that professor might have a conference with the one we had chosen. In that way the department of economics was sympathetic and helpful always.

Now, there were departments like Semitics whose courses we very seldom had an opportunity to give in adult education. Take a class of Hebrew. Now, that's a good subject in the University, but we almost never had a demand for Hebrew. This is the point: we might have three or four people that would do it, but we couldn't afford to give a course for three or four people, we had to have at least fifteen in order to have an income to be enough to pay for the instructor.

ARF: What about the department that put its foot down and said to an instructor, "You shall not teach in Extension. You shall devote all your extra time to research"?

LJR: Oh, yes. Well, we've always said that that's the privilege of

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2: or that the department didn't know about, I didn't do that

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4: economics that were always favorable to me in this way; it

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23: instructor, "You shall not teach in Hebrew. You shall devote

24: all your extra time to research?"

25: Oh, yes. Well, you've always said that that's the privilege of

LJR: the department. We didn't fight it at all because you can see that throughout the years I had no difficulty in getting instructors. I could get many, all I needed. And I could just leave those departments alone that said, "No member of this department shall teach at the Extension Division." No, we never fought with them at all about that, but look at the courses we gave! We gave hundreds of different courses in the course of my twenty years, hundreds, yes.

And, by the way, the faculty down in Los Angeles, UCLA, used to feel that it would be helpful for that institution to develop adult education work to rival our work up here. They seemed to think it was a model up here that they wanted to duplicate. So that I found a larger percentage of the professors down there would teach adult education courses than was true up here. They seemed to feel down there that this adult education work at the University at Berkeley was important and creditable and that they wanted to do something like it.

ARF: In recruiting Extension professors, did you lose many because they did not measure up to departmental standards in formal education?

LJR: If we found a person who was not a college graduate, but who knew something thoroughly, and his ideas were sound, why, in spite of any lack of formal education he might have had we were ready to employ him for teaching.

ARF: Did you still have to have this person approved by the department?

LJR: Oh yes, in every case, yes. Yes indeed. Take economics -- that was a touchy subject. The subject of economics as handled by some people is a dangerous one. We always presented the name of the individual and the outline of the course that he undertook to give, all that information, to the department of economics. That was done through the Extension advisory board. You understand that if we gave a course on philosophy by somebody we got the approval of the department of philosophy on that course, ultimately. It went first to that advisory board. Perhaps there were no members of the philosophy department on that board, but they would then refer it to the department for their approval or disapproval.

ARF: I'd like to ask you one more question. At this same time Stanford was running their extension division too. How did you divide the spoils in the bay region with Stanford?

LJR: We had no trouble at all. I kept in close touch with the officers of the Stanford organization and now and then, when I found that they were able to teach a particular subject excellently, I didn't attempt to teach that subject. We had no difficulty at all in our relations that way.

ARF: Do you think they cancelled courses which you were already offering?

LJR: I think they did.

Extension's Constituency

ARF: When you hired instructors, did you go through the same channels as the departments did, on up through the president and regents?

Q: Yes, in every case, yes. The subject of economics was a tertiary subject. The subject of economics was handled by some people in a department and it always presented the case of the individual and the outline of the course and the intention to give, all that information, to the department of economics. That was done through the Extension Advisory Board. The Extension Board that if we have a course on philosophy of somebody we get the approval of the department of philosophy on that course, ultimately.

It went first to their advisory board. Perhaps there were no members of the philosophy department on that board, but they would then refer it to the department for their approval or disapproval. I'd like to see you the next question. At the same time they were running their extension division too. How did you divide the

again in the extension division?
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our relations that way.
 Do you think they enrolled courses which you were already offering?

I think they did.

Extension's Competency

When you hired the teachers, did you go through the same process as the department did, or do you know the president and faculty

LJR: We stopped with the department. If we got the approval of the department we didn't think it was necessary to go to the president or the regents.

ARF: The appointments were then noted on your budget and that was the end of the process.

LJR: Yes, that was final. The department was the top. We didn't go to the president. And we never had any trouble. Of course, if the president had objected we should have said, "Tell us why you object. Let us see." But the president never objected.

Barrows, for example, had taught courses for us earlier. And then he became president. All our presidents at Berkeley, Wheeler and all the rest, never seemed to feel that the adult education work was unimportant. They always felt that it must be properly shaped and properly handled. Then it was important.

There is something I've not mentioned to you before that comes to my mind in this connection. A president of the University often wishes to get support throughout the state for the University appropriation. And they found out that adult education students of ours were helpful, say down in Fresno. The students from our adult education classes there took the attitude that the University appropriation must be carried through. So the presidents were strongly for it; they found that the general University appropriation at Sacramento was helped by adult education students, individuals, you know, scattered through the state. And they felt it was a canny thing for a president to be favorable and sympathetic.

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Yes, that was typical. The department was the key. We didn't go to the president. And we never had any trouble. Of course, if the president had objected we would have said, "Well, as long as the object, let us see." But the president never objected.

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ARF: Extension can really take the message of the University to the people without getting into the danger of propagandizing.

LJR: Yes, you can keep from from that danger and still do honest, genuine, sincere work.

Faculty Supporters

ARF: Can you name a few people in the regular faculty who were important supporters of Extension?

LJR: Yes. Elmer Brown was. Elmer Brown was a very strong supporter. He believed in adult education and he was in the department of education so he was very helpful and cooperative, he gave suggestions. Now, let me see if I can remember others. If I only had a list of the faculty I could pick them out.

ARF: What about Professor Ivan M. Linforth?

LJR: Oh, he was cooperative. He was in Greek and his own subject was not in wide demand.

ARF: But he was on the committee on courses in the faculty senate.

LJR: Yes. He was cooperative and friendly. Another very good man for cooperativeness was Willis Linn Jepson of the department of botany, one of the very finest men in botany we've ever had.

ARF: Did he teach some too for Extension?

LJR: Well, as I remember it now, he did teach for us some, but I believe he was chiefly important in giving suggestions. He would now and then know somebody that was a good botanist and might serve our purposes. Jepson was a very busy man, and he didn't want to do much teaching for us, he didn't have time for it.

Q: Extension can really take the message of the University to the

people without getting into the matter of professionalization.

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Q: What about Professor Ivan M. Lindbergh?

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cooperativeness was Willis John Upton of the department of

botany, one of the very finest men in botany we've ever had.

Q: Did he teach some of the Extension?

A: Well, as I remember it now, he did teach for an hour, but I don't

know he was chiefly important in giving suggestions. He would

now and then know somebody that was a good botanist and that

serve our purposes. There was a very good man, and so did

want to do much teaching for us, he didn't have time for it.

LJR: And William A. Setchell, the head of the department, wasn't at all friendly. He was without interest, just simply blank, without interest, but Jepson had the interest and was willing to help as far as his time would permit.

ARF: Was Setchell more cooperative with Agricultural Extension, or did the botany department have anything to do with Agricultural Extension?

LJR: Very little, very little, they were in different worlds. Setchell considered himself to be in a department of pure science, and the agriculture men considered that they were in work that had a practical touch with the people of California. Setchell didn't have that at all as his idea, not at all, no.

ARF: Was that the same reason he wasn't interested in University Extension?

LJR: Yes.

ARF: He was afraid it might be too applied and technical?

LJR: Yes.

ARF: What about other department heads whom you found cooperative?

LJR: Well, now, let me see. The head of the department of mathematics at that time was Mellen W. Haskell. We had demand for mathematics and Haskell then was helpful; he assisted us in finding just the right instructor for certain courses in mathematics.

ARF: You mean from the faculty, or off the faculty?

LJR: From our own faculty.

ARF: Carl C. Plehn seemed to have a lot to do with our college of commerce being organized in 1898. Was he made the head of it?

Q: And William A. Batschell, the head of the department, wasn't he all friendly. He was without interest, just really plain, without interest, but Johnson had the interest and was willing to help as far as his time would permit.

Q: Was Batschell more cooperative with Agricultural Extension, or did the botany department have anything to do with Agricultural Extension?

A: Very little, very little, they were in different worlds. Batschell considered himself to be in a department of pure science, and the agriculturists were considered that they were in work that had a practical touch with the people of California. Batschell didn't have that at all as his idea, not at all, no.

Q: Was that the reason Johnson was interested in University Extension?

A: Yes. He was afraid it might be too applied and technical.

Q: Yes.

Q: What about other department heads when you found cooperatives? Well, now, let me see. The head of the department of zoology at that time was William V. Washburn. He had seemed for a long time and Washburn then was helpful; he assisted us in finding just the right instructor for certain courses in zoology.

Q: You went from the faculty, or off the faculty?

A: From our own faculty. Carl G. Fleiss seemed to have a lot to do with our college of course being organized in 1928. Was he made the head of it?

LJR: He was. That's it. He was one of the experts in the field of taxation and state tax structure.

ARF: Later on when you were head of Extension did Professor Plehn help you with your courses in business administration?

LJR: Yes, he did in this way: I used to go over to the department of economics -- that's where Plehn was, you see -- and sometimes

ARF: there would be two or three professors in one office. I'd say,

LJR: "Will you make suggestions for courses that you think Extension Division ought to give the public in your field."

ARF: And they accepted my request conscientiously and tried to think of just what courses could properly be given by my organization. Their idea was to facilitate and help people in business.

LJR: Economics is closely related to business, and so they said,

ARF: "There are some courses that you could give that would be beneficial for people in business, and we'll outline some of those courses for you." And they did. And that's how we gave quite a good many courses in economics in San Francisco and Los Angeles.

ARF: Did this begin early, from the first?

LJR: Early, yes.

ARF: Did any of those professors in the department teach for you?

LJR: Yes. We paid well for the professors that would teach for us, and sometimes some of the younger men in the department would like to earn a little additional money. They needed it. We never got the top older men, but we got some of the younger men that were on relatively small salaries to teach one or two evenings a week. You see, we could give them approximately \$10 an

Q: He was... that's it. He was one of the workers in the field of

taxation and state tax structure.

Q: Later on when you were head of taxation and Professor Stein

help you with your courses in business administration?

Q: Yes, he did in this way: I used to go over to the department of

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there would be two or three professors in one office. I'd say,

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LJR: evening -- that was good pay and that would help a poor man in his salary very much in the 1920s.

LJR: Teaching Methods and Philosophy of Adult Education
Fulfillment for Each, Individually

ARF: You wrote editorials in Extension's monthly, the Spokesman.

LJR: Oh, yes.

ARF: You mentioned in one that the interest of an adult must be sustained and centered about one certain area of learning, not scattered over the horizon. What did you have Extension do to guide an adult toward a certain area of learning that was important for him.

LJR: I held office hours and advertised that any citizen might come to my office and discuss with me his individual problem. I remember very vividly an employee of a grocery store in San Francisco. A man about 24 years of age came to my office and discussed his own outlook, his own problems as far as he could see them, and he then proceeded to take courses in San Francisco that we were offering there throughout quite a number of years. I mean more than four; it was perhaps six or seven years he took those courses. And every little while he would come over to Berkeley and have a further conference with me, so that I became quite well acquainted with him from our discussions on the utility of this course or that, for him, with reference to his particular purposes. I remember the man very vividly and

evening -- that was good and that would help a great deal in his salary very much in the 1900s.

Technical Methods and Philosophy of Adult Education

Fulfillment for each, individually

Your first editorial in Education's monthly, the Workman.

Oh, yes.

You mentioned in one that the interest of an adult must be gained and centered about one certain area of learning, not scattered over the horizon. What did you have in mind to do with an adult today's certain area of learning that was important for him.

I held office hours and advertised that any citizen might come to my office and discuss with me his individual problem. I remember very vividly an employee of a grocery store in San Francisco. He was about 35 years of age came to my office and discussed his own problem, his own problem as far as he could see then, and he then proceeded to take courses in San Francisco that he was attending that throughout quite a number of years. I mean more than four, it was perhaps six or seven years he took those courses. And every little while he would come over to Berkeley and have a further conference with me, so that I became quite well acquainted with his four or five discussions on the utility of this course or that, for his, with reference to his particular purposes. I remember him and very vividly his

- LJR: our talks.
- ARF: Was there someone down in Southern California to give some guidance to the adult education students there?
- LJR: Well, I spent part of every month in my office in Los Angeles. I did the same thing in the matter of conferences down there that I was doing up here, just the same.
- ARF: At that time was the University Extension aimed primarily at non-credit adult education courses taken just for fun or for upgrading one's job?
- LJR: Yes. The purpose was as you've stated it. In general it was to increase one's intellectual powers and to have the satisfaction of feeling that one was a better-educated person. It was just that. It wasn't for a degree. That was very seldom the purpose. A person felt he'd like to improve himself intellectually, that he'd have better standing in the community if he had a better intellectual outlook. That was the main idea.
- ARF: At that time was there any main criterion for a curriculum that you could point to and say that this type will make people better educated?
- LJR: I can answer that. My thought was that every human being is an individual and that no general program of that kind could be laid down. I used to say to these people that came to me, "What are you interested in? What have you been doing? Do you read much? What ambitions have you?" I used to say every individual has a problem apart by itself, every individual. And there was no one

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to the adult education students there?

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he'd have better standing in the community if he had a better

intellectual outlook. That was the main idea.

W: At that time was there any main criterion for a particular class?

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you interested in? What have you been doing? Do you read much?"

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different way of seeing, every individual. And there was no one

LJR: outline of activity or courses leading to the intellectual life, no such thing. It was always an individual problem.

ARF: How did you know what courses to offer in Extension?

LJR: Why, we were in conference with our students, who were educated people, intelligent people, and we used to discuss with them that very subject. We could tell by conference with them what they needed.

You take the women of the women's clubs. They were very intelligent about this matter and I often had long conferences with women that were high up. I can remember one woman right now, Marian DeLaney, a San Francisco club woman, and she and I had long talks and she could give me the point of view of the women of her woman's club in San Francisco.

ARF: In getting someone to teach these courses it seems that you would need teachers who would also be attune^d to student needs and interests. Would he have to be any different from a teacher of college-age boys and girls?

LJR: Yes. Surely the problem is a different one. The problem of teaching students of the ages you get there in a university is quite different from the problem of teaching men and women who are mature and have had experience. And the instructor under those circumstances in presenting his ideas often says to the class, "Is there anybody here who knows about this particular subject that I'm talking about now and can make any contribution to it?" That was often done. I used to encourage the teachers to do that. And the class would take a deeper interest in the

outlines of activity or course leading to the individual life,

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How did you know what course to offer in Education?

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subject that I'm talking about now and can make any contribution

to it?" That was often done. I used to encourage the teachers

to do that. And the class would take a deeper interest in the

- LJR: subject when they felt they were taking part in it in that way. They were taking part not merely as learners, but taking part in the actual teaching.
- ARF: It seems that Dewey's ideas on the democratic classroom might more easily apply here than they would down in the elementary and secondary schools.
- LJR: Oh, yes. Oh, very much so. Yes, very much so.
- ARF: While we are on the subject of teachers, did correspondence teachers also have to alter and change their method of teaching?
- LJR: Well, I used to have a questionnaire that I sent out to the people who were taking my correspondence courses. I have it still and use it. I used to show this questionnaire to those instructors who had not taught by correspondence before in order to try and get them into the right attitude toward the work and therefore get them to follow the right methods. They are not going to see their pupils, or students, but they are going to try to get acquainted with them just through the interchange of papers.
- ARF: What information did this questionnaire embody?
- LJR: Well, this: how much schooling have you had? Are you a graduate of a high school? Have you ever been to college? Are you interested in politics? Did you ever run for office? Have you ever taken part in a political campaign in any way?
- ARF: Did you ask this of all your students?
- LJR: Oh, yes. And, Are you a member of a church? Are you interested in church work? Do you go to church regularly, or only

subject when they felt they were taking part in it in that way. They were taking part not merely as listeners, but taking part in the actual teaching.

It seems that Dewey's ideas on the democratic classroom with more easily apply here than they would down in the wilderness and secondary schools.

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try to get acquainted with them just through the instruction

of papers.

What information did this questionnaire contain?

Well, this was such schooling have you had? Are you a graduate

of a high school? Have you ever been to college? Are you

interested in politics? Did you ever run for office? Have you

ever taken part in a political campaign in any way?

Did you see this of all your students?

Oh, yes. And, are you a member of a church? Are you interested

in church work? Do you go to church regularly, or only

LJR: sporadically? And, in your own family, do you have any responsibilities in the way of guiding young people? If so, tell me about that. How old are these people that you are trying to guide? Oh, my list of questions is very long, very long, and when I get a single student to answer every one of those questions, I feel I've gotten pretty well acquainted with him, although I've never seen him.

ARF: If a student stated "no interest" in a field -- say, for instance, he had never run for political office and he was not interested in politics -- would you try to steer him into an interest in political matters?

LJR: No. I try to work on the interests that the individual has. That's the way to make progress. Then, of his own accord, if he makes progress intellectually, he may come to see that there are some things in politics that he ought to take an interest in. But I always work on the interests that are already in the individual's life.

Orientation for Teachers

ARF: Did you have any sort of in-service training at any time for your teachers?

LJR: No. Of course, you understand I had extensive conferences with my teachers as director. When I started any member of the faculty in the work of teaching for the Extension Division I had a long talk with that individual, in order to initiate him as perfectly as I could into the special conditions under which he must work.

...spontaneously and, in your own family, so you have the response-
 difficulty in the way of getting your response. It is, I think, the
 that. The old way of people that you are trying to get. Oh,
 my list of questions is very long, very long, and when I see a
 similar student to answer every one of those questions, I feel
 I've gotten pretty well acquainted with him, although I've never
 seen him.

If a student stated "no interest" in a field -- say, for instance,
 he had never run for political office and he was not interested in
 politics -- would you try to stir his latent interest in politi-
 cal matters?

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 That's the way to make progress. Then, of his own accord, if
 he makes progress intellectually, he may come to see that there
 are some things in politics that he ought to take an interest in.
 But I always work on the interests that are already in the indi-
 vidual's life.

Orientation for Teachers

Did you have any sort of in-service training of any kind for
 your teachers?

Yes, of course, but unfortunately I had extremely poor experience with
 my teachers as directors. When I started my work in the family
 in the work of counseling for the Extension Division I had a few
 talks with these individuals, in order to initiate me as a teacher
 and I could have the special conditions under which we must work.

LJR: Oh, yes, I did that with every one. That was very important, because the first thing they had to find out was that the methods employed in teaching in the University are not appropriate in adult education courses. You've got to work out another system altogether.

ARF: Can you describe precisely what these differences were that they had to adjust to when they first starting teaching adults in a classroom?

LJR: Well, now, a student in a university who is taking up the subject of economics would be given right at the beginning of the course a bibliography of economics. But in adult education teaching that is not the first step by any means. The first step is to acquaint the individual with some actual operation of economics, a specific case, something taken out of the business world. And when he gets hold of that he can see then the lines along which he must study and work in order to develop himself. Why, if you were to give an adult student a list of 50 books on economics at the beginning of a correspondence course that would be just simply confusion raised to the Nth power. It would be no good at all.

ARF: Are you saying that with adults you start with the concrete and work back toward the theoretical?

LJR: Yes, you do.

ARF: I am thinking about an ancient Greek who said that theoretical learning is better for a mature mind between 25 and 45, and the younger people are better for the more practical and applied

Q: Yes, I did that with every one. That was very important, because the first thing they had to find out was that the subjects employed in teaching in the University are not appropriate in adult education courses. You've got to work out another system altogether.

Q: Can you describe precisely what these differences were and how they had to adjust to when they first starting teaching adults in a classroom?

A: Well, now, a student in a university who is taking up the subject of economics would be given right at the beginning of the course a bibliography of economics. But in adult education teaching that is not the first step by any means. The first step is to acquaint the individual with some actual operation of economics, in a specific case, something taken out of the business world. And then he gets hold of that he can see from the lines about which he will study and work in order to develop himself. Why, if you were to give an adult student a list of 50 books on economics at the beginning of a correspondence course that would be just simply confusion raised to the 5th power. It would be no good at all.

Q: Are you saying that with adults you start with the concrete and work back toward the theoretical?

A: Yes, you do. I am thinking about an ancient Greek who said that theoretical learning is better for a nature mind between 57 and 65, and the younger minds are better for the more practical and applied

ARF: sorts of things.

LJR: That's perfectly true, by the way.

ARF: Then how would you account for this idea that the adult can take the theoretical better than the young person in college?

LJR: Because once the adults reach the theoretical level in their studies you find they've had a wider experience. It all comes right out of that. The adult has lived more richly than the young person. He has lived with contacts that are varied and significant and in that way the adult can work into the theoretical side much more rapidly than the young person who hasn't had the experience of living.

ARF: Would I be extrapolating too much, then, to say that it sounds like you think that the young person could do better, too, in his classes if the professor began with a concrete example and worked back toward the theoretical?

LJR: Well, I should think it might work there too, but I'm sure it works in adult teaching. Oh, yes, you work back toward the theory.

Subject Matter vs. Methodology for Teachers

ARF: What do you think of the National Education Association's survey in 1953 of all the directors of extensions in the United States?

LJR: They felt that the most important thing in training adult education teachers was in the use of methods and aids -- this was number one. Number two was understanding the needs of students.

sorts of things.

R: That's perfectly true, by the way.

L: Then how would you account for this issue that we have just seen?

the theoretical level better than the young person in college?

R: Because once the adults reach the theoretical level in their

studies you find they've had a wider experience. It's all coming

right out of that. The adult has lived more richly than the

young person. He has lived with concepts that are richer and

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worked back toward the theoretical?

R: Well, I should think it might work some too, but I'm sure it

works in adult teaching. Oh, yes, you work back toward the

theory.

Subject Matter vs. Methodology for Teachers

L: What do you think of the National Education Association's survey

in 1955 of all the directors of education in the United States?

They felt that the most important thing in training adult learn-

ers was in the use of materials and ideas -- this was

number one. Number two was understanding the needs of students.

ARF: And number three was understanding the needs of the community. Last in importance was knowing the subject matter.

LJR: Well, I should say that one must not be tied down by that too much because I've said to you before that each human being is in some sense a problem by himself. He's an individual problem and you can't have a general method that will fit all human beings. That's subject to trouble. You must always take your individual and try to find out what he has done, what he is interested in, what he aspires to do and to be, and then on the basis of those things that I've just mentioned you can determine how to proceed in teaching him.

ARF: What about the placement of subject matter as of least importance in training teachers for adult education?

LJR: Well, I confess that I don't quite see the point of that because I think a knowledge of the subject matter even at an early stage is important for the teacher. I always thought so, yes. I don't agree with putting subject matter last in importance. If he has the subject matter well in control right at the beginning that's so much to the good. He hasn't got to use it all immediately, but he'll draw on it as needed.

ARF: In other words, when you hired a teacher for Extension classes you saw to it that he knew his subject matter at that time?

LJR: Yes, enough for the purposes at hand.

ARF: Then he also had to be someone amenable to the methods that would work on adults. Is that a good summary?

LJR: Yes.

And number three was understanding the needs of the community.

Last in importance was knowing the subject matter.

Well, I would say that the most important of these three

such because I've said in your report that each of these is in

some sense a product of himself. It's an individual product and

you can't have a general method that will fit all these things.

That's subject to trouble. For each of these things your individual

and try to find out what he has done, what he is interested in,

what he expects to do and to do, and then on the basis of those

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ately, and he'll draw on it as needed.

In other words, when you hired a teacher for a particular class

you saw to it that he knew his subject matter at that time?

Yes, enough for the purposes at hand.

Then he also had to be someone capable of the method that

would work on adults. Is that a good summary?

Yes.

University Extension and the State Commission on Immigration
and Housing

ARF: I noticed that this state commission on immigration and housing had you as a member of its committee on education.

LJR: Yes.

ARF: And this committee on education joined with the University in hiring a man named Dr. John Collier. He also taught at the University at Berkeley?

LJR: Oh, yes, he had to do with labor education. He was interested in the labor side of immigration questions. He was interested from the labor man's point of view.

ARF: Was he put on this commission to pacify Scharrenberg?

LJR: Oh, Scharrenberg I liked very much. I worked a great deal with him until he went down to Los Angeles. I used to have him in conference frequently, and he helped me. He was very good, very good indeed.

ARF: I believe he once said he was very skeptical about this commission. He did not want the immigrants competing with the labor market.

LJR: Well, that commission wanted to have all sides of everything presented; they didn't have to adopt what was presented, necessarily, but they wanted all sides of every question presented, and this man Scharrenberg helped them in that way. They got the total view of many special problems. Then they proceeded in what way they thought was best.

University Extension and the State Commission on Immigration

and Training

Q: I noticed that this state commission on immigration and training had you as a member of its committee on education.

A: Yes.

Q: And this committee on education joined with the University in hiring a man named Dr. John Collier. He also taught at the University of Berkeley?

A: Yes, he had to do with labor education. He was interested in the labor side of immigration questions. He was interested from the labor man's point of view.

Q: Was he on this commission to pacify Schatzberg?

A: Oh, Schatzberg I liked very much. I worked a great deal with him until he went down to Los Angeles. I used to have him in conference frequently, and he helped me. He was very good, very good indeed.

Q: I believe he once said he was very skeptical about this commission. He did not want the immigrants competing with the labor market.

A: Right.

Q: Well, that commission wanted to have all sides of everything presented; they didn't care to adopt what was presented. Naturally, but they wanted all sides of every question presented, and this was Schatzberg helped them in that way. They got the total view of every special problem. Then they proceeded in what way that thought was best.

ARF: You don't know then whether Mr. Collier was brought to help Scharrenberg work with labor or not?

LJR: No, I don't know. I merely know that he was interested in labor problems. I don't think that he belonged to labor in the sense of being a member of any labor party, but he was interested in labor. And he therefore could help me because he could give me the labor point of view about lots of things.

ARF: You mean in organizing Extension classes in labor and so forth?

LJR: Yes.

ARF: Did Extension do much work in the labor camps?

LJR: No, we merely gave courses that were of interest to laboring migrants or that bore on labor. Most of those courses were given in San Francisco.

ARF: Was this Mr. Kerchin's labor department in Extension?

LJR: Yes.

ARF: Mr. Kerchin wrote in the Extension Spokesman that he didn't see why so much emphasis was put on English language when actually what the workers needed were the traditional ideals of the American democracy. They needed teachers who could talk to the workmen in their own language. Did he carry this point of view out?

LJR: Yes.

ARF: In other words, he taught them the ideals before they were taught the language.

LJR: Yes. He thought the language would come eventually, that we didn't have to bother about it. But the other -- the principles and ideals -- had to be set forth. And that's what he undertook to do.

11: You don't know how much Mr. Wolff was interested in being

12: 'debatable' with when labor is met?

13: No, I don't know. I merely know that he was interested in labor

14: problems. I don't think that he believed in labor in the same

15: way as a number of my labor party, but he was interested in

16: labor. And his interest would have been because he could give us

17: the labor point of view about some of things.

18: You mean in organizing Extension classes in labor was so far?

19: Yes.

20: Did Extension do much work in the labor party?

21: No, we merely gave courses that were of interest to laboring

22: classes in that part of labor. Most of these courses were given

23: in San Francisco.

24: Was this Mr. Wolff's labor department in Extension?

25: Yes.

26: Mr. Keville says in the Extension program that he didn't see

27: why so much emphasis was put on English language when actually

28: that the workers needed were the practical ideas of the labor-

29: can democracy. They needed leaders who would lead in the workers

30: in their own language. Did he carry this point of view with?

31: Yes.

32: In other words, he thought that the ideas before they were passed

33: the language.

34: Yes. He thought the language would come eventually, but he

35: didn't have to bother about it. But the other -- the criticism

36: and ideas -- had to be set forth. And that's what he understood

37: to do.

ARF: Did he think that this aided assimilation more?

LJR: Yes.

ARF: And then, apparently, Dr. Aronovici felt that language should come first?

LJR: I don't know that I'd say "come first," but it was part of what he thought should receive attention and be recommended. Yes, it was a part of his program, but I wouldn't say first; it was a part of his program.

Sociologist Aronovici

LJR: Didn't I tell you about Carol Aronovici?

ARF: No.

LJR: Oh, well, just a minute. [Reaching for a volume of Who's Who] (I have been in Who's Who for so long that I have many volumes; I buy every one that comes out.) Now, there's the life and the whole history of Carol Aronovici. Volume XIX of 1936. That tells about his coming to Berkeley and coming into my department of adult education and lecturing. You see, I captured him when he came to the state commission on immigration and housing. Somebody introduced him to me and then I asked him to lecture and conduct classes for teachers of immigrants in the Extension Division and he said he would, and he did, for a period of time.

ARF: And that was when he was on the commission?

LJR: Yes.

ARF: I noticed that his courses on the sociology of immigration, the

Q: Did he bring that book with him to the meeting?

A: Yes.

Q: And then, apparently, Dr. Aronovitch said that I should read

first?

A: I don't know that I'd say "come first," but it was part of what

he thought should receive attention and be recommended. But, it

was a part of his proposal, and I wouldn't say first; it was a

part of his program.

Socialist Aronovitch

Q: Didn't I tell you about Carol Aronovitch?

A: No.

Q: Oh, well, just a minute. [Reaching for a volume of Who's Who]

(I have been in Who's Who for so long that I have many volumes;

I buy every one that comes out.) Now, there's the life and times

whole history of Carol Aronovitch. Volume XIX of 1954. That

tells about his coming to Berkeley and coming into the department

of adult education and lecturing. For me, I captured his name

he came to the state commission on education and housing. 1952-

body contacted him to me and then I asked him to lecture and our

last classes for teachers of teachers in the Extension Division

and he said he would, and he did, for a period of time.

Q: And that was when he was on the commission?

A: Yes.

Q: I noticed that his course on the sociology of education, was

ARF: physics of the American city, and city planning and city survey were under economics. Why was that?

LJR: I think there was no sociology department at that time. I think economics handled that subject then. Yes, I put his program before the department of economics and let them discuss it and they said to me, "We think it's all right for you to go ahead with that man doing that work which he proposes to handle."

ARF: They had no courses like this on the campus at that time?

LJR: No. His courses did not carry University credit. That's why the department of economics felt perfectly easy to let us go ahead with non-credit courses for him.

ARF: Sociology is a big field now in the University. This is an example of Extension introducing a field into the University from the outside, isn't it?

LJR: Yes, it is.

ARF: Did Aronovici ever teach a course on the campus?

LJR: No.

ARF: The largest immigrant groups that the teachers and social workers seemed to be concerned with were the Japanese, Chinese, Mexicans, and the Italians. But in his courses Aronovici put emphasis on the Roumanians, Italians, Greek, Poles, and Finns. Why was this?

LJR: He knew them and he knew that phase of immigration through actual personal contact. He had worked with all of those. You see, he'd lived in Europe and he'd had personal touch with those peoples you just mentioned.

UR: physics of the American city, and city planning and city survey
were under consideration. My was that

UR: I think there was no sociology department at that time. I think
economics handled that subject then. Yes, I got his answer

before the department of economics and for some reason it got
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example of extensive introduction of a field into the university

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UR: Did sociology ever have a course on the readings

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and the Italians. But in his courses provided, at least in
the Humanities, Italian, Greek, Latin, and Roman was very

UR: He knew them and he knew that press in migration through

actual personal contact. He had worked with all of those. You
see, he'd lived in Europe and he'd had personal touch with those

people you just mentioned.

ARF: Did the teachers feel these courses were useful, although they were not about the specific immigrant groups they had in their classes?

LJR: Yes. We found his courses were in demand as soon as we described them and put out the publicity material. There were lots of people that wanted just what he gave.

Course Offerings Modeled after the Workers' Educational Association

ARF: Were there other attempts at education for immigrants besides that of the immigration board committee on education?

LJR: Yes, but I don't seem to have definite information there that I can give you.

ARF: What about your workers' education association classes modeled after the British plan that you tried in Fresno and San Francisco and Los Angeles?

LJR: Oh, yes. Well, there were lots of laboring men in those places and we tried to give WEA courses that would be of real assistance to them, and I want to say, also, that would keep them within bounds, so that they wouldn't do anything foolish in the way of starting rioting or things of that kind at any time.

ARF: You mean the courses would present a philosophy to them that would prevent this?

LJR: Yes. We thought it was very important to safeguard what I would call the smooth working of society, and not have revolutions of a troublesome kind, so we avoided that. We tried to teach so that they would be useful and respectable citizens.

Q: Did the teachers feel these courses were useful, although they were not about the specific language they had in their classes?
 A: Yes. We found his courses were in demand as soon as we described them and put out the publicity material. There were lots of people that wanted just to hear.

Q: When did you hold after the 1960s' educational association were there other attempts at education for immigrants besides that of the immigration board committee on education?
 A: Yes, but I don't seem to have definite information there that I can give you.

Q: What about your workers' education association classes modeled after the British plan that you tried in Fresno and San Francisco and Los Angeles?

A: Oh, yes. Well, there were lots of laboring men in those times and we tried to give WPA courses that would be of real assistance to them, and I want to say, also, that would have been within bounds, so that they wouldn't do anything foolish in the way of starting rioting or things of that kind at any time.
 Q: You mean the courses would present a philosophy of how that would prevent this?

A: Yes. We thought it was very important to understand what I would call the smooth working of society, and not have revolutions of a troublesome kind, so we avoided that. We tried to teach so that they would be useful and respectable citizens.

ARF: So that you didn't simply lift the curriculum in toto from England over here; you altered it some.

LJR: Oh, yes.

ARF: Would that be courses about the foundation of American government, or something like that?

LJR: Well, that's part of it. And then we also gave courses on what we considered the principles of business administration insofar as that subject had affected them. They wanted work; they wanted to earn a living. And we gave them, as far as we could, principles of business administration in America. Some of the laboring men, you know, had European points of view and didn't understand exactly what business was in America. We tried to make it clear to them.

ARF: Were these college-level students?

LJR: No, they were not.

ARF: You had the equivalent of college level humanities sprinkled in, didn't you?

LJR: Oh, yes. We gave a lot of WEA courses. When they were given for credit toward a degree they had to square with the demands of the department concerned, although there were very few that were for credit. They were mostly general information for workers -- mostly of that kind.

ARF: This was experimental, wasn't it?

LJR: Yes. I have the kind of feeling we didn't classify it in Kerchin's labor department, no. We gave courses in English that had a lot of bearing on economics and sociology and that kind of thing.

F: Do that you didn't already lift the curriculum in fact from England
 over here; you altered it some.

R: Oh, yes.

F: Would that be correct about the foundation of American government,
 or something like that?

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R: Yes. I have the kind of feeling we didn't really if it weren't
 labor department, no. We gave courses in English that was a lot
 of bearing on economics and sociology and that kind of thing.

LJR: They were in the English department for recommendation. We had to present it to them.

ARF: Sociology was really without a home in those days, wasn't it?

LJR: Yes.

ARF: What was the worker's response to these more long-hair courses?

LJR: Oh, well, our students, as I remember it, were grateful for what they got and spoke very pleasantly about what they were getting out of the courses. We never seemed to get any complaint from any individual who said he didn't get what he wanted. They got something that served their purposes and they were grateful for that.

ARF: And they were getting the language along with this?

LJR: Yes.

ARF: On this year I consulted the records and got the following information:

Immigrant Groups

ARF: Were there mostly Japanese in Fresno?

LJR: No. Let me see. We had a very large number of Armenians in Fresno and they worked with us very pleasantly. They felt they could work with us and we felt we could work with them. We got along with those Armenians very, very well. I picked out some of the Armenians who had had fine educations to teach some courses so not all who went down there to teach were from the University. Some were Armenian men. But we knew before we hired them they had had university training abroad and they were capable of doing the work. That was a very important group. We

Q: They were in the English countries for reconstruction. We had

to present it to them.

Q: Sociology was really without a home in those days, wasn't it?

A: Yes.

Q: What was the worker's tendency to focus more long-hair courses?

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they got and spoke very enthusiastically about what they were getting

out of the courses. We never seemed to get any complaints from

any individual who said he didn't get what he wanted. They got

something that served their purposes and they were grateful for

that.

Q: And they were getting the language along with that?

A: Yes.

Industrial Groups

Q: Were there mostly Japanese in Treviso?

A: No. But we saw. We had a very large number of Americans in

Treviso and they worked with us very pleasantly. They told us

could work with us and we felt we could work with them. We got

along with those Americans very, very well. I think out some

of the Americans who had had fine education to teach some

courses so not all who went down there to teach were from the

University. Some were American men. But we know better we

hired them they had had university training abroad and they were

capable of doing the work. That was a very important factor. We

LJR: worked a great deal with them and found them a very amenable people.

ARF: How did you get these people together?

LJR: Well, we did that by going into the cities nearby, like Fresno, and making speeches. I went to make speeches in communities of that kind and got people informed as to what the possibilities were. I did a great deal of that -- going to cities and making speeches that would be reported by my hearers to others -- and in that way I got those Armenians pretty well informed as to what the possibilities were.

ARF: Mr. Aronovici had done so much in surveying cities and so forth -- did he help any in going into cities and ferreting out these various groups for organizing classes?

LJR: He did, yes. I consulted him a great deal to get his information on the basis of what he found here and there in the state. He was very helpful in that respect.

ARF: What did he find in Los Angeles?

LJR: Well, Los Angeles had a large Mexican element. I can't seem to remember any important foreign element except the Mexicans down there. Los Angeles was made up largely of our own people that had come especially from the Middle West, but they were United States people, they were Americans. But the Mexicans were definitely a foreign group coming in there to work, and we could do things for them.

ARF: In San Francisco was it mainly the Italians you helped?

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people.

How did you get these people together?

Well, we did that by going into the cities nearby, like Fresno,

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had come especially from the Middle West, but they were largely

States people, they were Americans. But the Mexicans were

definitely a foreign group coming in there to work, and we could

do things for them.

In San Francisco was it mainly the Italians you helped?

LJR: The Italians were very prominent here, yes. And there was a German element of considerable size. I failed to find much in the way of the French element here. There were French people, but they did not seem to be the kind that wanted to be guided by us. They were remote, they stayed by themselves. I couldn't do anything with the French here. The Germans were fine; they were cooperative. And the Jews were very, very cooperative here. But the French flocked by themselves. What they did by themselves we never knew exactly. [Laughter]

ARF: Were they better off financially than these other groups?

LJR: Yes. The French were very able business people here. Two or three of the large stores were French, for example.

ARF: But the other groups were mainly laboring class?

LJR: Yes, the others were different.

ARF: Were the Japanese primarily in the delta and down near Los Angeles?

LJR: Yes.

ARF: Feeling seemed to run quite high about the Japanese at that time; this was the time of their exclusion.

LJR: We had a relatively small number of Japanese taking our courses; we didn't feel that they bulked large. They seemed to be a little like the French in that respect. They felt they'd consult their own people, their own leaders, and that that was the way they should do. Not many came into our classes.

ARF: Did the American Legion or the Grange or Paul Scharrenberg's group, who wanted nothing to do with the Japanese, try to steer you around Japanese groups?

LJR: No, I should say not.

ARF: You didn't feel any pressure?

LJR: No, I didn't feel that, no. It was just that the Japanese didn't fit into our total education picture in great numbers. What happened was this: we'd have 50 people as students in a particular course, and there might be three or four Japanese. You see what I mean? They came in in small numbers; they didn't bulk large. A few came in.

ARF: Do you remember Sidney Gulick, who was in charge of the national committee on American-Japanese relations and who kept trying to organize groups in California?

LJR: I had nothing to do with him officially. I knew him, but I didn't have what you would call business relations with him.

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 311, FALL 1997, PROBLEM SET 10

1. A particle of mass m moves in a potential $V(x) = \frac{1}{2}kx^2$.

(a) Find the energy levels E_n and the corresponding wave functions $\psi_n(x)$.

(b) Calculate the expectation value of the position $\langle x \rangle$ for the state $n=1$.

2. A particle of mass m moves in a potential $V(x) = \frac{1}{2}kx^2 + \frac{1}{4}\alpha x^4$.

(a) Find the energy levels E_n to first order in α .

(b) Calculate the expectation value of the position $\langle x \rangle$ for the state $n=1$.

3. A particle of mass m moves in a potential $V(x) = \frac{1}{2}kx^2 + \frac{1}{4}\alpha x^4 + \frac{1}{6}\beta x^6$.

(a) Find the energy levels E_n to second order in α and first order in β .

(b) Calculate the expectation value of the position $\langle x \rangle$ for the state $n=1$.

(c) Calculate the expectation value of the momentum $\langle p \rangle$ for the state $n=1$.

(d) Calculate the expectation value of the energy $\langle E \rangle$ for the state $n=1$.

(e) Calculate the expectation value of the position $\langle x \rangle$ for the state $n=2$.

(f) Calculate the expectation value of the momentum $\langle p \rangle$ for the state $n=2$.

(g) Calculate the expectation value of the energy $\langle E \rangle$ for the state $n=2$.

(h) Calculate the expectation value of the position $\langle x \rangle$ for the state $n=3$.

(i) Calculate the expectation value of the momentum $\langle p \rangle$ for the state $n=3$.

(j) Calculate the expectation value of the energy $\langle E \rangle$ for the state $n=3$.

(k) Calculate the expectation value of the position $\langle x \rangle$ for the state $n=4$.

(l) Calculate the expectation value of the momentum $\langle p \rangle$ for the state $n=4$.

(m) Calculate the expectation value of the energy $\langle E \rangle$ for the state $n=4$.

(n) Calculate the expectation value of the position $\langle x \rangle$ for the state $n=5$.

(o) Calculate the expectation value of the momentum $\langle p \rangle$ for the state $n=5$.

(p) Calculate the expectation value of the energy $\langle E \rangle$ for the state $n=5$.



Leon J. Richardson



Conrad Loring and Leon Richardson
outside their apartment building
in San Francisco in the 1950's

RECREATION

Golf and Golfing Companions

LJR: Now, let me give you the whole history of my experience with golf. In the year 1908 I felt that I needed physical exercise and that tennis was getting to be too active. It involved quick running, and I felt that wasn't suited to my age then.

This man, Thomas Addison, representative of General Electric on the coast, asked me to come to the Claremont Country Club as his guest one day while he played a round of golf. I had seen golf played in the East and I thought it was one of the stupidest games: you hit a ball and then walk out to see if you could find it! [Laughter] And so, when he asked me to be his guest, I said, "You are my friend, aren't you?"

"Yes."

"Then, I want to say, frankly, that I have a low opinion of golf. I've seen a little of it in the East and I don't care to accept your invitation."

He said then, "You are my friend, aren't you?"

And I said, "I certainly am."

"Well now, I, as your friend, ask you if you will come and be my guest at the Claremont Country Club while I play a game."

"Well, if you put it that way, I'll do so." Whereupon I went. And that was in 1908.

RECREATION

Golf and Golfing Conventions

Now, let me give you the main history of my experience with golf.

In the year 1908 I felt that I should like to see some of the best golfing in the world and I felt that I should like to see some of the best golfing in the world.

This was, Thomas A. Smith, the president of the General Association

on the coast, asked me to come to the General Association Club and

his guest one day while he was in the city. I had seen

golf played in the East and I thought it would be of the highest

games: you hit a ball and it goes into a hole and you could find

it! [laughter] And so, when I was in the city, I said, I will

"You are my friend, aren't you?"

"Yes."

"Then, I want to say, frankly, that I have a few opinions to

offer. I've seen a little of it in the East and I don't want to

accept your invitation."

He said then, "To be my friend, aren't you?"

And I said, "I certainly am."

"Well now, I, as your friend, and you if you will come and

be my guest at the Cleveland Country Club while I play a round."

"Well, if you say it best way, I'll go on." Therefore I

went. And that was in 1908.

LJR: I watched my friend as he swung his club and hit his ball, and after we had played nine holes he handed his driver to me; he teed up a ball on a par three hole, and he said, "Now, I want you to swing this club as nearly as you can the way you've seen me swing it, and I want you to swing it about twelve times. That's practice. Then I want you to stand up and hit that ball."

I swung twelve times as nearly as I could the way he did. Then I stepped up and hit the ball. By George, it went onto the green! It was a par three hole. I turned to him and I said, "Dr. Addison, will you put me up as a member in the Claremont Country Club?" [Laughter] That one shot was enough to show that I wanted it."

He said, "I'll put you up with pleasure." Whereupon he nominated me and saw that I was elected and then word was sent to me that I had been elected a member. I then began to play, and I have played steadily ever since. Now, I've played 51 years. I happen to know that figure right now. So if you count back 51 you'll see the year in which I began.

A man in San Francisco just asked me to make out a list of all of my victories, so I sent him a typewritten list of every victory to 1953. It was about 25.

ARF: I was wondering what you might be able to tell us about the earlier days of the Claremont golf club.

LJR: The pro at that time was George Smith. He was, in my judgment, an excellent teacher. And the club was not too large, so that the members were friendly and intimate all round and it was a

I watched my friend as he swung his club and hit his ball,
 and after we had played nine holes he handed his driver to me;
 he took up a ball on a par three hole, and he said, "Now, I want
 you to swing this club as nearly as you can the way you've seen
 me swing it, and I want you to swing it about twelve times. That's

practice. Then I want you to stand up and hit two balls."
 I swung twelve times as nearly as I could the way he hit.
 Then I stepped up and hit the ball. By George, it went onto

the green! It was a par three hole. I turned to him and I said,
 "Mr. Robinson, will you put me on as a member in the Glenside
 Country Club?" [Laughter] That was enough to show
 that I wanted it."

He said, "I'll put you in with pleasure." Whereupon he
 nominated me and now that I see elected and that word was sent
 to me that I had been elected a member. I then began to play,
 and I have played steadily ever since. Now, I've played 21
 years. I happen to know that figure right now. So if you could
 back 21 years'll see the year in which I began.

A man in San Francisco just asked me to make out a list of
 all of my victories, so I sent him a typewritten list of every
 victory to 1922. It was about 25.

I was wondering what you meant by able to call us about the
 earlier days of the Glenside golf club.

The pro at that time was George Baker. He was, in my judgment,
 an excellent teacher. And the club was not too large, so that
 the members were friendly and familiar all round and it was a

LJR: very pleasant aggregation of men to be with. I enjoyed my membership there and my association with the members.

Now, following 1908 only a little, I was sent abroad by the University on University business. And I had in mind that if I had a little leisure time over there I would go to St. Andrews, which was the place where golf first began to be played. Do you know the history of the game? Some Scotchmen went over to Holland about 300 years ago and they saw the Dutchmen playing a game on the ice with a bat and a ball and holes dug in the ice. And they would try to hit those balls into those holes. They said, "Why can't we do something like that on the ground over in Scotland?"

Along the edge of the North Sea there was a lot of vacant ground not good for agriculture, and it was just lying unused. They clipped off the sage and made the first golf course in Scotland. They dug holes and had balls made of gutta-percha, solid. Just carved out -- they were not wound out of thread as they are now -- solid gutta-percha. And the game became very popular among the Scotch, very popular. It was not brought into this country until 1880; that's when we had our first golf course in the United States.

So, I went to St. Andrews. I had played, you understand, for a year or so, but I knew some great teachers were there. Andrew Kircalda was the head pro, and he had 17 assistants to teach. All during the summer months people came to visit Scotland from English-speaking countries -- South Africa, Canada, Australia, New Zealand, the United States -- and a great many

very pleasant suggestion of men to be with. I enjoyed my company
ship there and my association with the members.

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the ice with a bat and a ball and holes dug in the ice. And they
would try to hit those balls into those holes. They said, "Why
can't we do something like that on the ground over in Scotland?"

Along the edge of the North Sea there was a lot of vacant
ground not good for agriculture, and it was just lying unused.
They cleared off the rocks and made the first golf course in Scot-
land. They dug holes and had balls made of goat-skin, called
just carved out -- they were not round out of bread as they are
now -- called goat-skin. And the game became very popular among
the Scotch, very popular. It was not brought into this country
until 1850; that's when we had our first golf course in the

United States.
So, I went to St. Andrews. I had played, you understand,
for a year or so, but I knew some great teachers were there.
Andrew Kirkcaldie was the best one, and he had 14 assistants to
teach. All during the winter months people came to visit Scot-
land from British-speaking countries -- South Africa, Canada,
Australia, New Zealand, the United States -- and a great many

- LJR: of them coming over wanted to have lessons in golf. So Andrew Kircalda and his 17 assistants were busy during the summer.
- I went to Andrew Kircalda's office and I said to him, "I want some instruction."
- "All right," he said, "I'll give you one of my best teachers."
- And he did. And I received what I now think was excellent instruction early. Golf is a difficult game and you need to have expert advice in order to get the swing just right.
- When I came back to California my game then began to develop. I took it up in 1908; in 1912 there was a state-wide tournament of amateurs in California, not professionals, down at the course at the Hotel Del Monte. (They had a golf course right across the road from the Hotel Del Monte, in Monterey.) And I took part in that tournament and do you know, I was man number two? I was runner-up in the state tournament! I've got the trophy right here to show you.
- ARF: Is this the state amateur champion match that is now held at Pebble Beach?
- LJR: Yes, it's the same thing.
- ARF: Is that the one where you competed against C.E. Maud?
- LJR: Yes, that's it. He was the winner, he was number one, and I was number two.
- ARF: Mr. Nagel, the pro at Tilden, told me that he had caddied for Maud in the 1912 tournament and he said, "Richardson was a very good player and if I had caddied for Richardson he would have won."
- LJR: Yes. [Laughter]

of them coming over wanted to have lessons in golf. So I advised

Nichols and his IV assistant who were busy during the summer.

I went to Andrew Nichols' office and I said to him, "I

want some instruction."

"All right," he said, "I'll give you one of my best lessons."

And he did. And I received what I now think was excellent instruction

very early. Golf is a difficult game and you need to have exact

advice in order to get the swing just right.

When I came back to California my game then began to develop.

I took it up in 1908; in 1912 I took a state-wide tournament

of amateurs in California; and afterwards, down at the coast

at the Hotel Del Monte. (They had a golf course right across the

road from the Hotel Del Monte, in Monterey.) And I took part in

that tournament and so you see, I was number one. I was

number-up in the state tournament! I've got the trophy right here

to show you.

Is this the state amateur championship trophy that is now held at

Del Monte?

Yes, it's the same thing.

Is that the one where you competed against C.R. Hunt?

Yes, that's it. He was the winner, he was number one, and I was

number two.

Mr. Hunt, the pro at Del Monte, told me later he had coached for

Hunt in the 1912 tournament and he said, "Nichols was a very

good player and if I had coached for Nichols he would have won."

Yes. [Laughter]

LJR: Now, I want to show you this medal. Some good players never have a hole-in-one and yet, on the other hand, some that are not quite so good have a hole-in-one. There's the Pacific Golf Association "Hole-in-one Club" medal. There's my name.

ARF: This was September 21, 1945.

LJR: Yes, that one was one of four. I've had four. I've had, of course, great luck, and that's a little gold medal that I might wear to show that I was a hole-in-one man. But I don't want to wear it; that would be too conceited. [Laughter]

And I've played, as I say, 51 years. I said to my doctor recently, "Do you think golf is too strenuous for me now that I am 91 years of age?"

And he said, "How many years have you played?"

At that time, when this conversation took place, I said, "I've played 50 years."

"Well, now," he said, "I want to say that I prescribe as a doctor that you continue with your golf, but under these conditions: I think you should limit your play any day to nine holes and not try to play eighteen. That would involve a strain, but nine will not. It will be just the amount of exercise good for you. So I say if you want to live longer play nine holes of golf rather often and you will. But, after having played 50 years if you gave up exercise and just sat in a chair all day you'd die pretty soon. So, as a doctor, I prescribe that you play nine holes a day, quite often."

Now, I want to show you this... I have a... quite a good... This was... Yes, that one was one of... course, great... want to know that I was a... wear it; that would be... and I've played, as I... recently, "Do you... on 21 years of... And he said, "How many... At that time, when... I've played 20 years."

"Well, now," he said, "I want to say that I... doctor that you continue with your golf, but... times: I think you should limit your play... and not try to play... and will not. It will be just the amount of exercise... You. So I say if you want to live longer... golf rather often and you will. But, after... if you gave up exercise and... the pretty soon. So, as a doctor, I... nine holes a day, and the..."

At that time, when the conversation took place, I said, "I've played 20 years."

And he said, "How many years have you played?"

At that time, when the conversation took place, I said, "I've played 20 years."

And he said, "How many years have you played?"

Holes-in-One

- Hole no. 13** at the Claremont Country Club,
12 August 1912. Witnesses:
Stockton Axson and Edward
Eliot.
- Hole no. 13** at the Claremont Country Club,
16 December 1917. Witness:
Warren Gregory
- Hole no. 5** at the Tilden Park course,
8 October 1939. Witnesses:
Frank Butler, Neal Petty, Al
Blackburn, and John Richardson.
- Hole no. 3** at the Tilden Park course,
21 September 1945. Witnesses:
Dr. Recter Johnson, Rene Ruster,
and John L. Williams.

Holes-in-One

- Hole no. 13 at the Clarendon County Club,
11 August 1913. Witnesses:
Stanton Aiken and Edward
Bliff.
- Hole no. 11 at the Clarendon County Club,
18 December 1917. Witness:
Warren Gregory
- Hole no. 5 at the Tilden Park course,
8 October 1927. Witnesses:
Frank Miller, Neal Kelly, Al
Blackman, and John Richardson.
- Hole no. 3 at the Tilden Park course,
21 September 1945. Witnesses:
Dr. Rester Johnson, Reed Guster,
and John E. Williams.

- ARF: And you do this?
- LJR: Yes, I do. I play nearly every day. Now tomorrow I'm on duty at the University running my correspondence courses; I go over every Thursday and pick up the papers. But other days, if business doesn't interfere, I try to go out in the morning right after breakfast and play nine holes. You know, I can do that in an hour and a half; it doesn't use up the whole day and I'm all through by eleven. This morning I was all through at half past ten. You see, I can do it rather quickly. In that way I can get home and have the afternoon and evening for work. But that amount of exercise -- nine holes -- seems to be just what I need. My doctor calls attention to the fact that I'm over 90 and I haven't a trace of arthritis. I am just as limber as a cat. I never got rheumatism and he said, "You've done it through that exercise. And so that's why, as a doctor, I'm prescribing it. You keep it up."
- ARF: When did you win your last match or tournament?
- LJR: I think 1955 was my last. I had had one piece of unfortunate experience: I went to get my automobile license renewed and when I spoke to the man he said, "How old are you?"
- "I'm 90 years old."
- He said, "You're too old to drive an automobile. I will not renew your license." And he said it with so much emphasis that I didn't argue the case with him. I didn't tell him that I played golf and that I was active. So I came back and sold my automobile and I now don't have one.

And you do this?

Yes, I do. I play nearly every day. You know, I'm so busy as

the University training my correspondence courses: I go over every

Thursday and give up the papers. But other days, if possible

don't interfere, I try to get out in the morning right after

breakfast and play nine holes. You know, I can do that in an

hour and a half; it doesn't use up the whole day and I'm still

through by eleven. This morning I was all through at half past

ten. You see, I can do it rather quickly. In fact, you know, I can do

now and have the afternoon and evening for work. But that's about

at exercise -- nine holes -- except for the fact that I read. My

doctor calls attention to the fact that I'm over 50 and I

haven't a trace of arthritis. I see just as much as a man.

never got rheumatism and he said, "You're doing it through your

exercise. And so that's why, as a doctor, I'm prescribing it.

You keep it up."

When do you win your last medal or tournament?

I think 1955 was my last. I had had one place in tournaments

experience: I went to get my automobile license renewed and

when I spoke to the man he said, "How old are you?"

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He said, "You're too old to drive an automobile. I will

not renew your license." And he said it with no such ceremony

that I didn't argue the case with him. I didn't fall out with

I played golf and that I was active. So I came back and said

my automobile and I now don't have one.

LJR: Now, when I took part in the senior golf association tournament I had to use my automobile going to the place. And while I was staying in the hotel (we played for four days), I would go from my hotel in my automobile to the course, and sometimes there were two courses during the four days' play. And the result is that for the last two years I couldn't play in the senior golf course simply because I have no automobile. It's simply because I have no automobile.

ARF: Mr. Nagel told me there was one outstanding characteristic about your playing golf now. He said, "He does everything the way it should be done. He goes right down the middle of the fairway."
[Laughter]

LJR: Well, now, I want to give you a little more. The players who are careless move their arms the way you see mine swinging.

ARF: With elbows bent?

LJR: Yes. But the players who are highly trained keep the left arm straight. You see now what a difference that makes? Here, I make the swing this way. Now see [swinging] -- straight -- straight -- straight -- straight -- there's more power in it.

ARF: You really get a swing.

LJR: Yes. So that the secret of my best play is seeing that I keep the left arm straight. I get greater power that way.

And then there is one other little psychological matter. When you stand up in front of the ball and you're just about to make the swing, not only do you keep this arm straight, but have a kind of feeling that you're pushing the club down and out.

Now, when I took part in the tennis club association tournament I had to use my automatic swing to the club. And while I was staying in the hotel (we stayed for four days), I could go from my hotel in my automatic to the court, and practice there, were two courses during the four days' stay. And the results is that for the last two years I couldn't play in the tennis club course simply because I have an automatic. It's simply because I have an automatic.

Mr. Nagel told me there was one outstanding characteristic about your playing golf now. He said, "He does everything the way it should be done. He goes right down the middle of the fairway."

[Laughter]

Well, now, I want to give you a little more. The players who are careless move their arms the way you are swinging.

With clubs and? Yes. But the players who are simply trying to keep the ball on straight. You are now what a difference that makes? Now, I make the swing this way. You see [imitating] -- straight -- straight -- straight -- straight -- there's more power in it.

You really get a swing.

Yes. So that the secret of my best play is seeing that I keep the left arm straight. I get greater power that way.

And then there is one other little psychological matter. When you stand up in front of the ball and you're just about to make the swing, not only do you keep this arm straight, but have a kind of feeling that you're pushing the club down and up.

ARF: As you draw back to make the swing.

LJR: Yes, as I draw back -- push it out.

ARF: And that brings that right knee down.

LJR: Yes, it does.

ARF: You were telling me some of the people that you played with. You often played with Professor Plehn.

LJR: And Charles Mills Gayley.

ARF: And Professor Crawford.

LJR: And Professor Crawford, that's true. Crawford is dead now. Well, let's see. Plehn is dead. And Charles Mills Gayley -- they're all dead! I played a great deal with those three men, a great deal.

ARF: This friendship of yours with Professor Gayley was a very long one, wasn't it?

LJR: It was. There were a good many reasons why. To begin with, his birthday was the 22nd of February and so is mine. He was born in 1858. I was born in 1860. And he taught English at the University of Michigan and I took his courses, including a seminar with him, and this friendship lasted through all the years. Russell Tracy Crawford

ARF: Didn't you have something to do with Professor Crawford's finishing Florian Cajori's translation of Newton's Principia?

LJR: Yes. Before you turned on the tape-recorder I showed you the volume and I showed my name there in two places. I translated

Q: Did you draw back to make the swing.

A: Yes, as I draw back -- yes it did.

Q: And that brings that right arm down.

A: Yes, it does.

Q: You were telling me some of the people that you played with.

A: I often played with Professor Fish.

Q: And Charles Willie Gaylor.

A: And Professor Crawford.

Q: And Professor Crawford, that's true. Crawford is dead now. Well,

A: Let's see. Fish is dead. And Charles Willie Gaylor -- that's

all dead! I played a great deal with those three men, a great

deal.

Q: This friendship of yours with Professor Gaylor was a very long one,

wasn't it?

A: It was. There were a good many reasons why. To begin with, his

birthday was the 23rd of February and so is mine. We were born

in 1850. I was born in 1850. And he went to school at the

University of Michigan and I took his course, including a

seminar with him, and this friendship lasted through all the

years.

Russell Tracy Crawford

Q: Didn't you have something to do with Professor Crawford's trans-

lation of the translation of Newton's Principia?

A: Yes. Before you asked me the question I looked for the

volume and I showed it to you in two places. I translated

- LJR: some things for that volume.
- ARF: In addition to the poem you have in front of it?
- LJR: Let me get that and let you see just what that was. There, you see, on this page it says, "Principia, Ode by Edmund Halleck," and it's translated by me.
- ARF: This is an ode to Newton. Did you translate any of the Principia itself at all?
- LJR: No, just in this spot here enumerated. By the way, Crawford's wife is still living and she has lots of information. She's an intelligent woman. I've had many pleasant talks with her.
- ARF: Could you give us a picture of the sort of man Mr. Crawford was?
- LJR: Well, to begin with, he had one of the world's most fascinating subjects, astronomy, and he talked about it in a manner that brought out vividly the things that he thought worthwhile emphasizing. He would lecture on phases of astronomy, as, you know, in the University, and when he took up particular subjects -- like, for example, our sun's satellites, Mars, Jupiter, and so forth -- he talked about them in a fascinating way, and then he always brought in some very interesting speculation: do other stars have planets and what is the evidence there? And he would talk about that in such a way as to bring the sweep and the infinitude of the universe vividly before one. He would say, "Here is a planet, the Earth. People inhabit it. We must suppose that there are other planets attached to other suns where there are creatures like ourselves." And he could do that, and that would make his subject very interesting, presenting it that way. He could talk

some things for that volume.

In addition to the poem you have in front of it?

Let me get that and let you see just what that was. There, you

see, on this page it says, "Principles, One by Edward Mallory," and

it's translated by me.

This is an ode to Newton. Did you translate any of the Principles

itself at all?

No, just in this case here enumerated. By the way, Cravens's

wife is still living and she has lots of information. She's an

intelligent woman. I've had many pleasant talks with her.

Could you give me a picture of the sort of man Dr. Cravens was?

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in the University, and when he took up particular subjects -- like,

for example, our own satellite, Mars, Jupiter, and so forth --

he talked about them in a fascinating way, and done so always

brought in some very interesting speculation: do other stars have

planets and what is the evidence there? And he would talk about

that in such a way as to bring the sweep and the implications of

the universe vividly before you. He would say, "There is a planet,

the earth. People inhabit it. We must suppose that there are

other planets attached to other stars where there are stars

like ourselves." and he would go on, and that would make his

subject very interesting, presenting it that way. He could talk

LJR: about it in a fascinating way, along just the lines I've indicated.
He didn't take astronomy as a science in which distances are measured and interrelations given as to how many days each one of the planets takes to go around the earth, and so forth; he brought in these aspects that might be said to be of human interest.

ARF: Almost philosophical in nature?

LJR: Well, they were philosophical, but they were also human interests. There was a phase of his subject that involved human interest and he presented that along with the scientific matters of measurement and so forth. He didn't neglect those. He did justice to them. But he also had the larger human phase of the subject that he would present.

ARF: He must have been a very effective teacher.

LJR: He was very effective, oh, very. People who worked under him and people who studied with him were enthusiastic about him, yes.

C.C. Plehn

ARF: This reminds me of the stories of Professor Plehn and his theoretical \$50,000 peanut stand by the Campanile. Did he ever help you in your Extension work with economics classes?

LJR: Yes, he did. He helped me pick out teachers who would present his subject as a part of adult education, men and women who would go out to certain cities in California and teach some phase of economics. Oh, yes, he was helpful to me and he was sympathetic with the business that I was trying to carry out.

about it in a fascinating way, since just the lines I've indicated. He didn't take account of a science in which theories are measured and interpretations given as to how much have been done of the planets takes to go around the earth, and so forth; he brought in these aspects that might be said to be of human interest.

Q: About philosophical in nature?

A: Well, they were philosophical, but they were also human interests. There was a phase of his subject that involved some interest and he presented that along with the scientific matters of astronomy and so forth. He didn't neglect those. He did justice to those. But he also had the larger human sense of the subject and he would present.

Q: He must have been a very effective teacher.

A: He was very effective, oh, very. People who worked under him and people who studied with him were enthusiastic about him, yes.

C.C. Flinn

Q: This reminds me of the stories of Professor Flinn and his rhetorical 250,000 pennant stand by the Campanile. Did he ever tell you in your Extension work with economic classes?

A: Yes, he did. He helped me pick out teachers who would present his subject as a part of adult education, men and women who would go out to certain cities in California and teach some phase of economics. Oh, yes, he was helpful to me and he was sympathetic with the business that I was trying to carry out.

ARF: You told me you made quite a number of speeches on the tariff when you first took over Extension because of public interest in it. Did he help you anywhere?

LJR: No. Americanization was one of my big subjects. Tariff is a special subject and it's closely connected with politics, and I didn't give the time and attention to it that I did to Americanization; that's a big, broad, fine subject, but the tariff is a political interest.

ARF: Almost for the political scientist or economist to tackle. That is why I thought Professor Plehn might have boned you up a little bit on it. [Laughter]

LJR: Now, my relation with him was just that. I'd go to him and say, "Carl, now I want a good man to go out and teach economics as part of adult education. Will you find such a man? Help me find such a man." And he'd say "I'll do my best." And perhaps in a week or two he'd say, "I think I've found just the person for you."

ARF: Wasn't Plehn a member of the Berkeley Club, around 1910?

LJR: Yes, he was.

James Kennedy Moffitt

ARF: There hasn't been much written about Mr. Moffitt.

LJR: No. He was four years older than myself. He got his bachelor's degree at the University of California in 1886. The regents in 1941 gave him an LL.D. degree. He married Pauline Fore; he was president of Blake, Moffitt, and Towne, an important business;

You told me you were going to give a number of speeches on the tariff when you first took over Extension because of public interest in it. Did he help you anywhere?

No. Americanization was one of my old subjects. Tariff is a special subject and it's closely connected with politics, and I didn't give the time and attention to it that I do to Americanization; that's a big, broad, fine subject, and the tariff is a political interest.

Almost for the political scientist or economist to tackle. That is why I thought Professor Pilsbry might have done you as a little bit on it. [Laughter]

How, my relation with him was just that. I'd go to him and say, "Gee, now I want a good man to go out and teach economics as part of adult education. Will you find such a man? Help me find such a man." And he'd say "I'll do my best." And someone in a week or two he'd say, "I think I've found just the person for you."

Wasn't Pilsbry a member of the Parkway Club, around 1910? Yes, he was.

James Kenney Moffitt

There hasn't been much written about Mr. Moffitt. He was a few years older than myself. He got his bachelor's degree at the University of California in 1896. The year in 1901 gave him an LL.D. degree. He married Louisa Pilsbry; he was president of Blake, Moffitt, and Towse, an investment business;

LJR: he was chairman of the executive committee of the Crocker First National Bank of San Francisco; he was director of the California Insurance Company; likewise a director of the Remedial Loan Association; and he was director of the Schmidt Lithograph Company; he was also regent of the University of California.

I have told you that he was best man at my wedding on the 26th of April 1900. I cite that to show that he was a very intimate friend of mine. He gave a luncheon to about 30 men every year shortly before Christmas and that custom of his lasted 20 or 30 years. At those luncheons he asked the men to make little speeches about the problems that California and the United States were facing. So the conversation was always worthwhile and men would rise and make comments on particular points that were of much value for us to know about.

ARF: Whom did he invite to these luncheons?

LJR: They were about one-third University professors and two-thirds business and professional men, like lawyers and doctors.

ARF: And were these his close friends?

LJR: No, he chose the men of the general region that he thought had valuable ideas. Friendship wasn't the basis of it, so that the men came there feeling that it was an opportunity to present ideas in an effective way and also to learn a great deal about what thoughtful men were thinking about the problems of the day.

He and I were both interested in gardening. He had an acre of ground around his home in Piedmont, and when I asked him if

he was chairman of the executive committee of the Greater First National Bank of San Francisco; he was director of the California Insurance Company; he was also president of the University of California Association; and he was director of the Robert H. Whittaker Company; he was also president of the University of California. I have told you that he was best known as my working on the 26th of April 1900. I also told you that he was a very intimate friend of mine. He gave a luncheon to about 30 men every year shortly before Christmas and that consisted of 15 invited 20 or 30 years. At these luncheons he asked the men to make little speeches about the problems that California and the United States were facing. So the conversation was always worthwhile and men would rise and make comments on particular points that were of much value for us to know about.

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men even there feeling that it was an opportunity to present ideas in an effective way and also to learn a great deal about what thoughtful men were thinking about the progress of the day. He and I were both interested in psychology. He had an idea I found around his home in Piedmont, and when I asked him if

LJR: he would like to learn to play golf and have that diversion he said, "No, I wish to spend the whole of every Saturday, if possible, working in my garden." We had a great deal to communicate. I had a garden, and I worked in mine, so we had a lot to exchange there.

Now, he had one idea that I want to present very clearly. Namely, that he would never talk with anybody about the things he was connected with unless that person were connected also with that. He would never talk to me about the University in general -- he was a regent -- except in connection with the Extension Division and adult education, in which I was directly involved, being chairman of the Extension Division. So when you wrote me to tell you what he thought about certain things the regents were doing, I could only say that according to his habit he would never mention to me anything the regents were doing unless I was officially connected with that particular activity. So I am not able, you see, to give you an answer to your question as to what he thought about certain things the regents were doing. He never discussed those things.

ARF: I see. Yes, I was most interested in this sub-committee he was on to work out the new senate rules in 1920.

LJR: He never mentioned that to me although he was my intimate friend.

If I had any need of his help he was always right there to give it. My second wife had a long illness and I had to send her to a hospital.

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 He never mentioned that to me although he was my intimate friend.
 If I had any need of his help he was always right there to
 give it. My second wife had a long illness and I had to send
 her to a hospital.

ARF: This was Ruth Loring?

LJR: Yes. And I wanted her not to be in the general ward, but to have her own room. This lasted long enough so that between the cost of the room, the cost of the night and day nurses for that room, and the cost of the physicians in attendance, I had a bill of, as I now remember, something over \$2,000. I mentioned this to Jim. He said, "Don't worry, I'll supply that money without any question immediately so that you can pay that all right off, and then you can pay me when you want to."

I took the money from him, paid all those bills after my wife died, and I then proceeded to figure out just how much I could give him from my salary each month and wipe that debt out. And I did, I paid back every dollar of over \$2,000 that he had quickly put in my hands when I needed it. That was the kind of man he was, that is the kind of relation we had. And I remember very well that he told me I could pay that, not by giving it to him, but by giving it to a particular officer in the bank from whom he had taken that money. And when I paid my last contribution working regularly every month, the man in that department said, "I wish we could loan money to more men like you."

[Laughter]

ARF: How was he unique?

LJR: I notice it only in this respect. He was not talkative about his work as a regent. Some of the other regents were talkative. Jim was never talkative about anything that was going on in the regents, he never mentioned these things to me.

This was with Larry?

Yes. And I wanted her not to be in the general yard, but to have her own room. This lasted long enough so that she was the cost of the room, the cost of the night and day nurses for that room, and the cost of the physician in attendance, I had a bill of, as I now remember, something over \$2,000. I mentioned this to Jim. He said, "Don't worry, I'll swing that thing without any question whatsoever so that you can get all right off. And then you can pay me when you want to."

I took the money from him, and all those bills after my wife died, and I then proceeded to figure out just how much I could give him from my salary each month and also how much out. And I did, I paid back every dollar of over \$2,000 that he had quickly put in my hands when I needed it. That was the kind of man he was, that is the kind of relation we had. And I remember very well that he told me I could pay that, not by giving it to him, but by giving it to a particular officer in the bank from whom he had taken that money. And when I told my lady's mother that I was working regularly every month, the man in that department said, "I wish we could loan money so more can live you."

[laughter]

How was he unique?

I notice it only in this respect. He was not collective about his wife as a parent. Some of the other teachers were collective. Jim was never relative about anything that was going on in the regard, he never mentioned these things to me.

- ARF: I noticed in reading some old Daily Cals that he was, back in 1899 or 1909 (they gave a conflict of dates there), alumni representative on the student executive committee. Do you remember his work with that?
- LJR: No, he never said anything to me about it, no.
- ARF: So that he was very close to the University's affairs even before he became regent apparently.
- LJR: Yes, he was, yes.
- ARF: According to the Daily Cal he stayed with this until the day he became regent.
- LJR: Yes. Our relation was a very remarkable one in that respect. He was a close friend. He seemed to be fond of me and I certainly was very fond of him, but his talk came right to an end at a certain line. He never would mix his business in our talk, never.
- ARF: Faculty members communicating directly with regents had been a pretty tender issue in 1922 and 1923.
- LJR: Yes, I remember that, simply in this way: it was brought to my attention at that time and I remember that it had been my habit never to talk to the regents. I thought that the president must talk to the regents, but not a single member of the faculty. I had carefully avoided that, although I knew some of the regents personally very well; I played golf with some of them and I had that informal, easy relation, but I never mentioned to them any matter of the sort you just described. Never. I thought it was the president's job to do that, and if I attempted to talk about it it would introduce confusion, it might. I might not say the right thing.

I noticed in reading some of Emily that he was, back in 1939 or 1940 (they gave a conflict of dates there), almost representative of the student executive committee. He can

remember his work with that.

No, he never said anything to me about it, no.

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he became regent apparently.

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the president's job to do that, and if I attempted to talk about

it it would indicate confidence, it might. I might not see the

right thing.

- LJR: I feel that I am giving you extremely little, today, of any value. My main point is that James Kennedy Moffitt would talk freely only to people who were involved in the business, and that was his habit.
- ARF: I wonder if you noticed in 1940 that when Moffitt's term as regent expired that Olson did not want to reappoint him. What was the basis of this?
- LJR: I think it was political, but I say that now. It was political and I think that explains it. The governor couldn't use Moffitt the way he wanted to and so he didn't want to foster a closer relation with him on that account.
- ARF: For a while the governor put Mosk in. I believe there was a feud between Olson and acting governor Ellis Patterson at that time.
- LJR: I don't recall anything. I feel that I'm not of much use to you because I avoided many of those things, purposely.
- ARF: Perhaps you could just give some further idea of what kind of a man Mr. Moffitt was.
- LJR: Well, now, I think Mr. Moffitt did very conscientiously his duty. When he was appointed to any particular function and he accepted it he did his duty very conscientiously. I never knew a person who was more conscientious in the performance of his duty than Jim Moffitt. He would exert himself to the extreme limit to do what he thought was right. And, as I say, one of his principles was never to talk to anybody that isn't officially connected with the particular activity that was up in his mind.

I feel that I am giving you extremely little, today, of any value. My only point is that I think Mr. Hoffman would talk freely only to people who were involved in the business, and that was his habit.

I wonder if you noticed in LMO that when Hoffman's terms meant expired that Olson did not want to reappoint him. That was the basis of this?

I think it was political, but I say that now. It was political and I think that explains it. The Governor couldn't see Hoffman the way he wanted to and so he didn't want to appoint a closer relation with him on that account.

For a while the Governor put Hank in. I believe there was a line between Olson and acting Governor Ellis Johnson at that time. I don't recall anything. I feel that I'm not at all sure as to you because I avoided many of those things, purposely.

Perhaps you could give some further idea of what kind of man Mr. Hoffman was.

Well, now, I think Mr. Hoffman did very conscientiously his duty. When he was appointed to any particular position and he accepted it he did his duty very conscientiously. I never knew a person who was more conscientious in the performance of his duty than Jim Hoffman. He would sweat himself to the extreme limit in what he thought was right. And, as I say, one of his principles was never to talk to anybody about his official connections with the particular activity that was up in his mind.

- ARF: I found a note that he had given \$10,000 in 1930 to start a foundation for medical research as a memorial to Pauline Fore Moffitt.
- LJR: Yes, his wife. You know, do you not, that Jim Moffitt's brother was a very eminent doctor, Herbert C. Moffitt?
- ARF: I didn't know whether they were related or not.
- LJR: Oh, yes, Dr. Moffitt was his brother. And that's why he gave that money that you've just spoken of. It was through his relation with his brother.
- ARF: With the Hooper Foundation?
- LJR: Yes.
- ARF: James Moffitt seemed to be a popular person, too. There were over 1,600 students who signed the petition for him to be reappointed to the board of regents when the governor didn't do it.
- LJR: Yes, that was characteristic. He was a man who had the capacity to make friends, but he did it always in the right way -- not "If you'll be my friend I'll do things for you" -- that wasn't it. But he seemed to feel that a friendship was something sacred and it should be based on the nature of the two persons involved. If they were sympatico that relation came about naturally, but never through any illegitimate promises.
- ARF: Exploitation, or --
- LJR: Never! Never!
- ARF: I believe he had quite a library of books.

I found a note that he had given \$10,000 in 1930 to start a
Foundation for medical research as a memorial to Benjamin Xerox
Wolff.

Yes, his wife. You know, do you not, that the Wolffs or the
was a very eminent doctor, perhaps Dr. Wolff?

I didn't know what any one related to me.

Oh, yes, Dr. Wolff was his brother. And that's why he gave

that money that you've just spoken of. I was through the trans-
action with his brother.

With the Hooper Foundation?

Yes.

James Wolff seems to be a Jewish person, too. There were
over 1,000 students who signed the petition for him to be
reappointed to the board of trustees when the government didn't

do it.

Yes, that was characteristic. He was a man who had the capacity
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involved. It was very important that relation came about

naturally, but never through any illigimate process.

Exploitation, or --

Never! Never!

I believe he had quite a library of books.

LJR: Oh, my, I spent much time in his library because it was one of the best privately-owned libraries that I knew. We were both interested in books, and I often went to his home and spent hours in his library and we had delightful times, he telling me about his impression of this book or that or how he happened to find this book or that; that was a mutual interest for us so that I enjoyed his library myself very much and enjoyed greatly our conversations in it.

ARF: I noticed he has over 350 editions of Horace; Horace is one of your favorites too, isn't he?

LJR: I taught Horace in the University, yes, and I also had many books dealing with Horace.

ARF: Where did he pick up these books of his?

LJR: Well, now, it is very easy for any scholar to communicate with publishers and say that he'd be glad to receive their publications advertising the books they have for sale.

ARF: I thought perhaps that if he traveled a great deal he might have run across some of these himself in a dusty corner of a bookshop.

LJR: No, it was not done that way; it was done by sending a letter to an important house that supplied those books saying, "I shall be glad to receive all your advertisements." That's the way he did it, and that's the way I've done it, not by traveling to those places and going into their shops and establishing a relation that way. And James bought so many books from those men that they naturally felt it paid to send their advertisements to him so that he was kept well informed.

Oh, my, I spent most of his time in his library because it was one of the best privately-owned libraries that I knew. He was both interested in books, and I often went to his home and spent hours in his library and we had delightful times, he talking about his impression of that book or that or that he happened to find this book or that; that was a mutual interest for us so that I enjoyed his library myself very much and enjoyed greatly our conversations in it.

I noticed he has over 250 editions of Horace; Horace is one of your favorites too, isn't he? I taught Horace in the University, yes, and I also had many books dealing with Horace.

Where did he pick up these books of his? Well, now, it is very easy for any scholar to communicate with publishers and say that he'd be glad to receive their publications advertising the books they have for sale.

I thought perhaps that if he traveled a great deal he might have run across some of these things in a dusty corner of a bookshop. No, it was not done that way; it was done by sending a letter to an important house that supplied those books saying, "I shall be glad to receive all your advertisements." That's the way he did it, and that's the way I've done it, not by traveling to those places and going into their shops and examining a relation that way. And I don't doubt so many books from those men that they naturally felt it paid to send their advertisements to him so that he was kept well informed.

ARF: There is one other question. You may not know about this, but the Daily Cal says that in 1951 he headed a group of alumni who requested that the board of regents drop the litigation that had arisen from the loyalty oath issue for the faculty. Do you know which litigation this was?

LJR: No, I have no information on that, no, no information at all.

ARF: Do you have any idea what his viewpoints would be on the loyalty oath issue?

LJR: He never talked to me about it, no, never mentioned it.

ARF: He apparently made some public statement and I thought maybe from that you would know.

LJR: No, I don't.

ARF: So many regents in the twenties and thirties came to look upon the University as primarily a large business machine. Perhaps we saw this with the rise to power of the comptroller-and-business-man type of president. Now, did Moffitt go along with this?

LJR: No, he did not, certainly, because his interest was in the University as an institution that was fostering learning in the very best sense of that word, in the widest sense of that word. Not a special training for any particular vocation, but an institution that fostered learning, and his own library was a perfect illustration of that. His books covered a very wide range of learning, not a specialty, not a single specialty, but a wide range of learning. I can be perfectly sure about this point. I knew him so intimately that that came out very clearly to me.

There is one other question. You say you know about this, but the Daily Mail says that in 1931 he headed a group of about 400 who requested that the House of Commons give the litigation and had written from the Daily Mail asking for the facts. Do you know which litigation this was?

Q: No, I have no information on that, no, no information at all.
A: Do you have any idea what his response would be on the litigation?

Q: He never failed to be about it, no, never mentioned it.
A: He apparently made some public statement and I thought maybe from that you would know.

Q: No, I don't.
A: As many reports in the socialist and leftist case to look for the University as primarily a large business machine. Perhaps we saw this with the rise to power of the corporatist-socialist type of President. Now, the British as alone with this? No, he did not, certainly, because his interest was in the Uni-

versity as an institution that was teaching, learning in the very best sense of that word, in the widest sense of that word. Not a special training for any particular vocation, but an institution that favored learning, and his own library was a perfect illustration of that. His book covered a very wide range of learning, not a specialty, not a single specialty, but a wide range of learning. I can be perfectly sure about this point. I know him as intensely that that man had very clearly to me.

ARF: Going from the University to a larger community, what did he think of the change between the Republicans and the Democrats in the national administration in 1932? Was he a Democrat?

LJR: [Laughter] You know, he never told me. He never told me whether he was a Democrat or a Republican.

ARF: Did he ever discuss foreign affairs or national affairs?

LJR: No, not that I can now recall. If so, it was nothing that bulked large enough for me to carry it in my memory now, no.

ARF: You don't have any impressions about whether he agreed with you or varied from your view-point or anything?

LJR: No, our conversation didn't develop anything of that sort.

ARF: It is intriguing to see here an obviously big business man who made the statement in the controversy over his regency in 1941 that he had been called a Socialist for so long that it seemed funny to have his old Democratic friends refer to him as reactionary. [Laughter]

LJR: He never talked about those things to me at all that I can recall.

ARF: But he did have this deep, abiding concern for the University as an educational institution.

LJR: I want you to get that clear. He thought the University as fostering learning and knowledge in the very best sense of those terms could in such a way benefit the community, using community in a large sense -- the state and the country. Those ideas he had strongly, very strongly, yes.

ARF: So that while he was a contributor to the Hooper Foundation and the professional medical school he had a deep concern for a broad, general education?

Q: ... from the University to a ... committee ...
 think of the change between the Republicans and the Democrats
 in the national administration in 1952? Was he a Democrat?
 [Speaker] You know, he never told me. He never told me whether
 he was a Democrat or a Republican.

Q: Did he ever discuss foreign affairs or national affairs?
 A: No, not that I can recall. If so, it was mainly that subject
 large enough for me to carry it in my memory now, no.
 You don't have any impression about whether he worked with you
 or visited from your view-point or anything?

Q: ... our conversation didn't develop anything of that sort.
 A: It is interesting to me that an apparently big business man who
 made the statement in the controversy over his record in 1951
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... [Speaker]
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... learning, learning and knowledge in the very best sense of those
 terms could in such a way benefit the community, main concern-
 ty in a large sense -- the state and the country. From 1948
 he had strongly, very strongly, yes.
 A: That while he was a contributor to the Hoover Foundation and
 the professional medical school he had a deep concern for a

... general education?

- LJR: Oh, yes, he certainly did. His library showed that, and his talk with me showed it very definitely.
- ARF: To get specific, what, for instance, did he feel about the place of the ancient languages in the curriculum?
- LJR: He was favorable to Greek and Latin and Sanskrit; oh, yes, he saw the value of those three languages in the scholarly world, and he wanted the University to be strong in those three. He was very much interested in what Professor Arthur Ryder was doing in Sanskrit. Ryder was a man who not only taught well but who wrote books on Sanskrit literature that are still in existence. Why, I was at the University Saturday and I picked up in the Morrison Library one of his volumes on Sanskrit literature that they are using now there. Sanskrit and Greek are highly important for anyone who is making an English dictionary. We have several words that come just from the Sanskrit. And I can state positively that Jim saw the importance of a University's handling well these languages, Latin, Greek, and Sanskrit.
- ARF: What about philosophy and history?
- LJR: Yes, well, you remember that he was very intimate with Professor Howison. He admired him and he went to see Professor Howison often and had long talks with him. He was deeply impressed with the value of what Professor Howison was teaching in the University. So that I am perfectly sure there that he had nothing short of enthusiasm for Professor Howison's work. He valued it highly.

Oh, yes, he certainly did. His library shows that, and his

talk with me showed it very distinctly.

In his specific, what, for instance, did he feel about the place

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they are using now there. Sanskrit and Greek are highly important

for anyone who is working in English literature. We have several

volumes that come just from the Sanskrit. And I can state posi-

tively that Jim saw the importance of a University's condition

with these languages, Latin, Greek, and Sanskrit.

What about philosophy and history?

Yes, well, you remember that he was very intimate with Professor

Hollman. He worked for him and he went to see Professor Hollman

often and had long talks with him. He was deeply impressed with

the value of what Professor Hollman was teaching in the univer-

sity. So that I am perfectly sure there that he had gained

some of the enthusiasm for Professor Hollman's work. He valued

it highly.

ARF: Would you like to say anything else that would help to give us a picture of the man?

LJR: Well, I think I've given you the fundamentals. His interest in the University was as an institution that fostered learning in the widest and best sense; that's the fundamental idea that was in his mind, and it was in his life, too, you saw it right in his library, his library would illustrate just what I've remarked.

ARF: He must have had a deep enthusiasm for your Extension work, too, as you went out into the state and brought the University to the people.

LJR: After I became director of the Extension Division I talked over with him the plan to write an editorial on adult education once a week and send it out through University channels, and to lecture, if possible, twice a week myself in communities. Jim thought that was just right, just admirable, and he commended me for that, encouraged me to go ahead and do it.

Oh, he was my most intimate friend; I think of him now as, during my life in California, as my most intimate friend. That was Jim Moffitt.

Swedish Massage

LJR: You read the article, didn't you, in the Call-Bulletin, that explains how I have been able to maintain my health? When I was at Berlin I discovered that the Swedish people were the healthiest people in Europe. So whenever I met Swedes in Berlin

ARR: Would you like to say anything else that would help to give us a

picture of the man?

ARR: Well, I think I've given you the fundamental. The interest

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Oh, he was my most intimate friend; I think of him now as,

during my life in California, my most intimate friend. The

was Jim Moffitt.

Swedish Mission

LJR: You read the article, didn't you, in the Call-Bulletin, that

explains how I have been able to maintain my health? When I

was at Berlin I discovered that the Swedish people were the

healthiest people in Europe. So whenever I get down in Berlin

LJR: (and they came down in great numbers to trade there), I said,

ARF: "How do you do it?"

LJR: "Why, entirely by massage, that's the explanation of it."

ARF: "Can you teach me?"

LJR: "Certainly we can." Whereupon they taught me. There are

two kinds of Swedish massage: one is hot and cold water, and I didn't want that; the other is the use of the palm. There are 12 motions of the palm in their system, and if you do that you will live to be 100 years old and you'll keep beautiful health all your life. And I learned it and I give myself the Swedish palm massage every morning when I get out of bed, every day when I dress for dinner, and every night before I go to bed. And I have done that for so many years that I can't tell you when I began, but I never miss it. I do that as regularly as I sleep each day. And I know perfectly well, and so my doctor knows too, who knows me well, that my wonderful health for this age is due to that. I can run and jump now just like a small boy; I can turn a hand-spring, and I'm limber.

ARF: I noticed your movements have none of the jerkiness that one usually associates with age.

LJR: Yes. I don't suppose you're interested in what the massage is?

ARF: I am. I thought maybe you could run through that.

LJR: I can. [Showing a small, typewritten card] You do that three times a day to live to be 100 years old, and you'll have perfect health. Now, the pate is the top of the head. [Massaging his scalp with fingers] That's number one. The ears are done this

123: (and they came down in great numbers to break through), I said,

"How do you do it?"

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130: will live to be 100 years old and you'll keep beautiful health

131: all your life. And I learned it and I give myself the Swedish

132: palm massage every morning when I get out of bed, every day when

133: I dress for dinner, and every night before I go to bed. And I

134: have done that for so many years that I can't tell you when I

135: began, but I never mind it. I do feel as regular as I always

136: each day. And I know perfectly well, and so my doctor knows too,

137: who knows me well, that my wonderful health for some time is due

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139: turn a hand-press, and I'm lighter.

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145: times a day to live to be 100 years old, and you'll have perfect

146: health. Now, the gain is the top of the head. [Massaging the

147: scalp with fingers] That's number one. The ears are done this

LJR: way. [Rubbing both sides of ears with fingers]

ARF: On each side, up and down.

LJR: The nape is done that way, back to front. The cheeks, though, must always be done up, never down. Up, up, up.

ARF: About how many times do you do that?

LJR: I do the whole thing in ten minutes.

Now, the armpits, with the hand, from front to back, pull.

Upper spine, you have to learn to reach back, with some difficulty, to the upperspine.

Lower spine, that's easy, just massage up and down.

Stomach, that's very important. In the ten minutes that I devote to this whole series I do this part three minutes.

ARF: So that gets more than each of the others. And you are using a circular motion on your stomach.

LJR: Yes. Then the right groin tendon. There is a tendon that comes right up on the inside of the leg and goes into the body, and when you discover that tendon you get hold of it down by the knee and you pull up on it all the way. And then, on the other side, there's another one.

Then the right foot and the left foot. The foot motion is interesting and very important. This is the way the Swedes do

it. You work all around the foot a little, and then massage from the big toe to the little toe with the thumb, and that

keeps the toes in good shape. They are very important.

ARF: That's important for walking, isn't it?

LJR: Yes, and by the way, in walking, you should try to feel that the weight of the body is on the outside of each foot.

JLR: weight of the body is on the outside of each foot.
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 JLR: The nape is done that way, back to front. The exercise, though,
 ARF: On each side, up and down.
 JLR: way. [Smiling both sides of ears with fingers]

- ARF: Where the skeletal structure is the strongest.
- LJR: Now [demonstrating], you put your heel down first, then you rock forward so the weight is on the outside of the foot.
- ARF: How did you get interested in health?
- LJR: My mother was quite interested in maintenance of health but, of course, she knew nothing about this massage. I got that after my trip to Berlin as a student. She was 86 when she died. My father died when he was 75. When my father and mother got to the point where my father's business was over, they were living in the East. I brought them to Berkeley and I kept them both here until they died. My father lasted one year after, but my mother lived several years in my home.
- ARF: Did either of them follow your prescription for good health?
- LJR: No, not at all, they didn't know anything about those things. I found they couldn't quite do it.

The Art of Walking

- LJR: I wrote an article on the art of walking for the Journal of Health and Physical Education, March 1937.
- ARF: How did you get interested in this?
- LJR: I think that was a purely spontaneous thing; it just occurred to me one day in looking at Charlie Chaplin. You know who he is?
- ARF: Of course.
- LJR: Charlie Chaplin walked this way. I said, "Toeing out really is ridiculous, but nearly everyone does it." And I began to read a little about the subject and I found that toeing out was

ARE: Where the spinal structure is the strongest.

URS: How [demonstrating], you get your heel down first, then you rock

forward so the weight is on the outside of the foot.

ARE: How did you get interested in health?

URS: My father was quite interested in maintenance of health and, of

course, the more I know about this, the more I get interested.

URS: My trip to Berlin as a student, the way he was when he died, my

father died when he was 75. When my father and mother got to

the point where my father's business was over, they were living

in the East. I brought them to Germany and I kept them both

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mother lived several years in my home.

ARE: Did either of them follow your prescription for good health?

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ARE: I found they couldn't give it.

The Art of Weaving

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Health and Physical Education, March 1937.

ARE: How did you get interested in this?

URS: I think that was a purely spontaneous thing; it just occurred to

me one day in looking at Charlie Chaplin. You know who he is?

ARE: Of course.

URS: Charlie Chaplin would say, "I said, 'Telling me really is

ridiculous, but nearly everyone does it.' And I began to read

a little about the subject and I found that telling me was

LJR: considered bad by the experts. They wrote that we get all the toes including the little toe to function in the step if we put the foot down straight ahead. But if you toe out, it's only the great toe and the toe next to it that function. So I then proceeded to study the subject and investigate it in every way I could; that article is one of the results of that.

And here is a very interesting thing. I had been giving this talk on walking and all of a sudden a man appeared from Hollywood. He said, "I have been sent to you by the Hollywood association of actors and actresses and we understand that you think Charlie Chaplin is ridiculous and we want to know if the men and women who are in serious roles should avoid toeing out. Should the women, if they want to look charming on the stage, step forward with the foot straight ahead?" (They toed out, at that time, for "charm.")

I told this man to go back and tell the men and women -- especially the women -- that if they would practice it they could have a straight-ahead gait that was beautiful and much more wholesome and better, because all the toes would function in the step. They could walk farther without fatigue that way. And so he went back to Hollywood and gave that message. You know, in watching the movies right after that, I was very much interested to see the women walking on the stage with their feet straight ahead. Now, I don't know whether that has continued to this day, but it did right after my interview with that man, and I noticed in the months following that the women

considered by the committee. They wrote that we got all the
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 tributed to this day, but it did after my interview with
 that man, and I noticed in the motion picture following that the women

LJR: walked that way on the stage.

ARF: Is it also true that your system of walking was adopted by the army?

LJR: Well, I think it is -- although I cannot state that positively -- because I used to go over to San Francisco where the soldiers at the Presidio were drilling, and I talked with the officers about it. And I can merely say that I passed the word over to them. And what I said to them that interested them was, "If two men walk, one toeing out and one straight ahead, and you test to see who can walk the farthest in one day, you'll find it's the man who walks straight ahead that can walk farthest. The man that toes out will get tired before the other man." That interested these officers that I talked with.

Now, to what extent they put that into practice -- I know they did immediately after I gave it to them, but whether that lasted or not, I can't say, I haven't been in a position to investigate it. But when I told these officers that the man who walked straight ahead with his feet would walk more miles in a day than the man that toed out, that interested them because they wanted a gait that suited the soldiers that had to make long marches. They needed it.

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RETIREMENT

OPA Gas Rationing

- LJR: In connection with the war that was going on in 1942, I was made an officer of the federal government. I had a board which regulated the amount of gasoline that private individuals might buy, so that the amount of gasoline that the army needed would not be lacking.
- ARF: What was this board called?
- LJR: It was called the OPA, Office of Price Administration, gas rationing board.
- ARF: The plague of all civilians at that time, wasn't it?
- LJR: Yes, and I was chairman of that board for Berkeley; that had to do only with a certain district of California.
- ARF: How did you decide the amount of gasoline?
- LJR: Well, we found first what the available supply was and then we reckoned the amount that the armed forces would need and then we had a residuum, and that residuum might be given to private individuals for their automobiles in order of their request. And we called it "gasoline rationing."
- ARF: Did you work with the oil companies in this?
- LJR: We had to get information on the available amount from them.
- ARF: I've often wondered if they had representatives on the board.
- LJR: No, they did not. I was chairman of the board and we had some

EXHIBIT

OPA Gas Rationing

Q: In connection with the war that was going on in 1942, I was made an officer of the Federal Government. I had a board which regulated the amount of gasoline that private individuals might buy, so that the amount of gasoline that the army needed would not be lacking.

A: What was this board called?

Q: It was called the OPA, Office of Price Administration, and the rationing board.

A: The phrase of all civilians at that time, wasn't it?

Q: Yes, and I was chairman of that board for Berkeley; was that do only with a certain district of California?

A: How did you decide the amount of gasoline?

Q: Well, we found first what the available supply was and then we reckoned the amount that the army forces would need and then we had a remainder, and that remainder went as given to private individuals for their automobiles in order of their request.

A: And we called it "gasoline rationing."

Q: Did you work with the oil companies in this?

A: We had to get information on the available amount from them.

Q: I've often wondered if they had representatives on the board.

A: No, they did not. I was chairman of the board and we had some

LJR: other citizens on the board. Now, as you know, a long time ago I constructed an index to my diary, and in it I've found a letter which I thought might be worth presenting to you. This was sent to me by President Truman, and he said,

On behalf of the grateful people of the United States I thank you for your selfless service in your country's need as a volunteer worker for the Office of Price Administration. With your help our nation has been able to profit and to protect its economy against the impact of total war and to assure its consumers fair prices and fair distribution of needed goods. As a patriotic citizen you have demonstrated your loyalty and devotion in a period of great national danger. Your community and your country will not forget your contribution to victory over our enemies, and look to you now for leadership and example in the continuing fight against inflation.

Now, I became an OPA officer the 26th of October 1942.

ARF: You gave the "A," "B," and "C" stickers?

LJR: Yes, we did, and if a man came in and said, "I want twenty gallons of gasoline," I'd say, "What do you want it for?"

"Well," he'd say, "I want to take a pleasure trip up to Washington State and back."

"Well, now," I'd say, "I can't give you a permit for that much gasoline. I can give you five gallons for your local consumption, but I can't give you twenty gallons." And that's the way I worked.

ARF: How did you check on all the stories of urgent trips to see sick aunts and grandmothers?

LJR: Well, you see, I had lived at that time forty years in Berkeley and I knew nearly everybody by reputation or otherwise, so that if anybody told me a queer story I could check it by getting

other citizens on the board. Now, as you know, a long time ago
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 I thank you for your brilliant service in your country's
 need as a volunteer worker for the Office of Price
 Administration. With your help our nation has been
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 impact of total war and to ensure the necessary fair
 prices and fair distribution of goods to all.
 patriotic citizen you have demonstrated your loyalty
 and devotion in a period of great national danger.
 Your country and your country will not forget your
 contribution to victory over our enemies, and look to
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Now, I believe an OIA officer the Set of October 1945.

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Washington State and back."

"Well, son," I'd say, "I can't give you a permit for that

such gasoline. I can give you five gallons for your local

consumption, but I can't give you twenty gallons." And that's

the way I worked.

How did you come on all the stories of illegal trips to see

sick nurses and Grandmothers?

Well, you see, I had lived at that time forty years in Germany

and I know nearly everything by reputation as to what, so that

if anybody told me a queer story I could check it out pretty

LJR: some acquaintance of that person that I knew; that way I could check on anything.

ARF: How long were you on the board?

LJR: I served until the end of the war.

ARF: Were you there when the gasoline regulation part of OPA met its death?

LJR: Yes, I was.

ARF: Was there any fear in your mind about prices of gasoline going up when Congress took the controls off?

LJR: Yes, there was, but then the war was over, so I had nothing to do with that.

1943 Race for Mayor

ARF: How did you become candidate for mayor of Berkeley in 1943?

LJR: The election was held May 4, 1943. The Berkeley League of Progress put up my name as a write-in candidate a week before the election took place. I never knew just why they did that, but the members of the league were friends of mine, namely, Chester Rowell, editor of the San Francisco Chronicle, a college roommate of mine at the University of Michigan. We were there together.

There were other good friends on the league: Oscar Barbar I knew very well; R.P. Wisecarver I knew; August Vollmer, the police head, lived right near me in Berkeley, and I knew him very well; then Louis Bartlett was an intimate friend of mine, I

ILR: some acquaintance of that person that I know; that way I would

check on anything.

ARR: How long were you on the board?

ILR: I served until the end of the war.

ARR: Were you there when the gasoline legislation part of 1942 set in?

ILR: Yes.

ARR: Yes, I was.

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up when Congress took the controls off?

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of mine at the University of Michigan. He was with

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There were other good friends on the league: Oscar Brown

I knew very well; R.R. Stoenberg I know; August Volman, and

police head, lived right near me in Berkeley, and I knew him

very well; then Louis Warfield was an intimate friend of mine, I

LJR: knew him very well; and Harry Kingman was an officer of the Berkeley YMCA and I was an officer of that so I was close to him.

Now, I was called on to make a campaign speech, and inasmuch as I did not want to be elected, for I was 75 years old at that time, I decided that I would make a jocose speech. This is what I said: "I became of age in 1889. Since that year to the one in which I am now running for the office of mayor, namely 1943, it is 46 years. I can therefore look back upon 46 years of mature life. There are 365 days in the year, so I can now look back upon 15,695 days. Election day is the 4th of May, that is, 42 days after my birthday, the 22nd of February, so on election day, May 4th, I can look back upon 15,739 days of mature life.

"What inference is to be drawn from this statement I've just made? Perhaps you might say I'm trying to show you that I must be competent. Perhaps a better inference would be I'm too old to run." [Laughter]

That's the speech. They roared over this, but you know, the politicians were dumbfounded. I got 2,845 votes (plus 42 more on the official count), and they said for a man who just simply toyed with the subject and didn't make an appeal for votes they thought that was remarkable. [Laughter]

ARF: I talked to Harry Kingman and he couldn't remember a thing about it. He said that he was sure that someone had called him up some morning and said, "Could we put your name on the committee backing Richardson?" and he said, "Of course, he's a good friend of mine," and let it go at that. This action of getting you on

... I was called on to make a general speech, and in connection with that I was an officer of that and I was close to him. ... I did not want to be elected, but I was 75 years old at that time, I decided that I would make a general speech. This is what I said: "I became of age in 1889. Since that year to the end in which I am now running for the office of mayor, namely 1947, it is 48 years. I can therefore look back upon 48 years of public life. There are 365 days in the year, so I can not look back upon 15,655 days. Election day is the 15th of May, that is, 42 days after my birthday, the 29th of February, so an election day, May 1st, I can look back upon 15,732 days of public life. ... What inference is to be drawn from this statement? ... I'm trying to show you that I must be competent. Perhaps a better inference would be I'm too old to run." [laughter]

That's the speech. They roared over this, but you know, the politicians were disappointed. I got 2,345 votes (plus 45 more on the official count), but they said for a man who just played along with the subject and didn't make an appeal for votes they thought that was remarkable. [laughter]

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128:

129:

ARF: the ballot at the last minute seemed rather precipitous, yet it was done by people who do not ordinarily behave in a precipitous fashion. Wasn't there some issue or some trend in Berkeley politics that caused this?

LJR: I did not know what that was. They didn't tell me, and I didn't know. I merely knew that all of a sudden there I was. I found it out by reading the newspaper, the Berkeley Gazette. I was dumbfounded, of course, because I had not sought it. I didn't even know what they were up to.

Ruth and Conrad Loring

ARF: Would you like to tell briefly now about your life with your second wife and who she was?

LJR: She was the daughter of Mr. David Loring, who was an officer in the California bank. That was his daytime work. But in the evening he had a passion for teaching men to sing, whereupon he organized a group of 60 men and he met them evenings and taught them to sing. He was a genius for that sort of thing. And my wife played the piano accompaniments at those meetings, and in that way worked with her father. The Loring club is still in existence. They gave concerts and Mr. Loring would be the leader. I have attended these concerts and know how successful they were. They were given in a good-sized hall in San Francisco and the concert was thoroughly enjoyable. Mr. Loring had come from Boston where in his boyhood he had been trained in

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Ruth and Conrad Loring

Q: Would you like to tell briefly now about your life with your second wife and who she was?

A: She was the daughter of Mr. David Loring, who was an officer in the California Guard. That was his daytime work. But in the evening he had a passion for seeking men to sing, whereupon he organized a group of 60 men and he met them evenings and taught them to sing. He was a genius for that sort of thing. And my wife played the piano accompaniment at those meetings, and in that way worked with her father. The latter died in 1911 in existence. They gave concerts and Mr. Loring would be the leader. I have attended these concerts and know how successful they were. They were given in a good-sized hall in San Francisco and the concert was thoroughly enjoyable. Mr. Loring had come from Boston where in his boyhood he had been trained in

LJR: singing. So he was able to use that talent and training in training these men to sing.

ARF: As I understand it now, Ruth Loring and your wife Maud had been good friends within musical circles.

LJR: Oh yes, they were very good friends. And after my wife died there was a sort of natural action on my part to take as my

second wife a friend of my first wife; that's the way it worked, a friend of my first wife.

ARF: The man you are living with here is Ruth Loring's brother?

LJR: Yes, Conrad Loring. He was a research man for the Standard Oil Company for many, many years. He was trained at the Massachu-

setts Institute of Technology in Boston. He had to retire from

Standard Oil on account of age, and now he doesn't do anything

but just run the house here.

And, by the way, there's something very interesting. There was a period there, after his mother had died, when Ruth and Conrad Loring were living together, and in some curious way Conrad began to study cooking, making a real study of it. Now, when he was living with his sister, she did the cooking ordinarily, but he would study some one dish and do it to perfection. And I can give you a name of one of them: it was sweetbreads; he could make a dish of sweetbreads that you'd remember for years. And he studied these things.

Now, after Ruth and I married, we three were living here together, right here in this apartment. Then after Ruth died, Conrad said, "I'll do the cooking and you can do something else

Q: So he was able to use that talent and training in

training these men to sing.

A: As I understand it now, Ruth Loring and your wife Maud had been

good friends with him in school circles.

Q: Oh yes, they were very good friends. And after my wife died

there was a sort of natural action on my part to take my

second wife a friend of my first wife; that's the way it worked,

a friend of my first wife.

A: The man you are living with here is Ruth Loring's brother?

Q: Yes, Conrad Loring. He was a research man for the Standard Oil

Company for many, many years. He was trained at the Massachusetts

State Institute of Technology in Boston. He had to retire from

Standard Oil on account of age, and now he works in analytical

but just run the house here.

Q: And, by the way, there's something very interesting. There

was a period there, after his mother had died, when both the

Conrad Loring were living together, and in some curious way

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when he was living with his sister, she did not consider anything

but he would study some one dish and do it to perfection. And I

can give you a name of one of them: it was sweetbreads; or could

make a dish of sweetbreads that you'd remember for years. And

he studied these things.

Q: Now, after Ruth and I married, we three were living here to-

gether, right here in this apartment. Then after Ruth died,

Conrad said, "I'll do the cooking and you can do something else

LJR: in the house to help." And you know, he does it now, and he's remarkably good at it. He doesn't have the variety that a professional cook would, but it's quite adequate for our purposes. He has a few bang-up dishes he knows how to make: one is sweet-

LJR: breads, another one that he makes very well indeed is brains, and a third one is crab. Those three he does in a masterly way.

ARF: Do you follow any special diet?

LJR: I do not eat much meat. I eat plenty of fruits and vegetables. That was just my taste. I don't think meat contributes to me what I need. If I eat just a little meat then eat plenty of vegetables and fruit I feel perfectly well.

ARF: You moved to San Francisco, then, when you married Ruth Loring?

LJR: Yes, I did.

ARF: About 1952?

LJR: You see, at that time Conrad was still research man in the laboratories of Standard Oil, and each day he went from this house to his business, I went to my University business, and Ruth did the cooking. In that way we lived very pleasantly. Then she died. And, as I say, I thought we'd hire a cook then, but Conrad said, "No, I think I can do it." And so we have a man come in to clean and do that kind of thing, but in the day's work we each make our own bed and he does the cooking and in that way we get along perfectly.

I was retired from the University 21 years ago. I am now as busy as I ever was at any time in my life before I retired -- I often think more busy. So many people say, "There's that

in the house to help." and you know, we lose it now, and he's
 reasonably good at it. He doesn't have the varied, that a pro-
 fessional cook would, but it's quite adequate for our purposes.
 He has a few hand-up dishes he knows how to make: one is sweet-
 breads, another one that he makes very well indeed is brains,
 and a third one is omelette. Those three he does in a masterly way.

Do you follow any special diet?

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 That was just my taste. I don't think meat contributes to me
 what I need. If I eat just a little meat then not plenty of
 vegetables and fruit I feel perfectly well.

You moved to San Francisco, then, when you married Ruth Berlin?

Yes, I did.

About 1929?

You see, at that time Girard was still research man in the
 laboratories of Edmund Hill, and each day he went from his
 house to his business, I went to my University business, and
 Ruth did the cooking. In that way he lived very pleasantly.
 Then the diet. And, as I say, I thought we'd give a good thing,
 but Girard said, "No, I think I can do it." and so we have a
 girl come in to clean and to take care of things, but in the day's
 work we each make our own and he does the cooking and in
 that way we get along perfectly.

I was retired from the University 21 years ago. I am now
 as busy as I ever was in my life before I retired.
 -- I often think with you. So many people say, "There's more

LJR: man Richardson, he's retired, he has nothing to do, let's get him to help us on this job." And they turn up here.

Commonwealth Club Book Jury

LJR: I am at present a member of the Commonwealth Club and since 1943, for 16 years, I've been on its book jury. I can give you a sample of what happens there by saying that this year I had to read 164 books and, in my judgment, pick out two that should receive gold medal awards and five that should receive silver medal awards. For 16 years I've been on that jury, and I read those books without glasses. I don't own spectacles. I can read the word there on that watch; that says "Hawthorne."

ARF: How do you keep your eyes in such good order?

LJR: Of course you don't want to strain your eyes. Never work in a light that involves a strain on your eyes -- that's my only reservation, and I follow that strictly.

Chinese Literature

LJR: I want to give you one further point that gives you a little picture of the life I lead here. A Chinaman, Mr. Cha, turned up at my door, and he asked me and said, "You're the man I'm looking for. Now, I am translating a piece of Chinese literature into English. I know Chinese, but my English is shaky, and what I am here for is this: I'd like to come twice a week to you and present what I have written as a translation. It

WBR: ... man Richardson, he's ... he has nothing to do, he's got
him to help us on this job. And that's all we want.

Commonwealth Club Book Jury

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1943, for 16 years, I've been on the book jury. I can give
you a sample of what happens there by saying that this year I
had to read 184 books and, in my judgment, pick out the best
should receive Gold Medal awards and five that should receive
silver medal awards. For 16 years I've been on the jury, and
I read these books without glasses. I don't own glasses. I
can read the word there on that water; that says "Waterbury."

ARR: How do you keep your eyes in such good shape?
WBR: Of course you don't want to strain your eyes. Ever work in a
light that involves a strain on your eyes -- that's of course
reservation, and I follow that strictly.

Chinese Literature

WBR: I want to give you one further point that gives you a little
picture of the life I lead here. A Chinese, Mr. Chen, turned
up at my door, and he asked me and said, "You're the man I'm
looking for. Now, I am translating a piece of Chinese literature
into English. I know Chinese, but my English is poor,
and what I am here for is this: I'd like to come twice a week
to you and present what I have written as a translation. It

LJR: will be in modern English, but it won't be very good English, and I want you to rewrite the English in the hope that I can get this published."

Well, looking at that in a flash, that looked like a simple and easy and quick thing, so I said, "All right, I'll try to do it." That was six months ago. He has been coming twice a week for six months. I said to him at the last meeting, "How long is this thing going to last?" and he said he hoped to finish it in two months more. So he will continue. He comes from Chinatown, where they say funny things in English like "no sabbe" and things like that from pidgin English. I have to convert that into standard English fit for publication.

Correspondence Course on Retirement

ARF: I notice that one of the courses you are teaching in Extension is "---

LJR: "Retirement and How to Take Advantage of It."

ARF: Yes. Are you living your own precepts there? [Laughter]

LJR: Well, I've had a lot of experience that I can use in that. I am actually handling two correspondence courses. One, "How to Keep Intellectually Alive" -- if you find you've been for some time in a humdrum occupation. The other, "Retirement and How to Take Advantage of It."

ARF: I was wondering if you advise people to keep as busy as they can in retirement.

will be in modern English, but it won't be very good English, and I want you to rewrite the English in the hope that I can get this published."

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Correspondence Course in Retirement

I notice that one of the courses you are teaching in extension is "-----"

"Retirement and How to Take Advantage of It."

Yes, are you giving your own private talks? [laughter]

Well, I've had a lot of experience that I can use in that. I am actually handling two correspondence courses. One, "How to Keep Intellectually Alive" -- if you find you've been for some time in a business occupation. The other, "Retirement and How to Take Advantage of It."

I was wondering if you advise people to keep on busy as they can in retirement.

LJR: I do. I advise people who are about to retire to plan a life in which there is activity. And preferably something that they like to do and something that is worth doing. I told you, didn't I, about the lawyer the other day?

Well, there's a law firm consisting of seven men in San Francisco. They are highly successful. And they passed a rule for themselves that when any member of the firm got to be 60 years of age -- not 65, but 60 -- he was to retire. And they would give him a pension from the firm funds for the rest of his life.

Well, this went on for a little while until finally a man became 60 and they told him he was retired and they'd give him his money every month. It was like a thunderbolt to him; he hadn't anticipated it.

Well, somebody told him about my course on "Retirement and How to Take Advantage of It," and he met me. And I said, "What are you doing now that you've retired."

He said, "I twiddle my thumbs, that's all I have to do."

"All right, you take my course, and after I've had a chance to study you, I'll try to be of help to you." He handed in one paper a week; that's the usual routine.

After a few weeks I said to him one day, "Do you know a law book called Anson on Contracts?"

"Know it! Why, that's the standard work on the subject; we had it in our law library."

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After a few weeks I said to him one day, "Do you know a

law book called Insurance Contracts?"

"Know it! Why, that's the standard work on the subject: it

had it in our law library."

LJR: Well I said, "Yes. When was it written?"
 "Well," he said, "I'll look it up and see."
 Good gracious! He came back and he said, "Why, it was written
 55 years ago!"

"That's just what I suspected. Now, I suggest to you that
 you write a book on the law of contracts and bring it up to
 date in every respect, right up to the minute."

"Why," he said, "I never thought of such a thing."

Two weeks later he wrote me a letter and he said, "You've
 made me a happy man, I'm having the time of my life. I'm
 enjoying the writing of that book more than I did the practice
 of law." And he said, "I shall go right on and work on that
 until I get to the point where it will be published. I think
 it will be."

And I have up my sleeve another law book for him to write
 when he finishes that. That's a sample of what happens in that
 course. He was tremendously miserable when he said, "Twiddle
 my thumbs." He had come around to me not expecting much. And
 then that developed, as I have just said. Now he's a happy man.

ARF: This is a correspondence course, isn't it?

LJR: Yes, it's a correspondence course, but if they live right near-
 by I occasionally can get a talk with an individual who is taking
 the course.

ARF: You must have quite a diversity of fields and careers represented
 in your course. How do you manage to find the time to help each
 one?

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And I have my own little law book for him to write

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ARE:

You must have quite a diversity of titles and names represented

in your course. How do you manage to find the time to help each

one?

LJR: Well, sometimes technical matters arise and in that case I go to the department in the University where that subject is handled and I put the problem that is in my mind from that student up to them. And I get expert advice for my students in that way.

Do you know how many papers I have a week? Well, last week I had 24 papers from 24 different people scattered all over the state.

A Course for Mental Stimulation

LJR: You see, the other course I have is "How to Keep Intellectually Alive." If you find that you've been for a long time in a hum-drum occupation that's the course, and it has far more people in it. I suppose for every one taking the retirement course I have five taking this course on "How to Keep Intellectually Alive."

Now, let me give you an example. A woman has been selling ribbon in a drygoods store for ten years. And every day she merely reels off one yard or three yards of ribbon of a particular color for another woman that comes and wants help. At the end of ten years of doing that all day she begins to think her mind is gone. She's utterly, utterly depressed. She realizes that once she was far more intellectual than she is now, that there is a sameness to this that has had an effect on her.

I take that kind of person and I have them do certain things -- it varies with the individual; it isn't always the same thing. I have to study the individual to see what that

MR. [Name]: Well, sometimes technical matters arise and in those cases I go to the department in the university where that subject is handled and I put the question that is in my mind from that student up to them. And I get expert advice for my students in that way. Do you know how many papers I have a week? Well, just when I had 24 papers from 24 different people scattered all over the state.

A Course for Mental Abnormality

MR. [Name]: You see, the other course I give is "How to keep intellectually Alive." If you find that you've been for a long time in a non-drum occupation that's the course, and it has for many people in it. I suppose for every one taking the retirement course I have five taking this course on "How to keep intellectually Alive."

Now, let me give you an example. A woman has been selling ribbon in a drygoods store for ten years. And every day she merely reads off one yard or three yards of ribbon of a particular color for another woman that comes and wants help. At the end of ten years of doing that all day and being so that her mind is gone. She's utterly, utterly depressed. The trouble that once she was for more intellectual than she is now, that there is a comment to this that has had an effect on her. I take that kind of person and I have them in certain things -- it varies with the individual; it varies with the same thing. I have to study the individual to see what that

LJR: person should do. I find out what that person should do in order to revive her intellectual powers. And that course is very, very popular. Very popular. I have 25 papers a week, really, and for each one I have to think of the problem, "What advice shall I give that person in order to have that individual happy and successful and wholesome and healthy?" They are never alike. They vary. They are different.

ARF: Have you been able to draw any conclusions about what sorts of occupations seem to deaden a person intellectually?

LJR: Well, yes. In the case of men, now and then a man will get into an assembly line where a machine comes along and he puts in seven bolts, and then that machine moves and the next one comes on and he puts in seven bolts. He does that all day long. Well, he finally thinks he's gone crazy; his mind has lost all intellectual qualities. That's a good example, the man in the assembly line. Sometimes they are quite bright to begin with, they've read some books and are quite bright, but as they do this -- seven bolts on each machine all day long -- why, my land, it's very degrading. And I have to take that individual and make out for him a method that will be suitable to him.

They vary very greatly. Sometimes a man is what I call the "laborer" type, and I've got to have an entirely different kind of problem from what I would for a woman who is fairly well-educated, but who is selling ribbon all day. It is a different thing. But I've got a stack of letters from people who have had my courses, and have done the prescribed things,

LAB: person should be. I think that person should be in order to revive her intellectual powers. And that course is very, very popular. Very popular. I have 25 years a week, really, and for each one I have to think of the problem, "what advice shall I give that person in order to have that individual happy and successful and wholesome and healthy?" They are never alike. They vary. They are different.

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LAB: well, yes. In the case of men, now and then a man will get into an assembly line where a machine does almost all the work in seven shifts, and then that machine moves and the next no longer on the line puts in seven shifts. He does that all day long. Well, he finally thinks he's gone crazy; his mind has lost all intellectual position. That's a good example, the way in the assembly line. Sometimes they are quite bright in their work, they've read some books and are quite bright, but as they do this -- seven bolts on each machine all day long -- you know, it's very degrading. And I know of men that individual and come out for him a reward that will be assigned to him.

They vary very greatly. Sometimes a man is what I call the "laborer" type, and I've got to have an entirely different kind of problem from what I would for a woman who is fairly well-educated, but who is selling ribbon all day. It is a different thing. But I've got a host of letters from people who have had my course, and have done the prescribed things,

LJR: and these letters say, "You have helped me beyond words. I'm now all right. I'm healthy and well and wholesome in my life."

ARF: What do you suggest that they do, besides suggesting certain books that they might read?

LJR: Just as an example, I advised one woman to go to church. I said, "Go to church and meet people there and listen to the sermons and get some interests through the church. That will fit your case. It will make you a healthy, normal woman. Go to church." She hadn't been to church for 20 years, you know. And I get a letter later from that woman, saying, "How in the world did you know? Why, it's completely transformed my life and I am as happy as can be and I've made a host of beautiful friends."

Sometimes I find a person has lived in a little town like Fresno all his life and he's in the same dilemma. And I say, "I'll tell you what I think you'd better do. I want you to travel. I want you to go to other cities in our country and, if possible, I want you to go to Europe, if you can arrange the money for that. The effect of that travel will be magical on your life."

I get a letter three or four months later, "My God, you were entirely right. Why, I'm all right now!" [Laughter] You see how it is. It's individuals. Every case, you see, has to be decided on the basis of circumstances.

Here is a subscriber to the course who says, "The course has been a revelation to me and I have thoroughly enjoyed it,

LJR:
ARF:
LJR:

and these letters say, "You have helped me beyond words. I'm now all right. I'm healthy and well and enjoying in my life."

What do you suggest that they do, besides suggesting certain books that they might read?

Just as an example, I advised one woman to go to church. I said, "Go to church and meet people there and listen to the sermons and get some interest through the church. That will fit your case. It will make you a healthier, more womanly woman to church." She hasn't been in church for 20 years, you know, and I got a letter later from that woman, saying, "Now in the world did you know why I'm completely transformed in my life and I am as happy as can be and I've made a host of beautiful friends."

Sometimes I find a person has lived in a little town like Fresno all his life and he's in the same disease. And I say, "I'll tell you what I think you'd better do. I want you to travel. I want you to go to other cities in our country and, if possible, I want you to go to Europe, if you can afford the money for that. The effect of that travel will be wonderful on your life."

I got a letter three or four months later, and she was entirely right. Why, I'm all right now! [Laughter] You see how it is. It's individuals. Very nice, you see. One is decided on the basis of circumstances.

There is a subscriber to the course who says, "The course has been a revelation to me and I have thoroughly enjoyed it."

LJR: have kept all the essays, for I intend to pursue many of the subjects farther when I have more leisure time." (The essays are the answers coming one a week to me.) "Am sorry to be so nearly through with it and am grateful to you for guiding the course along so many interesting paths. I am a far more alert person for it. I also want to thank you for the nice comments you write at the bottom of my essays. I put a lot of thought into each one of them and I appreciate your words and the interesting quotes you include from time to time."

LJR: I wanted you to have a little glimpse into one student's reaction.

ARF: How long have you been teaching this course on "How to Keep Alive Intellectually?"

LJR: I think not more than 16 years, maybe a little longer than that. Yes, a little longer.

ARF: About how many students do you have in that course?

LJR: [Noise of shuffling cards] That's the number!

ARF: We had better measure it in inches instead of counting the cards! That's a stack over an inch high for just one course.

LJR: And yet some people say, "You're retired." Do you have anything to do?" [Laughter]

Poetry

LJR: Now I want to tell you one thing about myself which is, you might say, trifling. After I got through with my University

LR: have kept all the essays, for I intend to return some of the subjects further when I have more leisure time." (The essays are the answers coming one a week to me.) "The only to be so nearly through with it and as grateful to you for making the course along so many interesting paths. I am a far more alert person for it. I also want to thank you for the nice comments you write at the bottom of my essays. I put a lot of thought into each one of them and I appreciate your words and the interesting notes you include from time to time."

I wanted you to have a little glimpse into my student's reaction.

ARR: How long have you been teaching this course or how long have you been teaching it?

LR: I think not more than 15 years, maybe a little longer than that. Yes, a little longer.

ARR: About how many students do you have in that course?

LR: [Noise of something being] That's the number.

ARR: We had better discuss it in issues instead of counting the cards. That's a stack over an inch high for just one course.

LR: And yet some people say, "You're retired. Do you have anything to do?" [laughter]

Totally

LR: Now I want to tell you one thing about myself which is, you might say, trivial. After I got through with my University

LJR: teaching I decided that I would like to write some poetry after
 ARF: the manner of the Roman poet, Horace, only write in English.
 LJR: Now, I don't consider myself to be a great poet, but I have gone
 right on doing it, and there is volume six. And here is volume
 seven being written now. And I shall probably go on doing this
 kind of thing the rest of my life.

ARF: Why don't you chose one and read it.

LJR: I will. I'll be glad to do that.

ARF: Didn't you receive an award for your poetry?

LJR: The Commonwealth Club gave me their award on it.

Here's one, "Ineffable"*

ARF: Little can words portray
 The form and hue
 That give the mariposa's face
 Its radiance and grace,
 Nor yet convey, for all
 Their euphonies, the song
 Wood-thrushes sing
 At tranquil dawn awing.
 Words can but little say
 The tides that surge, when friend
 From friend must sever,
 To meet, it may be never,
 Nor can their balm allay
 The heart's repining
 When love has flown
 And left frail life alone.

ARF: Read another one.

LJR: Here is one on the University of California, "Inscription for
 ARF: a Campanile Bell."**

LJR: That youth may sow and age may reap
 The fields of truth and right,
 I mark the bounds of toil and keep
 The watches of the night.

*From Singing in the Sunshine, Feathered Serpent Press, Fairfax, California, 1955, p. 17.

**Ibid., p. 10.

LR: teaching I decided that I would like to write some poetry after
 the manner of the Roman poet, Horace, only write in English.
 Now, I don't consider myself to be a great poet, but I have some
 right on being so, and there is volume in it. And there is volume
 seven being written now. And I shall probably go on being this
 kind of thing the rest of my life.

AR: My dear's your chosen one and that is.

LR: I will. I'll be glad to be that.

AR: When's your favorite an hour of the year poetry?

LR: The Commonwealth Club have in their words in it.

skirt's one, "Infallible"

little and some poetry
 The form and use
 That give the person's face
 Its radiance and grace,
 For you convey, for all
 Their emphasis, the song
 Wood-branches and
 At frequent dawn when.

Words can be little why
 The lines that surge, when friend
 From friend and lover,
 - To meet, it may be never,
 Nor can they be a day
 The heart's rejoicing
 When love has flown
 and left trail life alone.

AR: Read another one.

LR: Here is one on the University of California, "Inscription for

a Campanile Bell."

That youth may see and see my year
 The fields of truth and light,
 I mark the bounds of toil and reap
 The harvest of the night.

*From Singing in the Garden, Western Book Concern Press, Berkeley,
 California, 1932, p. 14.
 **Ibid., p. 10.

ARF: Are those really inscribed on the bell?

LJR: I forget whether they -- they asked a few of us to supply inscriptions and I know they put something on the bell. At any rate, I offered this.

Well, as I say, this is an activity which I enjoy and I keep it up. You see, here's my seventh volume and I shall go on as long, I think, as I live.

Here is another poem, "A Mourning Dove."*

A mourning dove, with its wan song,
Sung from a somber yew,
Openly took to heart my plight.
Wonderful how it knew.

ARF: From these that you have read to me, I gather that you like to make each word really work in your poetry.

LJR: Oh, yes. And I want each word to be like a note in a piece of music. I always feel that each word must have something that corresponds to a note in a piece of music. Therefore, language will sometimes have harsh words that don't serve my purpose at all. Now, you take that poem I read -- "Nor can their balm allay the heart's repining when love has flown and left frail life alone." Do you see how I studied the sound? Each is a musical note. I feel that I must always have that aspect in my work, yes.

ARF: Do you set yourself a certain time each day for writing?

LJR: Oh, I wanted to tell you about that. Absolutely not. I work by what is called inspirations that come -- you never know when

*Ibid., p. 45

ARR: Are those really inscribed on the bell?
 LJR: I forget whether they -- they sound a few of us to supply in-
 scriptions and I know they put something on the bell. At any
 rate, I offered this.

Well, as I say, this is an activity which I enjoy and I
 keep it up. You see, here's my special volume and I would so
 on as I live, I think, as I live.

Here is another poem, "A Mountain Love."

A morning here, with its own song,
 sung from a window yet,
 Openly took to heart my friend,
 Wonderful was its love.

ARR: From these that you have read to me, I gather that you live to
 make each word really work in your poetry.

LJR: Oh, yes. And I want each word to be like a note in a piece of
 music. I always feel that each word must have something that
 corresponds to a note in a piece of music. Language, language
 will sometimes have words that don't come by purpose at
 all. Now, you take that poem I read -- "How can their pain
 ally the heart's suspicion when has been thrown and left to fall
 life alone." Do you see how I studied the words? Each is a
 musical note. I feel that I must always have that regard in
 my work, yes.

ARR: Do you not yourself a certain time each day for writing?

LJR: Oh, I wanted to tell you about that. Absolutely not. I work
 by what is called inspiration that comes -- you never know when

*Ibid., p. 42

LJR: or how they come. I may be in a streetcar or in a bus and all of a sudden -- "Ah." There's a thought that occurs to me, and I look around and I see a little rack where it says, "Take One," and I reach up and take one of these pamphlets and on that I write down the clue to my idea. Every one of those poems was written as a result of a clue that dashed into my head, and then I put it down. I never sit down at this desk and say, "Now, I have a half an hour. I'm going to write a poem." I never get it that way at all.

ARF: You let the Muse lead you.

LJR: Yes, I do. Every one of those poems came that way. Every one. It just casually occurred and then I rushed for paper and put down the thing, yes. Well, as I say, don't misunderstand me. I don't think I'm a good poet in the sense of Longfellow. I'm not, but I get a lot of fun out of writing.

ARF: And people get a lot of fun out of reading those too.

LJR: Yes, I suppose they do. I put some of these on sale in the bookstores -- Sather Gate in Berkeley and a bookstore here in San Francisco -- and I went in the San Francisco store the other day and they're all gone, all gone, yes.

ARF: So your books are really being bought.

Well, after you get this initial idea and you jot down the clue to follow up later, then do you wait until you are at home to write the poem? Is this, then, "recollection in tranquility?"

LJR: Yes, I get the inspiration which comes suddenly, in a flash, and then I put down the draft as quickly as I can, but after that

LJR: or how they come. I say he is a straggler or in a bus and all
of a sudden -- "Ah." There's a thought that occurs to me, and
I look around and I see a little rack where it says, "Take One,"
and I reach up and take one of these pamphlets and on that I
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San Francisco -- and I went in the San Francisco store the other
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ARL: So your books are really being bought.

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clue to follow up later, then do you write until you are no longer
to write the poem? Is this, then, "recollection in tranquillity?"
LJR: Yes, I get the inspiration which comes suddenly, in a flash, and
then I put down the rest as quickly as I can, but after that

LJR: there comes a slow period of careful criticism. Then I work slowly and carefully.

ARF: Most of your poems are relatively short. How much time would you say you spend on the average poem? Could you estimate that?

LJR: Well, I tell you. When I get home I write out a fairly full draft. Then I may have that poem lying on my desk for a week before I say it's done. Then I paste it into this book.

ARF: You mean you work on it from time to time? You don't try to construct it all in one sitting?

LJR: No.

Here's one, "The Percheron."* Do you know the Percheron horse, which is a very big, noble horse? You see them on drays.

His mane shakes out the glint of nodding birches.
The lift of head, grace, play of sinew
Recall sires grazing Gallic glades,

Steeds, dapple-gray, oak-hearted,
Breasting bronze spears
Of swart invaders,

Steeds bearing armored knights
Neath waving oriflamme,
Devout Crusaders.

O breed of strength and patience,
At startime do you dream
Of spring in Normandy?

(That's where they come from.)

ARF: Yes. I noticed then, as you read that, what you mean by each word must be a musical note.

* Ibid., p. 13

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Well, I tell you. When I get home I write out a fairly full draft. Then I may have to go back and revise it a few times before I say it's done. Then I paste it into the book.

You mean you work on it from time to time? You don't try to construct it all in one sitting?

Here's one, "The Revolution." Do you know the Revolution horse, which is a very big, noble horse? You see him in groups.

His mane waves out the hint of nodding horses.
The lift of head, grace, play of jaw
Recall some ancient Celtic glances,

Utter, copy-gray, oak-barked,
Frenzied bronze hooves
Of swift invaders,

Utter bearing ancient might
With waving mane,
Crown of hooves.

O breed of strength and justice,
As fitting to your times
Of spirit in humanity?

(That's where they come from.)

Yes. I noticed them, as you read that, what you mean by that word must be a musical note.

*Litt., p. 13

LJR: Here is another, "Immortality."*

O Soul of mine, mysterious traveler,
 What of thy long, dim journey hither? When,
 And where, will roaming cease? On what faint star,
 Amid what heights or depths of space? Here men

Speak of thy birth, how on a certain date
 Thou didst become a being; none the less
 After thy worldly span 'twill be thy fate,
 They say, to be at one with nothingness.

And yet the oracles of light still tell
 Of life and destiny: how beauty fell
 About thy pristine path and will so fall
 Round thee hereafter, as the golden ray
 Of heaven shows forth glory most of all
 At the beginning and the end of day.

ARF: I think that's one of your better ones.

LJR: Oh, I consider that one of the best I ever wrote.

ARF: You were still busy over at the University when you wrote this
 in 1934.

LJR: Yes, that was an early one.

ARF: Was this your first one?

LJR: Yes, I think that was my first one.

I merely say that I get lots of pleasure in writing poetry,
 I enjoy it. Now, I've got a manuscript right here that's almost
 ready to go to the printer.

ARF: When are you going to have these published?

LJR: I haven't set the date, but rather soon. I haven't got to the
 point of making an index yet. Did I read you the one that I'm
 planning to have as a Christmas card next Christmas?

ARF: I don't believe so.

*From Cronies, Sather Gate Bookshop, Berkeley, California, 1934,
 p. 13.

LJR: Here is another, "Importance."

Of kind of mine, yesterday revealed,
Foot of my foot, his journey without words,
And where, will remain correct in what I say,
And what points or degree of space? And all

Upset of my birth, now on a certain date
Then didst become a being; now the face
After thy worldly span 'twill be thy fate,
They say, to be at one with nature.

And yet the essence of that still will
Of life and destiny; how beauty fall
About thy pristine pain and still so fall
Round that center, as the golden ray
Of heaven shows forth every part of all
At the beginning and the end of day.

ARR: I think that's one of your better ones.

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point of setting an index yet. But I read you say that I'm

planning to have as a Christmas card next Christmas?

ARR: I don't believe so.

* From Grain, Esther Bate Bookshop, Berkeley, California, 1934,
p. 13.

LJR: "Let There Be Light." (That's the motto of the University.)

Beside the ocean strand
 The founders reared halls of wisdom,
 Later far renowned.
 Above a granite tower
 Oft gleams an evening star.
 Youth thither go to train,
 Aiming through zeal in learning's rich domain
 To win life's weal.

Oh, here's one that I like very much, "Balm."

The trying day,
 For all its jars,
 Ends neath
 The tranquil stars.

ARF: That's one of my favorites too. I like the way your sounds fit
 the meaning there.

LJR: "The Way," that is the name of this one.

Just be yourself.
 Then you may rest
 Assured you will
 Be at your best.

I have enough for another volume there, I have quite enough.
 I'm going over it and over it, trying to better it in little
 details here and there before it is published.

Trans:MW
 Typed:SR

LJR: "Let There Be Light." (That's the motto of the University.)

And the dawn stands
in the center of the hall of wisdom,
later far removed.
Above a granite tower
it's almost as if you're there.
Youth enters to be there,
and through that is the center of the world.
To win life's wealth.

Oh, here's one that I like very much, "Lina."

The trying day,
for all its light,
ends with
the steady state.

ARF: That's one of my favorites too. I like the way you worked it

the meaning there.

LJR: "The Way," that is the name of this one.

Just be yourself.
Then you may rest
because you will
be at your best.

I have enough for another volume there, I have got to admit.

I'm going over it and over it, trying to better it in little

details here and there before it is published.

Typed: JH
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APPENDICES

THE FIRST PART OF THE REPORT... THE SECOND PART OF THE REPORT... THE THIRD PART OF THE REPORT... THE FOURTH PART OF THE REPORT... THE FIFTH PART OF THE REPORT... THE SIXTH PART OF THE REPORT... THE SEVENTH PART OF THE REPORT... THE EIGHTH PART OF THE REPORT... THE NINTH PART OF THE REPORT... THE TENTH PART OF THE REPORT...

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Photos by Black

BY LEON J. RICHARDSON

Do you have trouble with mathematics? Do your lips move and your fingers itch when you compute your change? Then, take heed of this simple mathematical device of the ancients, as described by the Professor of Latin Emeritus

TO LEARN to count was not easy for primitive peoples, nor learning how to add and subtract, to multiply and divide. Here, as an aid, they often used their fingers. So numbers came to be grouped by fives and tens, as in our decimal system. Homer has a word meaning "to count on the five fingers" or "to count by fives."

To reckon with large numbers remained hard till someone discovered place value, as indicated for us by the zero. This is said to have occurred in India about 100 a.c., but the usage, slow in spreading, did not reach Europe till the ancient Greeks and Romans were dead and gone. In modern times the decimal system and the zero have greatly helped mathematicians.

Another aid to reckoning is the abacus, which has been used from time immemorial in China and was common among ancient peoples dwelling round the Mediterranean Sea.

Still another aid is digital reckoning, which was used by the Greeks and Romans, though probably invented in Egypt or Asia. Herodotus (6, 63), to cite Greek testimony, uses an expression meaning "to reckon on the fingers." Aristophanes has a character who says: "Do any easy sum—not with

counters, but with your fingers—the tribute . . . due us from the cities." (*Vespae* 655-7.)

Similar testimony is found in Latin literature. Quintilian, for example, in his work on education, says: "As to geometry, people admit attention to it is of advantage in tender years; for by this study, as they allow, the thinking powers are excited, the intellect sharpened, and quickness of perception produced; but they fancy it is not, like other sciences, profitable after it has been acquired, but only while it is being studied. Such is the common opinion respecting it. Not without reason, however, have the greatest men devoted much attention to this subject; for while geometry comprises numbers and forms, to know numbers is surely necessary, not only to a speaker, but to any one taking even the first steps along the path of learning. For pleading cases in court it is very often

in request. On those occasions, to say nothing of becoming confused about sums, if a speaker, by any uncertain or awkward movement of the fingers, differs from the accepted mode of calculation, he is thought to be poorly trained" (1, 10, 35). Note especially the last words. To use the fingers in showing sums would manifestly be more convenient for an orator than to manipulate an abacus as he stood before his audience. Pliny the Younger (2, 20, 3), speaking of a man who was about to inherit wealth, says: "He moves his lips, keeps his fingers going, reckons" (*movet labra, agit digitos, computat*).

Besides what is to be got from literary sources, we learn something from actual practice in the modern world. Traces of digital reckoning have been found in Rumania, which is part of ancient Dacia, located west of the Black Sea, and bounded on the south

by the lower Danube River. Trajan, who reigned from 98 to 117 A.D., made war on Dacia and brought it into the Empire. Eventually many Romans settled there. So the Latin language was planted in that region, as well as Roman customs, laws, and manners. The modern inhabitants speak Rumanian, a language derived from ancient Latin. While they have been repeatedly mixed with invading tribes, still Roman customs survive there, especially among a group known as the Wallachian peasants. Seated round the fire of an evening their old people sometimes teach children to multiply on their fingers, much as grandmothers in New England teach children "cat's cradle."

The Roman method of multiplying digitally, as gathered from ancient literature and modern practice is as follows. The ones, twos, threes, fours, and fives were memorized quite as we learn the multiplication table. These numbers constitute the first cycle (of the fingers of a hand).

Let us now consider the five numbers constituting the second cycle, namely the sixes, sevens, eights, nines, and tens. To multiply any one of these numbers by any other one in the same cycle, the fingers were used. For this purpose the thumb is named 6, the index finger 7, the middle finger 8, the ring finger 9, and the little finger 10. Take a problem. How many are 7×7 ? Hold up each hand clenched. Now extend the right thumb and index finger ($=7$). Then extend the left thumb and index finger ($=7$). How many fingers are extended? (Thumbs count as fingers.) Four. In this cycle the value of each extended finger is ten. Four tens are 40. To this sum must be added the product of the closed fingers on the right hand multiplied by the closed fingers on the left; that is 3×3 , which is 9. So 7×7 is $40 + 9$, which is 49.

Let us solve another problem in the same cycle. How many are 7×8 ? Hold up the clenched hands as before. Now on the right hand extend the thumb and index finger ($=7$). Then on the left hand extend the thumb, index finger, and middle finger ($=8$). How many fingers are extended? Five. Five tens are 50. Multiply the three closed fingers on the right hand by the two closed fingers on the left hand. $3 \times 2 = 6$. So 7×8 is $50 + 6$, which is 56.

Let us now proceed to consider the third cycle, which includes the elevens, twelves, thirteens, fourteens, and fifteens. The fingers on each hand, beginning with the thumb are named respectively eleven, twelve, thirteen, fourteen, and fifteen. Take a problem: How many are 12×13 ? Hold up each hand clenched. Now extend the

right thumb and index finger ($=12$). Then extend the left thumb, index finger, and middle finger ($=13$). How many fingers are extended? Five. Five tens are 50. Again, how many fingers are extended? (In odd numbered cycles the extended (not the closed) fingers are multiplied.) Two on the right hand and three on the left. Multiply them. $3 \times 2 = 6$. In any problem of the third cycle a bonus of one hundred is added. So 12×13 is $50 + 6 + 100$, which is 156.

Next let us consider the fourth cycle, which includes the sixteens, seventeens, eighteens, nineteens, and twenties. The fingers are successively so named. As a problem, how many are 17×17 ? Hold up each hand clenched. Now extend the right thumb and index finger ($=17$). Then extend the left thumb and index finger ($=17$). How many fingers are extended? Four. In this cycle the value of the extended fingers is 20 each. Take 20 four times which is 80. How many fingers are closed? Three on each hand. Multiply them. $3 \times 3 = 9$. In any problem in the fourth cycle the bonus added is 200. So 17×17 is $80 + 9 + 200$, which is 289.

To multiply numbers belonging to different cycles, divide them so as to bring the problem within a single cycle. For example:

$$9 \times 13 = (9 \times 6) + (9 \times 7)$$

In detail, $9 \times 6 = 54$ and $9 \times 7 = 63$. Add the results. $54 + 63 = 117$. Therefore $9 \times 13 = 117$.

The cycles are orderly and symmetrical in structure. For example, they are numbered 1st, 2nd, 3rd, 4th, 5th, and so on.

The fingers in the 1st cycle are named 1, 2, 3, 4, 5; in the 2nd cycle 6, 7, 8, 9, 10; in the 3rd cycle, 11, 12, 13, 14, 15; and so on.

The value of each extended finger in the 2nd and 3rd cycles is 10; in the 4th and 5th cycles is 20; in the 6th and 7th cycles is 30; in the 8th and 9th cycles is 40; and so on.

In even numbered cycles (e.g., 2nd, 4th, etc.) the closed fingers of the right hand are multiplied by the closed fingers of the left hand; but in odd numbered cycles (e.g., 3rd, 5th, etc.) the extended fingers of the right hand are multiplied by the extended fingers of the left hand.

In the 3rd cycle the bonus is 100; in the 4th cycle, 200; in the 5th 400; in the 6th 600; in the 7th 900; and so on.

The law of the bonus is to increase 100 in the 3rd cycle, again 100 in the 4th cycle; 200 in the 5th cycle, again 200 in the 6th cycle; 300 in the 7th cycle, again 300 in the 8th cycle; 400 in the 9th cycle, again 400 in the 10th cycle; and so on.



SOLVING
SEVEN TIMES SEVEN



SOLVING
SEVEN TIMES EIGHT



SOLVING
TWELVE TIMES THIRTEEN



SOLVING
SEVENTEEN TIMES SEVENTEEN

GOLF TROPHIES

Qualifications for Membership in the Berkeley Club.

Winner in the U. S. (Adopted May, 1880) Tournament & Amateur 1884

Winner, (Entered at the beginning of the Second Minute Book) Tournament, July 1885

Winner in the U. S. Open Golf Tournament of 1894

Winner "A real education in the thorough and broad sense, so that he stands intelligently on his own base, and does his own thinking."

Winner in the U. S. Open Golf Tournament, First Flight 1893

Winner A genial nature and a social disposition, which can enjoy a meeting and can both make and take a joke.

Winner in the U. S. Open Golf Tournament of 1894

Winner Not so jaded that he cannot command himself, nor so engaged that he cannot command his time, as a rule.

Winner in the U. S. Open Golf Tournament of California, 1894

That kind of benevolence which makes him a well wisher of humanity and glad to contribute to the welfare (sic) of any select circle of active and thinking men."

Winner in the U. S. Open Golf Tournament, Class A, in 1890

Winner in the U. S. Open Golf Tournament, Amateur, Third Flight, in 1890

Winner in the U. S. Open Golf Tournament, Class A, in 1894

Excerpt from Memorial to Henry Vrooman (Minutes of May 23, 1899)

Winner in the U. S. Open Golf Tournament in 1890

(Committee - Wilkinson, W. B. Gibbons, Moses)

"The Berkeley Club is not a mere literary guild where men meet to exchange only their intellectual wares. It is neither a market nor an arena, but rather a fireside circle where friendship and affection are stimulated, not stifled, in the genial warmth of after-dinner debate. In considering candidates for admission the question of fitness is not determined by cleverness alone, but by those finer qualities of character which make companionship desirable, and so when death enters and takes one of our members there is left a sense of personal bereavement that is not felt when the ordinary relations of life are severed."

Winner in the U. S. Open Golf Tournament of California, Class A, in 1894

Qualifications for Membership in the Berkeley Club.

(Adopted May, 1880)

(Entered at the beginning of the Second Minute Book)

"A real education in the thorough and broad sense, so that he stands intelligently on his own base, and does his own thinking.

A genial nature and a social disposition, which can enjoy a meeting and can both make and take a joke.

Not so jaded that he cannot command himself, nor so engaged that he cannot command his time, as a rule.

That kind of benevolence which makes him a well wisher of humanity and glad to contribute to the welfare (sic) of any select circle of active and thinking men."

On Membership in the Berkeley Club.

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Golf Victories

- Winner in the W.W. Golf Association Tournament 1 October 1909
- Winner, Runner-up, First Flight in the Del Monte Golf Tournament, July 1912
- Winner in the Psi Upsilon Alumni Tournament of 1924
- Winner in the Nibs Price Tournament 4 December 1928
- Winner in Tilden Park Golf Club Tournament, First Flight 1941
- Winner, Runner-up, in Vollmer Tournament of 1941
- Winner in California Golf Association in 1944
- Winner in California Golf Association 12 September 1945
- Winner in Senior Golf Association of Northern California, Class AA, Low Net, in 1946
- Winner in Senior Golf Association Tournament in 1947
- Winner in Senior Golf Association, Class AA, in 1948
- Winner in Tilden Park Golf Club Tournament, Runner-up, Third Flight, in 1948
- Winner in Senior Golf Association of California, Class AA, Low Gross, in 1949
- Winner in Tilden Park Golf Club Tournament in 1950
- Winner in Senior Golf Association of California Tournament, Class AA, Low Net, in 1951
- Winner in Senior Golf Association of Northern California Tournament, Class AA, Low Net, in 1952
- Winner in Senior Golf Association of California, Class AA, Low Net, in 1952
- Winner in Senior Golf Association of California, Class AA, 1953
- Winner in Senior Golf Association of California, Class AA, Low Net, 1955

Golf Victories

Winner in the A.V. Golf Association Tournament I October 1909
Winner, Runner-up, First Flight in the Palmdale Golf Tourna-
ment, July 1912

Winner in the Palmdale Alumni Tournament of 1924
Winner in the Five Year Tournament 4 December 1928
Winner in Tilden Park Golf Club Tournament, First Flight 1941
Winner, Runner-up, in Volter Tournament of 1941

Winner in California Golf Association in 1944
Winner in California Golf Association in September 1945
Winner in Senior Golf Association of Northern California,

Class AA, Low Net, in 1945
Winner in Senior Golf Association Tournament in 1947
Winner in Senior Golf Association, Class AA, in 1948
Winner in Tilden Park Golf Club Tournament, Runner-up, Third

Flight, in 1948
Winner in Senior Golf Association of California, Class AA, Low
Gross, in 1949

Winner in Tilden Park Golf Club Tournament in 1950
Winner in Senior Golf Association of California Tournament,
Class AA, Low Net, in 1951

Winner in Senior Golf Association of Northern California
Tournament, Class AA, Low Net, in 1952
Winner in Senior Golf Association of California, Class AA, Low

Net, in 1953
Winner in Senior Golf Association of California, Class AA, Low
Winner in Senior Golf Association of California, Class AA, Low

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