Seeds of Something Different

Volume I

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Seeds of Something Different
An Oral History of the University of California, Santa Cruz
Volume 1

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Oak Tree, Great Meadow, 2016
Photo by Irene Reti

Regional History Project, Special Collections & Archives
University Library, University of California, Santa Cruz
Santa Cruz, California
Part I:
Where This Dream Begins

Campus meadow with wooden fence
Circa 1965
Photo by Ansel Adams
Chapter 6

“Amazing People Would Appear”
An Unexpected Flourishing of the Sciences

It never occurred to us that we were on the humanities campus. We were in the complete university.

—Todd Newberry

Kenneth Thimann and the Seeds of Science

Dean McHenry: Clark Kerr wanted a charter for each college, a basic statement of what it was going to do and where it was going to go. Kerr felt that they would, if you didn’t direct them, become peas in a pod. I felt that they all ought to emphasize liberal arts, that their style would come from the personality of the provost, the disposition of the faculty, and so on. I think we compromised somewhat, but the first three colleges did have this utilitarian feature of rounding out the faculty of humanities emphasis, social sciences emphasis, and science emphasis.

The biggest compromise was over science. Kerr took the position that these colleges ought to be as autonomous as possible, and that students in a college should not have to go for freshman chemistry to a distant place. I argued that science was so expensive that it had to be centralized, that every little college couldn’t have an electron microscope, that every little college couldn’t have a safety officer and a storeroom for volatile chemicals, and that it was very difficult to combine living in colleges with the smells of chemical laboratories, even freshmen labs, and the deliveries and noise and busyness and heavy equipment that would be required.1

If you’re going to have real science, it is sensible to have centralized facilities, so that even a freshman student can be rubbing elbows with, perhaps a member of the National Academy. We argued about this for some time in the 1961 and 1962 period. My views were that science had to be centralized, and as I traveled in Britain and over the United States, I couldn’t find any scientists who felt that we could have first-class science if it were not centralized. Eventually, our compromise was simply that I withdrew my objections to a science-emphasis college, if he would withdraw his objections to a science center. And we proceeded on this basis.
Ed Landesman: Dean McHenry didn’t feel that comfortable with science. That’s not to say he wasn’t in favor of it, but that was not his comfort zone. His comfort zone was the social sciences and humanities.

George Blumenthal: Nat Sci II [in 2018] is nothing but a long corridor of offices, with almost no space for people to congregate and talk. It’s a very unwelcoming place. It was designed that way because the goal of McHenry was not to have the laboratories to be places where faculty would hang out. He wanted faculty to hang out in their colleges. Therefore, he wanted buildings like Nat Sci II to be unwelcoming places that were functional; you could do your laboratory stuff there, but he didn’t want them to be the social centers of the campus for faculty. But what it meant for scientists was that we didn’t have good spaces to interact.

Michael Nauenberg, Professor: I was originally interviewed by Page Smith. Page Smith told me what he thought a physics department should be like. At the end of the conversation I said, “Well, you mean, you want to have a history of physics department in Santa Cruz, not a physics department?” I didn’t like what I heard, and I thought, well, I am also interested in research in my own field, and if this is what his ideas are—

At the time, there were no scientists here. Nobody in the sciences had been recruited yet. Francis Clauser and Kenneth Thimann had not yet come aboard, or were only being considered. It would have been difficult for me to develop my own ideas of what I thought a physics department should be like. I decided that with someone senior like Page Smith being the provost, and having ideas so fundamentally different from what I thought should be done to develop the sciences here, it was kind of risky. So I sent a long letter to McHenry and said that I was interested, but that I would postpone coming here until I saw more clearly where his institution was going.

Jean Langenheim: Although it was a period of change in the recognition of women, as part of the newly ignited feminist movement, there were few women among the UC faculty in 1966. I was the only woman in the natural sciences faculty at UCSC for seven years.

Donald Clark: Dean McHenry had these fresh ideas, great ideas. Since this was not going to be a science campus, in his early thinking he maintained that the library here should have much more money poured into it than the other campuses. What the laboratories were to science faculty, the library here should be to the humanities and social sciences, and to the liberal arts, and we shouldn’t be bound by these restrictions.

Dean was very strong on the notion that we should have a science reference collection, not a science library. It would contain current journals, basic reference tools. We even scaled down the size of the proposed library.

Ed Landesman: But McHenry certainly made the great move when he brought in Kenneth Thimann. That’s what changed it. Thimann came in and brought in heavyweights in science. And in many cases, they wanted to come here because of the uniqueness of the campus.

Donald Clark: Then came the appointment of Kenneth Thimann, an outstanding appointment, one of the great leaders of the world in his field, a highly-respected Harvard professor who had previous contacts with California at Caltech, even though he’s from England.
Michael Nauenberg: A year later, I was invited back. By that time, Francis Clauser was here as a vice chancellor for science and engineering, and Kenneth Thimann had accepted the position as chairman of biology and provost of Crown College. When I spoke with both of them, their ideas resonated with my own. They clearly understood the role of science. We were going to have a serious physics department.

Above all, I was interested in graduate studies. I remember that when I mentioned graduate school to Page Smith, I got a blank stare back from him. Without a graduate program in physics, I would not have contemplated coming here. But they assured me that it would, in fact, be in the plan to have a graduate program, not just undergraduate teaching, which I was very much interested in too. But I didn’t want to be in a four-year college instead of a university, where you teach only undergraduates.

Donald Clark: So Kenneth came and he brought with him some of his graduate students. The campus hadn’t planned to have a graduate program for some years. But there it was, overnight. The buildup in science was much earlier than I think Dean anticipated. But along with Kenneth Thimann came other people in the field of science.

Burney Le Boeuf: I took graduate students right from the very beginning. We gave a PhD in biology. I think we gave doctorates as early as 1970.

Ed Landesman: When I applied for the position at UCSC, I had a great interview with Kenneth Thimann. However, I was incredibly naïve. He asked me, what do I do? I started explaining to him that I work in differential equations and what I do, et cetera, et cetera. I’m sure he didn’t really know all of the details I provided. A very bright man, but not into mathematics. And I, as naïve as I was, said to him, “What do you do?” And he said, “Oh, I’m a biologist. I play around with biology or botany.” He was extremely, extremely modest.

But Thimann was a superb researcher—a member of the National Academy of Sciences—and a first-rate scientist. He came from Harvard. At the same time, as much as research was important to him, I never saw any change in his attitude when it came to teaching, when it came to the Crown core course, when it came to doing specialized seminars, when it came to talking about the dormitories. When it came to any issues related to the college or education in general, it was like there was no change in attitude between that and doing top-notch research. I was always impressed by that. Not only did Kenneth bring to the campus superb people in science, which really made it a strong place for research and teaching, but Kenneth was always open-minded as far as other related things that could enhance the research, teaching, and service. It was part of his nature to think of all of those things, even though he was such a famous scientist.

George Blumenthal: To know Ken Thimann was to know how serious he was, and how seriously he should be taken, because he was a scholar of great renown. He had tremendous influence within the science division, and on campus as well. He was somebody I was quite impressed with. When he spoke, people listened. I didn’t hear a lot of people, even argumentative people, argue with Ken Thimann. When he spoke, that kind of ended the argument.

Donald Clark: Kenneth Thimann brought a sizable personal library which he turned over to the university. Ted Youngs gave his mathematics library to us. So overnight the notion of a science
reference library dissipated, and we had a full-scale science library.

Kenneth Thimann: They were planning Thimann Labs when I came. Of course, at that time it wasn’t called Thimann Labs. It was Natural Sciences I. But it was planned as science laboratories. It was the first real classroom building on the campus. For the first year, they taught all the subjects in here. You would hear strains of violin as you walked down the hall. It was quite amusing. Gradually, the other disciplines moved out, as other buildings on the campus were completed.

I had the interesting job of being dean of the Division of Natural Sciences and had to think about making appointments in various fields. This is very time consuming. Before leaving Harvard, I knew that that’s what it would be, so I had made some contacts with people at MIT, Harvard, and Brown University. I knew a lot of people in the sciences.

For example, Jean Langenheim. I was looking for biologists for Stevenson. Jean had been at Radcliffe. She had a complicated career: she had been at Berkeley; she’d gotten divorced. Her husband was a rather well-known geo-botanist and geologist. She came to Radcliffe on a program they had for older women returning to academic life, so I knew her. I wrote to a former colleague at Harvard, and he strongly urged me to take Jean. She’s now the president of half the scientific societies in the country. She’s president of the ecologists, which I think is the largest biological society.

Jean Langenheim: In my teaching I preferred not to use the popular new textbooks but to go directly to research papers and focus on studies of some of the rich plant and animal diversity in the Santa Cruz area. On the campus alone, we had had two thousand acres of varied vegetation, ranging from redwood forest, through chaparral, to grassy meadows with their associated animals, as well as Monterey Bay and its marine habitats, to study.

In an innovative spirit for biology courses, we established a unique lecture-laboratory program in which I taught a course in plant ecology and my colleague taught one in animal ecology. We took long, several-day trips around California, from high mountains to desert and various coastline sites. We bridled at the suggestion that our unabashedly scientific natural history studies, which included experimentation and quantification, lacked rigor. Our ideas were close to those of an emerging group of population ecologists interested in biodiversity and integrating evolutionary theory into ecology.

I also taught an upper-division Plants and Human Affairs course with Kenneth Thimann. It was a privilege to teach with Thimann, as he was not just a preeminent plant physiologist but genuinely enjoyed teaching undergraduate students about plants. He was a man of culture, typifying the image of a scholar and gentleman. We often had the front of the lecture room filled with plants, plus we used many slides from both Thimann’s and my world travels. Both Thimann and I attended all-day Saturday field trips with the class to hear about such topics as selective cutting of redwood with a local lumber company, and with the aid of UC Extension, comparison of organic farming with large, conventional Salinas Valley crops of strawberries, carrots, and broccoli.

Kenneth Thimann: I proposed Harry Beevers in biochemistry. He’s in both fields—physiology and biochemistry of plants. There were a lot of hot-shot biochemists at Berkeley who couldn’t understand a researcher combining those fields. They were more medically, more animal-inclined. So, we had a little trouble. Finally, I got Lawrence Blinks to back me up. The two of us persuaded
McHenry that he should make that appointment. No sooner had we offered it to Harry than Harry was elected to the National Academy.

Then Ray Collett. We got together because at Harvard I had been interested in the Arnold Arboretum. UCSC was given the gift of some eucalyptus trees. Somehow, I got to talking to Collett about it and how we ought to have an arboretum here.

Joe Bunnett’s been a great success. He chaired chemistry for a long time. He dashes about all over the world now for the International Union of Pure and Applied Chemistry and he’s a bigshot. He was off in China last year.

**Todd Newberry:** Amazing people would appear. For instance, in 1966, Alfred H. Sturtevant, who was in many ways the founder of modern cytogenetics and one of Thimann’s old friends at Harvard, came and taught genetics. It was like learning, maybe not evolution from Darwin, but almost. There was a sense of people of that stature being here as a show of support for Santa Cruz and for Thimann himself. Or it was the fabulous reputation of the place. Adolph Seilacher came from Germany and taught the invertebrate paleontology course; he came for a year, spent his sabbatical here. I audited the course. I think there were about nine of us in there, but there should have been nine hundred.

**Gary Griggs, Professor:** I decided I should offer a course in oceanography. There wasn’t one here. There was a marine biology class, which was taught by Todd Newberry and a guy named Lawrence Blinks, who came from Hopkins. I put up a signup list outside my office. Todd said, “You might want to put it outside my door.” All of a sudden one day, I hear this huge throng of people—he had let his class out; they were all running over to sign up for my oceanography class. Everybody had to take three sciences. Nobody wanted to take calculus, nobody wanted to take chemistry, so they took marine biology, oceanography, and astronomy. So, in March, after teaching this class with eight people, I walk in—and I still had a tie and a coat—and there were two hundred and sixty hippies, dogs and tie-dye and patchouli oil, sitting on the floor. I have such a fond memory of it. I had never really taught, except this first little class. Here I’m teaching *Oceanography.* I’m really excited. I love it. Here are these kids. I’m two or three years older than they are. I just remember being very humble about it. I was enthusiastic. At the end, after the quarter was over, the thing that I will never forget is they all stood up and clapped. It was the most amazing feeling.

**Burney Le Boeuf:** I have been the director of research at Año Nuevo Island for the State Department of Parks and Recreation since 1967. When I came here, Kenneth Thimann was the Crown College provost. He said, “Well, we have an island nearby. If you came here, would you consider doing research on seals? It’s only a half hour away.” Of course, I answered yes, because I wanted the job.

It wasn’t until December that I visited the island in the company of Richard Peterson, a young assistant professor of biology who had been trained at Johns Hopkins University School of Medicine and Oxford University. He had done his PhD thesis on fur seals in Alaska. And so here I am, I’m coming from a laboratory, basically, and suddenly I’m on this remote island surrounded by hundreds of noisy seals and sea lions. It was an amazing sight. I had many questions. It was December and the elephant seals were just starting to breed. When I saw the seals for the first time, it was obvious that some males dominated others and this implied a hierarchy. “Is that so, Dick?” He didn’t know.
Figure 1

Burney Le Boeuf at the sea lion sculpture on Science Hill, 1986

Photo by Shmuel Thaler
Figure 2

Elephant seal weaner pup, Año Nuevo State Park, 2019

Photo by Irene Reti
We went back to Santa Cruz, and Dick Peterson and I wasted little time in writing a faculty research grant, a small grant, to get things started. I started going out to the island and got hooked very deeply right away. We divided up the work, so that Dick was in charge of the sea lions and I was in charge of the elephant seal project.

I was spending long weekends on the island and during the week did my teaching. The work took off very quickly. We were able to publish three papers in the prestigious journals *Science* and *Nature* in the first two years of our research. Then we got funded by the National Science Foundation.

We had bunk beds with a roof over our heads. The island had a lighthouse, and the lighthouse keepers had a very ornate Victorian house, but it had been abandoned by the time I came on the scene. The seals and sea lions had taken it over. There was sand all over the inside and the windows were popped out. But there was an old foghorn house, and there was what was called a gasoline storage area, which was the cookhouse for us. It was primitive. We had to take in our own water and our own gasoline, and of course, all food and drink, but it was perfectly all right. We didn't have a radio; we didn't have TV. When you were there over the weekend, it was very private, and isolated. You couldn't go out to Safeway to get more supplies. The simplicity was refreshing, both to me, and I think to the students who accompanied me. Not much was known about seals and sea lions in the late 1960s. These animals, like most others, had not been studied in depth in their natural habitat.

From the time I got here, the Año Nuevo research showed that Santa Cruz had a very strong marine research component. At the same time, we started building a laboratory down at the Long Marine Lab. Ken Norris was here, with a great reputation for whales. We hired several other people in the subsequent years; they continued to do marine research and we became well known for this research.¹⁰

**Gary Griggs:** The campus's original master plan was written in 1963.¹¹ Marine science was recognized as something the campus should develop, in part because we were the only coastal campus in the University of California north of Santa Barbara.

I remember sitting at a meeting at the old Whole Earth Restaurant on campus. Ken Norris had brought his assistant, his secretary from Hawaii, Patty Poodry. And here were Dean McHenry and myself. Ken was talking about the need to have a marine lab and running seawater, because we had a Center for Coastal Studies and the beginning of teaching, but there was no marine lab yet. Ken said, “You’ve really got to have a place where there’s seawater.” Ken studied dolphins and could see the need for that. He’d done that in Hawaii and UCLA. So, Dean McHenry said, “I’ve got a friend down here,” who was a couple, Donald and Marion Younger,¹² who owned Younger Lagoon and all of the land from where the access road to the UCSC Coastal Biology campus comes in [in 2012], up the next couple of hundred acres. McHenry said, “I’ll talk to them.”

So, Dean McHenry met with Donald Younger, and he said he’d give us this sliver of land next to the lagoon. Ken was the idea guy; Bill was the get-it-done guy. Ken was an incredible scientist. Students loved him. People loved him. Great ideas. Just incredible stuff he’d come up with. Ken Norris and Bill Doyle worked together. Ken was this wonderful folksy guy. When people said, “How come you’re studying dolphins in captivity?” He said, “Well, I’m giving them a sabbatical from the wild.” He had a way of thinking about it.
Bill Doyle got into the nuts and bolts: “We need a building. We need the seawater system.” He brought in Dick Pierce, who came in as a researcher, but ended up being the go-to guy, and found this funky old surplus boat someplace, and found all these surplus trailers, and they found this whale skeleton up the coast they brought in. Jack Baskin got involved and gave some money. Somehow, they put that whole original lab, the two buildings and all the marine mammal tanks together with private money. Ken had dolphins. People started coming down there to look at what was going on. They brought in a doublewide trailer and started a docent-training program, a little public education, a little aquarium.

Robert Adams: There was one other thing the campus started with that’s very important, and that’s the Lick Observatory. Astrophysics here is one of the top departments in the science division.

Donald Clark: Then the University of California decided to give the Lick Observatory an intellectual home at UCSC. Lick Observatory was somewhat of an orphan, in that it was up on Mt. Hamilton. At one time, it had actually been an independent campus. Its work was all with graduate students. It really didn’t have much to do with undergraduate astronomy, or anything at the Berkeley campus. But it was transferred to the Santa Cruz campus. The habits of astronomers had changed over the years. They no longer felt the need to reside on the mountain. So the university shifted jurisdiction of Lick to UCSC, along with instruction, even though a graduate division had yet to be established.

George Blumenthal: When the campus opened, all of the astronomers from Lick Observatory moved to Santa Cruz. They’d been given a choice. They had been located at the top of Mount Hamilton. That’s where their homes and their offices were. But there was a movement within the University of California to move them onto a campus. And it was felt it was inappropriate to have these professionals not associated with a UC campus. So, after a lot of machinations, they were ultimately given the choice of joining the UC Berkeley faculty, or coming to Santa Cruz, this brand-new campus. And they chose the brand-new campus, largely because so many of them were feuding with people at Berkeley, and they just couldn’t imagine joining the Berkeley faculty.

Albert Whitford, Director, Lick Observatory: Due to political shifts in the University of California, Lick Observatory in the mid-1960s needed to move to a teaching campus and become the nucleus of a teaching department in astronomy. By coming to a new campus, we could write our own prescription.

The move happened in November 1966. The astronomy board advertised for graduate students, a group that would arrive in the fall of 1967. We got a very good group. We wanted to emphasize the theoretical astrophysics side of this pairing of observers and theoreticians on the campus, a group that we hoped would be amplified by new appointments from campus budget support.

Donald Clark: Suddenly the University Library acquired the finest astronomical library in the United States, rich in historical materials as well as current material. Scientists in certain fields can depend on the literature of, say, the last five years. Astronomers have a historical background deeper than most of the sciences, so we had this historical collection. Up in Special Collections, you’ll find something that you shouldn’t expect on a new campus: all of the proceedings of the
Figure 3

Lick Observatory buildings in snow

Circa 1900-1907
French Royal Academy. There are also the proceedings of societies of other countries, astronomical societies—*Comptes Rendus de l’Académie des Sciences*, whatnot. So here we had the influx of the astronomers.17

**George Blumenthal:** What attracted me to Santa Cruz in 1972 was outstanding astronomy. This was one of the best departments in the country, or the world, so why would I not want to be associated with it? They had some great people here. It was because of Lick Observatory.

**Albert Whitford:** In the nationwide competition for the very best graduate students, Lick Observatory has fared very well. We always get some of the first ten. I recall on a trip to Chile meeting a senior graduate student from Yale University who said, “Well, I thought Yale had the inside track on that chap, and he decided he’d go to Lick.”

**Michael Nauenberg:** The importance of Lick in the development of science at UCSC cannot be underestimated.

**Dean McHenry:** We started administering Lick affairs in ’65, and we got them moved here in ’66. It sort of dropped in our laps. It was something that we were glad to have happen. It gave us some prestige in the world of science that we hadn’t expected to have, including three members of the National Academy. We launched, almost at once, a PhD program in astronomy.

**Todd Newberry:** It never occurred to us that we were on the humanities campus. We were in the complete university. There was a sense of contemplating what we were teaching or doing, of asking that brutal question—”so what?”—that makes you step back from your own work, asking: why am I doing this? So what about your results, or about the subject you’re teaching. So what? Why are you doing it that way? To the extent that that’s a profoundly humanistic question, then yes, it’s a humanities campus.

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**Figure 4**

Lick Observatory 120-inch telescope, 2017

Photo by Jonathan Chang
Crown College:
Adapting the Experiment to a “Science and Society” College

Kenneth Thimann: One of the times when I was visiting before coming in September of ’65, I was there when Dean McHenry got a call from the Crown Zellerbach Foundation saying they had heard about UCSC and they would like to endow a science-oriented college.18 We agreed we would accept the offer and he asked me what it should be called. I said it should be called Crown College.

So, it was decided. I had a lot of fun making a little letterhead with a crown on it. We had to be very careful about that. The printer suggested a crown and it was nothing but a coronet, a miserable thing. On the other hand, we couldn’t very well use the royal crown of Great Britain. But I got a picture of the royal crown of Denmark and we used that, making some slight changes.

Angus Taylor, Chancellor: The focus at Crown College was science and society, a very well-conceived idea. I think Kenneth Thimann pulled it off very well.

Kenneth Thimann: In 1965 and 1966 we spent a lot of time arguing with the architects. They had some funny ideas. But one of them I thought was the silliest. Crown’s dining hall was to be L-shaped. Well, anybody who knows anything about colleges knows that in the dining hall is where you have your major sessions—speakers, shows, whatever—and an L-shaped building is entirely wrong. You’ve got to have a hall. But they couldn’t see that. Architects are so sold on their own ideas; they don’t think about how a building will be used. They only think about what the building will look like.

I went up with McHenry to their office time after time in Palo Alto. Finally, I had to say, “I can’t accept this. We simply can’t take it.” Then they really had to revise it.

Mike Fresco, Student: Crown’s beautiful—paneled rooms and red carpeting and wooden chandeliers in the dining hall.

Kenneth Thimann: When we opened, I had decided we would have speakers on one night a week—College Night. Crown College architect Mr. Ernest Kump told about designing the college and arguing with me. It was very entertaining.

The college was barely ready for occupancy in September of 1967. They were still doing finishing touches and they wouldn’t let us in. We finally got very mad and went in anyway. There were trenches all over and I was afraid students would break their legs.

Marilyn Shea, Student: I was at Crown the first year it opened. It was chaos. You took your life in peril getting to the Commons to eat and there were still open ditches. My mother drove up with me, and she was going to fly back, so we came by the campus on Saturday, although we couldn’t move into the dorms until Sunday. She wanted to see what it looked like. We got here about 4:30, and they were madly working to try and get the roads ready so that we could drive up to the dorms the next day. They had bulldozers going, and it was almost dark, and they were frantic.

It took about two or three months before the landscaping was anywhere near in. For a long time, I lived in the lower quad, and the lower quad was completely ungraded. Luckily, my dorm room was to the back of the dorm; the people in the front were constantly being wakened up at eight o’clock in the morning with those jackhammers.
Figure 5

Crown College landscaping, 1968

Photo by UCSC Photography Services
underneath their windows. But I don’t think, for all the dust in the rooms and stuff like that, I would exchange it. It was a unique experience.

**John Taub, Student:** The orientation at Crown College is more scientific. The students are, academically speaking, more involved with the sciences. I would say, in general, they’re more removed from political and social activities. The serious students are pre-medical majors and scientists and they tend to be more compulsively organized than the other students because you have to be to be a science major.

**Frank Andrews:** I came to Crown College in 1967, the year that Crown started. I fell in love with the students. We spent five years in Crown College in Rutherford House as dorm parents. My wife, Jeanie, is really good at that and she cooks wonderful stuff. We always had a breakfast for everybody in our dorm, with their guests, every Sunday morning because the cafeteria didn’t serve breakfast on Sunday morning. The Upper Quad was boys; the Lower Quad, down by the Crown provost’s house, was all girls. Now, we did have some intervisitation. And a lot of marijuana smoke.

**Kenneth Thimann:** We got students to vote on the names of the houses at Crown from lists of names. We had what I thought were rather careful lists of outstanding scientific names and some of them were not voted for by anybody. We never had a Pasteur building, for instance. That disappointed me very much. The only reason why we had Clark Maxwell, a mathematical physicist, was because of the popularity of Maxwell House Coffee. They said they wanted to be called Maxwell House.

**Robert Adams:** When I came to Crown the first year, there was Aaron Waters, Kenneth Thimann, Larry Blinks—the full professors were practically all in the National Academy. They were there because of Kenneth, and because of Francis Clauser, and because of people like Aaron Waters, who was very eminent in his own field of geology. So the sciences flourished very quickly. The eminent scientists start with Crown.

**Bud Kretschmer:** The Crown Chamber Players had free concerts. They had a marvelous collection of musicians—Rosario Mazzeo and his wife Katie Clare Mazzeo. Willie Van den Burg was a cellist/conductor from the Stokowski era with the Philadelphia Orchestra. The Crown programs were splendid. Kenneth Thimann was a big financial supporter.

**Kenneth Thimann:** We had endless discussions about how the college would be run and what its interests would be, educational policy and all that sort of thing. We had to deal with the scientists anchored to their labs, whereas humanities people can just lecture and read and write almost anywhere. They can do their work in the college. It was a little more complicated with science.

We had to get a senior preceptor. He was a psychologist who was interested in youth, Max Levin. Levin was with me for many years and he was very good with students.

**Michael Nauenberg:** I was involved in Crown College. We had regular faculty meetings. We discussed programs. I was on an executive committee, and I came to discuss programs and other things. I got to know a lot of the faculty through the college. We also had events where we would invite faculty from other colleges.

We had not only the core course to think about, but interdisciplinary courses at upper
Figure 6


Photo by Eric Thiermann
levels, especially for seniors. We had a lot of very interesting courses. We had one class on problems of Western civilization, in which I had Max Levin, the senior preceptor, and an economist, Sven Arndt, and we focused on the economic, biological, and psychological aspects of the problems of Western civilization. I learned a lot and I hope the students did.

**Ed Landesman:** I remember teaching a seminar on *Responsibility*, a senior seminar in Crown, with a philosopher and a political scientist, who were both in Crown. I had the students read Jacob Bronowski’s *Science and Human Values* and Rolf Hochhuth’s *The Deputy*, and we talked about responsibility. I took the scientific point of view. The philosopher did his part, as did the political scientist. It was the hardest course I ever had to teach, but it was wonderful. It was out of my field. There were people that felt that was not the correct thing to do—if you’re a mathematician, you should just be teaching mathematics. But my feeling is yes, we’re mathematicians or physicists or whatever, but at the same time, we’re academicians, and we know about other disciplines besides our own specialization. We may not be the greatest experts outside of our specialties, but you get three academicians together, each of whom has viewpoints on certain aspects of a discipline, and each of whom have read articles and books about that discipline, and you can do quite well.

**Robert Adams:** The whole notion of Crown College was very impressive. Kenneth Thimann himself—just going around the college with Kenneth—I remember him talking about the notion that he might have Crown stamped on the silverware. Well, you just knew you were somewhere else. It was an absolutely magnificent site.

**Burney Le Boeuf:** One of my avocations was wine making, wine discrimination, and viticulture. So, I taught a course in Crown College for about ten or eleven years on that subject, at first with Lawrence Blinks, who was a professor emeritus in biology, then with Joe Miller, an astronomer. It was a very successful course and it embodied the specialness of courses taught in the colleges. It was very exclusive because we could have no more than thirteen students. This limit was practical: one bottle of wine gives about fifteen people a reasonable sample. We taught the course once a year. There was a great deal of competition to get in the course.

One of us gave a lecture on a grape or a wine-growing region of the world, and this was followed by a practicum, a wine tasting. Each student had six to seven glasses of wine in front of them and we’d do sensory evaluation for about an hour. Of course, wine loosens the tongue, and it was a delight to see a professor emeritus, a member of the National Academy of Sciences like Lawrence Blinks, in the same room drinking wine and becoming very informal, talking to students who were barely twenty-one. That was superb, some of the best experiences I had as a teacher. Was the course a success? Joe Miller and I agreed that we had more students go into some aspect of wine or viticulture business, as a result of taking this course, than in astronomy or biology, our professional disciplines.

**Michael Nauenberg:** I was participating in the design and the development of Crown College. My early experiences there were extremely favorable. Through Crown College, I met the biologist Cedric Davern. Eventually we teamed up and gave a college course on evolution, both molecular and astrophysical evolution. What I had hoped for at UCSC had, in fact, materialized.
1. The 1965 Undergraduate Program Catalog acknowledged that “some teaching will be done most effectively in special facilities outside the colleges; that in the sciences, especially, there will be courses that must be housed in centralized facilities which serve the needs of many colleges.”

2. Francis H. Clauser was an aeronautical engineer who served as vice chancellor for academic affairs and was later named vice chancellor for science and engineering. Chancellor Dean McHenry chose him to spearhead the development of an engineering program at UCSC. Clauser also worked closely with Lick Observatory and was involved in the development of the marine sciences program. After the UC Office of the President decided to postpone the establishment of an engineering program at UCSC, Clauser left the campus in 1969 to become chair of the Division of Engineering and Applied Science at the California Institute of Technology. He died in 2013 at age 99.


4. The astute reader may be surprised to discover that the development of science at UCSC, especially graduate programs in science, was somewhat haphazard. McHenry and Kerr were aware of the possibility that Big Science in the Cold War period could divert resources away from a liberal arts emphasis and also shift the focus from undergraduate to graduate education. For that reason, their original plan was to build up undergraduate programs in the humanities and social sciences for a few years, only later turning to the sciences and the development of opportunities for graduate study. The arrival of luminary scientist Kenneth Thimann changed all of that, as Thimann insisted that UCSC needed graduate programs sooner rather than later, and McHenry eventually acceded. The campus’s first graduate commencement was in 1969. Ironically, UCSC’s science departments—notably astronomy, earth sciences, and marine sciences—are now among the internationally highest-ranking programs in their fields.

5. For the first year, all UCSC courses were taught in Natural Sciences I, later called Thimann Labs.


8. Ray Collett came to UCSC as a founding faculty member in geography in 1965. The campus intended to have a geography major at that point, but that later evolved into environmental studies. He was a Fellow of Crown College. Collett became founding director of the UCSC Arboretum, serving in that position from 1965 to 1997. He died in 2012.


12. The Younger family dates back generations in Santa Cruz history. Donald and his wife, Marion Younger, donated Younger Lagoon and forty acres of land for the site of UCSC’s Long Marine Laboratory. See the Hihn-Younger archive at Special Collections at https://library.ucsc.edu/speccoll/hihn.


14. Jack Baskin is an engineer, business proprietor, and philanthropist. He founded UCSC’s Jack Baskin School of Engineering.

15. Lick Observatory was completed in 1888 at the summit of Mount Hamilton, near San Jose, California. It is named after James Lick (1796-1876), who left $700,000 in his estate to purchase land and build a facility that would be home to “a powerful telescope, superior to and more powerful than any telescope yet made.” The observatory was originally transferred to the Regents of the University of California in 1888, and functioned as an independent campus of the UC system until 1958, when it was made part of UC Berkeley. On July 1, 1965, the administration of Lick Observatory was officially transferred to UC Santa Cruz.

16. Lick Observatory is a research unit and has never conferred academic degrees.
17. Special Collections at the UCSC Library preserves UA 36: Lick Observatory Archive.

18. Crown College opened in 1967, as the third college in the UCSC college system. While some science courses were offered through Crown, many were offered through the boards of biology, chemistry, physics, earth sciences, astronomy, etc. Many college-based courses were co-taught by several faculty members and were quite innovative. For example, in 1971-72 Burney Le Boeuf in biology and Joe Miller in astronomy co-taught Crown 144Q (1971-72), *Enology* (winemaking); Lawrence Blinks (biology) and Ray Collett (geography) taught Crown 144B, *The Problem of the Pollution of Air and Water*. Not all Crown courses were in science. Courses taught in 1971-72 included *American Country Music*, *The Visual Arts*, and *The Fortunes of Faust*. Also see Crown College Records: UA 103: http://pdf.oac.cdlib.org/pdf/ucsc/uarc/UA103.pdf.


20. Rosario Mazzeo’s career as a bass clarinetist included thirty-three years with the Boston Symphony. After retiring from the symphony and moving to California, Mazzeo focused on teaching and ensemble playing, joining the UCSC faculty and founding the Crown Chamber Players. Mazzeo was also a prominent photographer. The UCSC Library has a collection of Mazzeo’s photographs.

21. Katie Clare Mazzeo has performed piano and harpsichord solo and chamber music recitals in Europe and the US.

22. A senior preceptor was something like a college-based dean of students: a faculty member who worked closely with the provost to steer the college’s faculty advising and academic mission. Max Levin served as Crown College’s senior preceptor from 1967 to 1982.