

**Transcription of Oral History Videotape with
RAMON RHINE**

June 3, 1998

Erickson: Professor Rhine, would you mind beginning by telling us a little of where you were born and a little about your mother and father and any brothers and sisters you have?

Rhine: Yes, I was born in San Francisco in Children's Hospital. My father was born across the bay in a little town called Clayton, which is right near Walnut Creek (and they had walnut orchards at that time). He was born there in 1880, and my grandfather came out the year that Lincoln was assassinated. And before him, my granduncle, Charlie Rhine, and he came out about 1856. He used to carry dry goods on his back and go from farm house to farm house selling them. In those days, there was nothing out there. Now of course, it's wall-to-wall housing. So, we are old-time Californians.

Erickson: I'll say.

Rhine: All my children were born in California. I have three kids: two sons and a daughter. My sister, my only sibling, was also born in San Francisco. So, we are deeply California types.

Erickson: How about Doris?

Rhine: Doris was actually born in India.

Erickson: Oh.

Rhine: Her parents were missionaries. They met in Ceylon, now Sri Lanka, of course. She was born in a little town called Wai, ... and I don't know the answer to that question!

(laughter)

Erickson: How do you spell that?

Rhine: I think it is W A I. Actually, we have visited there after we were married. It's near Poona.

Then when the Second World War was imminent or even started, she left India. She was about eight years old when the family went to Scotland. Her mother is from Scotland and her father is American. That's a strange history, too, 'cause of the whole bunch of them, the mother was the only one who was born in the United States. The rest of them were all born overseas.

Erickson: Yes, that is strange.

Rhine: She is Scottish. When they returned to the U.S., they lived mostly in the Midwest. In India, she was a nurse. He was a missionary, but he wasn't a minister. He was a teacher of mathematics, and he ran a penal colony and taught people, whose trade was things like stealing and killing, new trades, because they had castes in which they were simply brought up at a certain criminal trade. And so they tried to retrain them. This was in conjunction with the government. In those days it was the British Colonial government. When Doris' father came back here, he became a minister, and then he had little Congregationalist churches in various places throughout the Midwest. So she has been all over.

Erickson: And how did you two meet?

Rhine: She had a job at a place where I had a job, which was the Rand Corporation in Santa Monica before I came here. I always tell people we met at the coffee wagon. You know how they have these coffee wagons that show up in the morning. I always showed up there to get my cup of coffee before going to work, and she always seemed to be there, and we just met and got talking there.

Erickson: I see.

Rhine: She was a Berkeley undergraduate, same as I was, so we had that in common. One thing lead to another ...

Erickson: And here we are!

Rhine: Here we are.

Erickson: Where did you go to school? You said Berkeley.

Rhine: Yes. I started off in what was then-called a junior college, now a community college: San Francisco Community College, which is right near where I lived in San Francisco actually, after I got out of the service.

I did the first two years there and then I went to Berkeley. I got my degree in Psychology at Berkeley. I went to Oregon for a Master's Degree, and I got my Ph.D. at Stanford. We used to call Oregon, those of us who came there from California, the "University of California at Oregon."

(laughter)

But Stanford, we called Stanford.

Erickson: And you studied psychology for all those degrees?

Rhine: I studied psychology for all of those, right. Actually I was in social psychology at that time before I got into animal behavior.

Erickson: Well, how did you get to the Rand Corporation?

Rhine: Well after I got my degree, my first job was at the University of Massachusetts. Now, outside of my time in the service where I was overseas and where I had bootcamp and so on outside of California, I hadn't really lived any place except California. I had one goal in life at Massachusetts and that was to get back to San Francisco.

Erickson: Sure.

Rhine: It wasn't just California, I wanted to go back to San Francisco; however, Massachusetts was where I got a job and that's where you have to go. I was there a year, and in the middle of that first year, a friend of mine who had gone to Rand from Stanford called me up and told me how wonderful it was—the whole song and dance. I thought well, if you put a piece of string on the map, it's a shorter stretch to Southern California than it is to Massachusetts from San Francisco, so I went to Rand to work there which is a totally different kind of work from academic.

Erickson: Is that in ...?

Rhine: Santa Monica.

Erickson: Oh, Santa Monica.

Rhine: I was in the System Development Division, which later got so big that it broke off and became a separate non profit corporation, the System Development Corporation. So most of my time was in the System Development Corporation.

Erickson: You were there until you came to UCR?

Rhine: And I remained there, although we moved back east as part of that job for a while, but I remained with System Development Corporation until we came here.

Erickson: And when was that?

Rhine: That was in 1964. I had a very good job with System Development Corporation. I was there almost nine years. It was a corporation of about 2000 people, and I worked for the president. But there is a problem working for the presidency. They don't always last forever, and there was a palace revolt at one point, and he was removed from his job. I could have stayed, but I had always planned to go back to academics. In fact, I had made it a point never to live on my SDC salary, so that I wouldn't become dependent on it.

Erickson: Hmm.

Rhine: So that was just the natural moment. I said, “Ok, it’s just time to go.” One of the other people there who was actually the vice president of that corporation—a psychologist named Bill Beale—I don’t know what happened to him. He mentioned that there was this job in Riverside.

Erickson: Oh, I see.

Rhine: So, I didn’t see the ad, and this whole thing just came together. My boss was leaving. I ran into this piece of information. I wanted to do it anyway. So I applied here. And it was very different then when I applied here. I didn’t even come and give a colloquium, even though I was only down the road. They never asked me. I never thought about it—totally different then.

Erickson: Well, who did you apply with?

Rhine: I just sent my vitae to the department, and the department chair then was Austin Riesen. Of course, in ’64, it was a pretty new department, a small department. I think we came out for an interview. I don’t remember giving a talk. In fact, I am sure I didn’t give a talk because all my experience says when you give a talk ...

Erickson: You would remember.

Rhine: I remembered I didn’t have to give one, which was good because I had been away from academics for years and I would have had to make something up, I don’t know.

(laughter)

Erickson: In 1964, I think that was when Ivan Hinderaker came to campus, too.

Rhine: I guess. Ivan is the first Chancellor I remember. He certainly was the Chancellor when I arrived.

Erickson: Who was the Dean of your college?

Rhine: I think Carlo Golino was Dean. If he wasn't, he was within a year. I don't remember any dean before Carlo. Of course, I didn't have much to do with chancellors and deans in those days. I just knew them by name and they were way up there somewhere.

Erickson: To what position did they hire you?

Rhine: I was Assistant Professor.

Erickson: So you were teaching and doing research, both?

Rhine: Yes. Everybody who is hired at the professorial series is hired for teaching, research and service. You have to do all three if you want to succeed in this system. So, yes.

Erickson: What was your area of research?

Rhine: I started off in Social Psychology, which of course, deals with face-to-face relationships, communication, and so on. Social behavior, basically. And because I was interested in social behavior, I was working on attitudes. All my first publications are on humans with attitudes; that is studying attitudes. I say all my first publications because my main career has been working with animals. I got into that because I was trying to find a way of controlling attitude development. You can't really do that very well with human beings. I had some artificial system, but if you want to work on attitude development with children, you have to have control of their lives. And that's (A) not possible.

Most mothers don't really care for that. And if they did, society doesn't allow it. Even if society allowed it, I'd certainly not want that responsibility.

So, I thought the next best thing would be to get an intelligent primate and get something analogous to an attitude; that is an aversion or attraction to a particular animal based on some characteristic. The civil rights movement was very strong in

Rhine: those days, and I thought of doing this on the basis of color, not skin color because they have hair.

So, I started a little monkey colony with Austin Riesen's help, because he was in primates. I didn't know anything about primates in those days. I got one of the young adult females, and I painted her orange. I decided I would build a prejudice against orange monkeys in the rest of the group. Well, it turned out—I didn't know this, but it turned out that I picked on one of the more dominant females and painted her orange. When I put her back in the group, she beat everybody up. That was the end of it.

(laughter)

So, I thought ... there's something I don't know here. I got interested in the social behavior of monkeys and that was the start. Monkey "attitudes" was a total failure. It never worked, and it never worked for lots of good reasons I understand now, but didn't then. But I never looked back. From that point on, all my publications are—and all my work—is with primates.

Erickson: And you continue to study, isn't that true?

Rhine: Yes. You say continue because ...

Erickson: I mean since you are retired, yes.

Rhine: Yes. It's true and not true. I don't continue to study the animals in the sense of going out and making observations. I continue to work on the data that we have collected over years and years, from two research facilities: one was a facility with Stumptail Macaques, big Asian monkeys and very highly social monkeys. They live mostly terrestrially (on the ground). They were here at Riverside in a group social setting, and I studied social development and other social behaviors with these animals. And then other people, graduate students, post docs and so on did other work and used that colony for other kinds of things—reproductive behavior particularly.

Rhine: I also had a field site in Africa and that continues, but I am actually not making observations there. I have two partners now, and we have an arrangement. If they will do the work, I promise to give them advice.

(laughter)

And so they really run that site. It's really their site now, but the three of us still have a strong connection and we still collect the same long-term data that we started with. So I am working on the first ten and a half years of data. We are up to twenty four years now.

That site's still operational, and I'll probably never get finished because when you study monkeys in the field like that, what you are doing is ... you get up in the morning and you have to find them. In order to find them, you've got to pick them up at their sleeping site, which would be a grove of trees. They sleep off the ground because of predators. So, you have to be there quite early in the morning, because as soon as they come down, you get off into the grass or off into the high bush and it's extremely difficult to find them.

Sometimes you don't find them for days after you have taken a day off. You get to know how to do this. You find out where their water holes are and what part of the range they are in during that time of the year, so you go sit by a water hole all day till they show up.

So most of the time you get to sleeping trees very early in the morning and then you have to put them to bed at night so you know where to find them the next morning. You are collecting data for twelve or thirteen hours a day, day in and day out, year in and year out.

Data is coming in like that and it's going out like this. (Professor Rhine gestured with his hands going from a wide to a narrow). It goes out a lot slower than it comes in. I will probably disappear from this earth with some of these data still unanalyzed and in the hands of one of my partners. So, yes, I

Rhine: am still working with the data; but, no, I am not making observations. My partners and their associates are doing that.

Erickson: I see. You were the recipient of a Guggenheim award, isn't that correct?

Rhine: Yes, I received an award.

Erickson: When was that?

Rhine: I received the Guggenheim in '88/ '89.

Erickson: Was that to continue this primate research?

Rhine: Yes, in fact I am still working in the same general area. That Guggenheim was to work in the area of reproductive success, not to take observations again. I was at Cambridge, as you know, and I spent the year at Cambridge—that is in England, Cambridge, England, where there are lots of people working in animal behavior. There are a lot of well known primatologists there, and I worked on reproductive demography and lifetime reproductive success of these animals.

Reproductive success is a central variable in evolutionary biology. It's very important to try to get a handle on that if you are going to understand how these animals became what they became, how their structures and behavior that follows from those structures evolved. I am still working on that and have been for some time.

Erickson: Um hmm. Someone told me that you were on Wild Kingdom?

Rhine: Yes, we were on Wild Kingdom. That was way back when the site first started in 1975. It was either 1975 or early 1976. I think the show was made in '75 and showed up on tv in the next January. I remember that well because everybody had gone into town to Dar es Salaam, which is the capital of Tanzania where our site is in Mikumi National Park, and I was the only one left at the camp.

Rhine: These two strangers showed up—the Garths, Warren Garth was the name of the photographer and director. Well, no, he had a photographer with him. He was the director. For some of those programs, he did the photography. They introduced themselves and explained ...

We were good friends with Jane Goodall. That was just about the time when there had been a raid across from Zaire, which is now the Congo again, across Lake Tanganyika into Gombe National Park where Jane Goodall's chimpanzee facility is. And I had a student there who was part of the Mikumi group but was going to do a comparative piece of research comparing Gombe baboons with ours.

So all those people had to be evacuated and some came to Mikumi and some came to another park called Ruaha not too far away in Tanzania. The Garths were going to do a story in Ruaha about the ranger training and about baboons and other things. There had been a big accident that had taken place among the students and somebody was very seriously hurt. Another person had to take him back to Europe, so all of a sudden the tv people didn't have that place and asked Jane how could they adjust. Of course, she knew about us because it was through her that we found that site, and she sent them out. She was married at that time to the Director of Parks, so we had a very good relationship with the parks at that time.

And we had a very good relationship with the Garths because they came and brought all their food and stuff. I served them a meal the first night which was some of this canned stuff we got from Mainland China, which had the bones in it but they were soft. I forgot what that was—duck I think, which I mixed in with this rice. It smelled kind of bad, but it tasted all right. So, they had to eat that the first night. Thereafter, they fed me! So that brought us together, and they stayed a few days. Marlin Perkins didn't come until the next day or two.

Erickson: How long were you filming?

Rhine: It took about three days. We had a nice time with them, because they are very knowledgeable and have filmed a lot of animals.

Marlin Perkins...you might think he was just the front man, but actually he had been the director of two important zoos. He knew a lot about animals. In fact, there was an animal that used to come to the door of our house or hut where we lived. It was a screen door, and this animal would come up and put his paws up on the door and was about that tall. (Rhine indicated by gesture that the animal was about 3 feet tall.) We asked Marlin what it was, and he immediately said, "Oh, that's a honey badger." We looked it up and sure enough, it was a honey badger. He was a very knowledgeable man.

The filming was a lot of fun and I enjoyed it a lot. It was interesting to see how they did it.

Erickson: Well, I'd like to switch a little bit back to campus. You were the Chair of the Academic Senate. When was that?

Rhine: I was the Chair of the Academic Senate from 1984 until I went to Cambridge, so that was four years, 1984 to 1988.

Erickson: Would you describe your role and your duties?

Rhine: Yes, the Chair of the Senate. His first responsibility, I think, is to represent the faculty in whatever it may be. And of course, the Chair of the Academic Senate has to provide leadership. That's not as pushy as it sounds, because we work through a committee system and so what the Chair does is make sure the right committees are looking at the right issues in a timely fashion.

The Chair of the Senate has to work with the administration and make sure that issues that are of importance to both of those sides of the house are taken care of, and the Chair of the Senate has to represent the faculty to the press if there is some question about something going on or some problem or something

Rhine: dramatic that the press gets involved in. They inevitably call up the Chair of the faculty and ask for a comment on it.

The Chair of the faculty has to work at the systemwide level working with the other chairs from the other campuses and basically with the membership of the Academic Council, the main systemwide committee, inputting what campus views are on various things that are being considered. So, it's a leadership role, it's a representational role and it's an organizational role.

Erickson: Would you also discuss the concept of Shared Governance?

Rhine: Shared Governance. Well, at the University of California, probably even more so than almost any other place that exists, there is a concept of Shared Governance which means shared between the administration and the faculty. So that many of the things we do at the University of California, we do together. Very often the administration will consult—either it's written out that you must consult with the faculty on this matter—or it's just done as a matter of tradition and good sense.

My feeling is the very best administrators in the university—and we've had some excellent administrators—understand this very well and take advantage of it. They always try to find out what the faculty is thinking before they do something that might impinge heavily. I shouldn't say always, but usually, because people can't always recognize who is going to be sensitive about what, but they try to do that.

Erickson: Sure.

Rhine: So, Shared Governance literally is that. The university is run by an administration which has responsibilities, particularly of course for budget and leadership, all the financial matters and administrative matters like new buildings and so on, as they should. And the faculty has responsibility delegated to them by The Regents for curriculum matters.

Rhine: The administration, for example, could not say, “We are going to change the courses you teach in the Psychology Department.” Not allowed—out of their hands. Not open to disagreement or argument, that’s the way The Regents set it up some years ago. That’s a faculty prerogative, but most of the things we do, we do together.

And I would say 90% of what gets done (I mean there’s all kinds of details where people just do ‘em), but 90% of policy things and things that are beyond details, we are in agreement, faculty and administration, pretty good agreement, close enough that we are reasonably comfortable. Maybe 95%. There’s 5% where we might have trouble and we have to argue about it.

Sometimes the administration has just got to say, “Hey, someone’s got to make a final decision. Time has come, and here’s your decision, and I know you don’t like it.” We can live with that because we know that there’s 95% agreement, and we know people are trying hard to follow the principal of Shared Governance.

It’s a wonderful, wonderful way of doing things. It’s a bit slow at times and that frustrates people, frustrates people here and frustrates people off the campus, because it takes time to do all this back and forth. It’s very seldom that we have a major issue that we haven’t gone over tooth and nail from every point of view. We may do the wrong thing, but we have looked at just about every alternative.

Erickson: Right.

Rhine: One thing the faculty is very good at is thinking that something is wrong with everything.

(chuckle)

So, every alternative you can think of has been thought about. I think people (administrators) who get in trouble at the university—could be anything, but one of the things is when

Rhine: they don't understand the real value of Shared Governance and take advantage of it. Because good administrators know how to use this and make it a positive thing, which it is. And the good faculty leaders know that also.

Erickson: Well, you were the Chair of the Senate when the change was made to send Ted Hullar to Davis as the Chancellor there and to name Rosemary Schraer as the Chancellor for Riverside. Were you involved, as the Chair of the Senate, ... were you involved in any way?

Rhine: Yes, I was. I will tell you the story to some extent, as best as I can remember it. I was sitting in my Senate office one day, when a telephone call came from the President. That's when David Gardner was President. It asked if I could come up there, I think the next day. And I said, "Well, what for?" They said, "It's something we don't want to talk about over the telephone, but it's very important that you should come." So, I thought, "Well, this sounds interesting."

I naturally started speculating and didn't hit it at all, but I mean, I thought of all kinds of things. I didn't hit what the real thing was. But this was kind of special, because he offered to send a chauffeured car to meet me at the airport, which embarrassed me, and I declined.

My feeling is that when you are Chair of the Academic Senate, you shouldn't take any real goodies from administrators. I always kidded Ted Hullar. He would say, "Why don't you have carpet on the floor of your office up here?" I said, "Ted, we are not only not going to have carpet, we are going to get fatigues, grow beards and smoke cigars."

(laughter)

Rhine: Anyway, I said that no, I didn't need that. But I knew that, you know, something big was happening if he was sending a car for me. So, I met in his office with him, and he ...

Erickson: Did you meet alone?

Rhine: Pardon me?

Erickson: Just the two of you?

Rhine: Just the two of us. He went through a long explanation of what he had in mind and why he had it in mind. Probably the main reason I was there is that he asked me how would this go down at Riverside? I said, "Well, I don't think that it will be well received, but I don't think it will be the end of the world either." In other words, if it is something that has to be done, I don't think there will be a problem--there will be a problem, but I don't think it will last forever.

And I also was asked about, as part of this same question, whether Rosemary ... you know, what did I think about Rosemary Schraer as the new Chancellor. I said I thought that Rosemary would be well accepted, which I think she was.

Erickson: Um hmm.

Rhine: Obviously, that was an important aspect. If Rosemary was someone that the campus absolutely thought was not a good choice, then to follow a procedure that was out of line... This was not the normal procedure and even some Regents were irritated by it because it was done with only a few of the leading Regents knowing about it, for a very good reason. This was not something you could let out of the bag before you actually made the decision, or there would be hell to pay.

Erickson: Um hmm.

Rhine: You know, it would get in the newspapers and you just couldn't get it done unless you kept it quiet. So, I explained what I thought the problems would be, and in terms of how he described it ... David Gardner is a very convincing man. He has an incredibly organized mind, and when he argues something, it's just really laid out.

Rhine: It seemed to me that what he was doing was probably the best for the university. So, then ... or I don't know whether it was then or another occasion, it wasn't that day, but it was the ... No, it was another occasion shortly thereafter we met at Blair House, after the decision had been made but before anybody knew about it. It was just Ted and Rosemary and David and myself. We met for breakfast. (I remember that was a good breakfast).

(laughter)

(And I love that house. It's a wonderful place).

Erickson: Is it wonderful?

Rhine: It being, of course, the President's residency. He didn't happen to live there, but it was available for the President. We discussed the whole thing, and the one point I had made with David ... It turns out Rosemary and Ted had both made exactly the same point ... Don't do this if it's going to goof up our Engineering College.

Because at that time the Engineering College was just at the point where it was seeking approvals from the university, seeking approvals from the Senate committees. It was going through the whole business. I said, if this is going to kill the Engineering College, it shouldn't be done, because that is too important for the campus, and he agreed. He said, "Look, I can't (this is Shared Governance, by the way) tell you that we are going to approve the Engineering College. It's got to go through the Senate committees, but if the Senate committees make the appropriate approvals, then I can tell you now that we intend to improve it, and this will not affect that outcome. So, so far as I can tell, that's not going to be a problem.

I mentioned this to Rosemary. I had come back on the airplane with Rosemary. I mentioned it to her, and she said, "You know, I told him the same thing." So, that was the main concern we had about what might happen with the university. That was discussed at that meeting.

Erickson: How long a time period was that from the time that Dr. Gardner started talking with you?

Rhine: You know, I don't exactly remember. It had to be well before The Regents meeting. You see, there were four Chancellors being hired at that time. You may recall, there was one at Santa Barbara, one at Santa Cruz ...

Erickson: Oh, I forgot Santa Cruz.

Rhine: Davis and (pause) let's see. Well, there ended up being one here, because of Ted going to Davis. And that's what makes the four. It had to be several days before that, because he had to deal with the Chair of The Regents and some of the top committee members there, and I am sure there must have been other people there he had to clarify this with. Obviously, he had to deal with Ted and Rosemary. I would say a week or maybe two weeks before it was announced, I am not sure.

Erickson: Not very long, really.

Rhine: No, no. The whole thing had to be quiet and it had to be fast—you know, surgical, because if this kind of thing gets into the newspaper and out into the public, it creates so much trouble that even if it was the best idea in the world, it would get killed.

Erickson: And so you truly kept it a secret? You didn't share that with anyone?

Rhine: No, I never shared it with anyone. I may have told my wife, I can't remember.

Erickson: Well.

Rhine: I may not have, though. I definitely did not tell anyone else.

Erickson: Uh huh.

Rhine: And that's very easy to do—you just don't tell anyone.

Erickson: You just don't talk about it.
Would you describe then how the events and the feeling on the campus, the atmosphere when David Gardner made that announcement?

Rhine: The way it was made was like this. There was a Regents meeting, and I think it was a Friday. So, Friday Regents meetings go to twelve noon, and just before the end of that this (announcement) was made. I know there were some problems that The Regents had, but they accepted it. It was at UCLA.

Erickson: Do you remember what the criticism was? Was it that procedure ...

Rhine: It didn't follow the regular procedure. The regular procedure was to set up a committee with Regents, members of the faculty, members of the staff and students from the campus where it is ... to go through a whole list of candidates to choose the top one, and so on.

But in all fairness, that had been done for three campuses, so there was already this pool of individuals that had been looked at. It wasn't as though nobody had been looked at. But it's a bad precedent. You don't do this.

He had to be pressed. David had to be pressed to make sure that this was very clearly understood that this is not something that is going to be a normal procedure. It's really, really out of the normal, one time only. So, there were some unhappy Regents.

The faculty, by and large, was not very happy with it as predicted, and they shouldn't have been. I think the faculty would have been derelict in their duty if they had just simply said, "Oh, he didn't ask us this time. Oh, well, what the heck." No, the faculty had a right to be consulted. That is what we mean by Shared Governance, and there is a clear cut procedure and a lot of precedent for this. This was not the first Chancellor ever hired. So, there was considerable resentment.

Rhine: At the end of The Regents meeting, there was a helicopter standing by. David got in the helicopter, and he came out here and met with two groups: one was administrators and the other was a group of faculty. It was just a group I was asked to get together and I just sort of put together from people who over the years had been Senate faculty leaders. There were maybe fifty people or so from the faculty.

Erickson: So, he made the announcement at The Regents meeting, and then he got on the helicopter and made another series of announcements?

Rhine: He came here and then met with these two groups. I remember, I have a visual image of this. He sat in a chair in front of this group of faculty and explained what he had done, and then he fielded questions. There were some heated questions, but I felt then and I feel now what he was doing sounded like it made very good sense as being good for the university, and so he was able to explain those things. Some people came away; they were still upset as they should have been. But it went away.

The reason he did this was when Ted Hullar was our Chancellor, Ted Hullar had a lot of experience at Cornell which has a major agricultural component. And, also he had a lot of experience dealing with government. The Chancellor at Davis has both a major agricultural component and it's often called upon to deal with people in Sacramento, because it's right there. So, really they couldn't find somebody that met these requirements, and here was Ted who met them. Here was Rosemary who looked like she could move right in. That was the main logic in the thing, and it's logical.

Erickson: I see.
Also while you were the Chair, the university experienced financial problems, too.

Rhine: Well, I am not so sure it was so much when I was Chair as before I was Chair.

Erickson: Ok.

Rhine: Because it was really during the time when Rivera was Chancellor. I remember that very well, and I remember that, for example, Dave Warren was the Dean of the College, and I know that Dave had to struggle to try to find ways to cut back because his budget was being cut back.

In those days, we had hardly any majors in Black Studies and Chicano Studies.

One of the things being considered was whether we could afford to keep those departments when we had one or two majors a piece under those kinds of financial constraints. Actually, that would have caused considerable conversation throughout the campus, but I don't think I was Chair of the Senate then. I think things got better by the time or shortly after the time I was Chairman.

Erickson: Ok. You also served on the Academic Council. How did that appointment come about?

Rhine: Well, Academic Council includes all the Chairs of the Divisional Senates, so there are nine chairs from the nine campuses of the university plus several of the main systemwide committees, like the Committee on Academic Personnel. There is a universitywide Committee on Academic Personnel, a universitywide committee on Budget and Planning, etc. These are all Senate committees.

So, I was there four years because I was Chair of the Senate and I was there a fifth year because I later became Chair of the University Committee on Academic Personnel. So, they were automatic appointments. If you became one of those chairs, you became a member.

Erickson: When you are at a meeting of the Academic Council, do conversations about individual campuses come in, or do you try to keep it on a university level?

Rhine: Well, as you know, the Academic Council is sort of the executive body of the overall Universitywide Senate. So, its main concern is university problems, and the problems brought to council.

I mean, the first ... council meets two days, and the first morning is always meeting with the President and major Vice Presidents. They bring up issues that they see are coming before us that the Senate is going to have to try to come to grips with along with the administration. Sometimes they are just warnings of things that are coming up. So, since many of the issues come from that source, they are almost automatically universitywide issues, because these people aren't thinking about one campus because they've got to think of the whole university.

So, overwhelmingly or mostly the job of the Academic Council is to worry about universitywide issues, and that's what they do.

But to answer your question more directly, sure, things come up from individual campuses. When you go to deal with some issue, the thing you know about is what's happened in your experience, what has happened on your campus.

So, people are commonly sharing their experience and saying, "We think we've got to do it this way. It's working for us." ... and stuff like that. These will be on issues where everybody has experiences even though they are different. One of the great things about Academic Council is that very sharing. It turns out that we think we know how to do it, and someone else is really doing it better than we are. We just didn't know it.

(laughter)

I will say that, not so much on council, but on the systemwide committees, there are occasions where people, being human beings try as they may, cannot help doing things that seem to be more in support of their own campus than taking a universitywide point of view.

Rhine: But mostly it's taking a universitywide point of view, especially when you talk about resources. For example, when the Engineering School came up here and it was so important to this campus and we needed more professional schools. We still do, but at that time, we only had two. There was opposition from one campus because they were concerned about what that would mean for their engineering school.

Erickson: Um hmm.

Rhine: Well, that's a legitimate thing, but it's not looking at the broader problem. So, I mean, that's got to be expected, and actually it's a healthy thing so long as it's not allowed to run the show. You want to hear those things. The answer is yes, but not very much.

Erickson: Tell me about the UCR mace and how that came about.

Rhine: The UCR mace. Well, way back in the middle ... I have a little thing here so I can look up the dates, but back in 1985. 1985, that was the second year I was Chair of the Senate. I went to a Charter Day ceremony in Berkeley, which I think they held every two years. This one was an absolutely wonderful ceremony. There were leaders from all the campuses, administrative and academic leaders from the campuses, all met together and they met in the big auditorium. They had a huge lunch, and there was a speaker. I think we had the Canadian Ambassador, who had been a UC Berkeley graduate, came and gave a speech.

It goes back and touches on the roots of who we are and so on. It was just a lovely occasion, and you got to bring your wife. I mean, it was a social event as well. And we just enjoyed it immensely, especially since our daughter was a student at Berkeley at that time.

Erickson: Oh, of course.

Rhine: But Berkeley felt that, you know, all these people are coming and it's very nice, but it's their Charter Day that we are talking about because they were the first. And they would just like to have their own rather than have everybody there to celebrate their own roots.

They had a mace, Berkeley has a mace.

Erickson: I see.

Rhine: And shortly after that, it was decided that would be the last charter day, we would have our own charter days, and so as Chair of the Senate, I was on Executive Council. When the charter day thing came up, I suggested we ought to get a mace, because it represents the campus and gives us a little tradition.

Erickson: Right.

Rhine: And we need a little tradition on this campus. As a person who spent some time in Cambridge in England, I like tradition. I find that it really carries a lot. There is a lot going for it. It does something for you. Jim Erickson was assigned the job of working this out, and he got together various people who looked into this and thought about what it ought to be. Eventually, Harry Johnson, who we talked about earlier mentioned that Helmkamp ... what is Helmkamp's first name?

Erickson: George.

Rhine: George Helmkamp was a really excellent woodworker. We had tried some other people. There is a famous woodworker who makes furniture here that we were thinking about, but he's too busy. And anyway, it's much nicer to have someone from our own faculty, and George agreed to do it.

He made a beautiful mace. It's got the symbolic aspect to it. It's got the state seal on it and the university seal and the California bear on top. It's in the shape of a mace. It was first carried by me, I am pleased to say, at the 1986 Charter Day

Rhine: ceremony that we had here. We were no longer universitywide, we had one here on the campus.

And I am sorry to say that we don't have those and longer. They were lovely occasions and reminded us who we were. They brought people from off the campus who were instrumental in making this place work, and they brought us all together. Those were wonderful occasions, and I hope that someday someone will think about bringing them back.

Erickson: I think that was a budget consideration, probably.

Rhine: So, the mace was originally made for that and now it's carried by the chair of the Academic Senate at academic ceremonies. I mean, I could go into a lot more about it, but ... on one side is the state motto "Eureka," which means "I have found it," referring to gold. Another part of it has "Fiat Lux," meaning the university motto, "Let There Be Light."

A mace typically has a little knob at the bottom and it's usually carved into some symbolic thing. Ours is citrus to show the roots of the Citrus Experiment Station starting here.

Erickson: Oh, that's wonderful.

Rhine: It's made of natural woods. The shaft is made out of Hawaiian Koa wood. The light inlay that it has is Yellow Fir from Canada. The dark inlays are Iron Wood that Professor Helmkamp collected himself here in Southern California deserts.

Erickson: Hmm. That is wonderful.

Rhine: It's a very nice thing.

Erickson: It's a great tradition.

Rhine: It's nice to have that tradition.

Erickson: Well, let's talk about VERIP.

Rhine: VERIP.

Erickson: Were you part of that planning in establishing the guidelines for that?

Rhine: Let's see. What does VERIP stand for?

Erickson: Um. Voluntary Early Retirement Incentive Program.

Rhine: Right. No, I wasn't.

Erickson: Oh, you weren't.

Rhine: No, I wasn't part of the planning for it. I took the first VERIP, there having been three.

I was involved later on, the year after that, when the second VERIP came up. At that time, I was Chair of the systemwide committee on Academic Personnel. As Chair of that committee, I was also an attendee of the universitywide Committee on Faculty Welfare, which deals with questions of retirement and so on. I remember the Vice President, what was her name? (pause) She always wore red. (pause) Who was in charge of benefits programs? I remember her coming in there saying ...

Erickson: Carole Schwartz?

Rhine: Yes, Carole Schwartz. ... "There will never be another VERIP. Over my dead body. There will never be another one. It was just so much work. I'll kill myself first." Two months later, there was a second VERIP.

(laughter)

Erickson: Oh, gosh.

(more laughter)

Rhine: So, I was around then, you might say, but I wasn't involved in the planning. Now what was your question, did I take the VERIP?

Erickson: Yes.

Rhine: Yes, I took it.

Erickson: You took the first one.

Rhine: I took the first one. I had no intention of retiring at that time.

Erickson: Oh.

Rhine: But it was just too good a deal to turn down. I took it with some trepidation. I never thought of myself as actually retiring. I just thought of myself as being paid from a different pot and doing the same things I had always been doing anyway. But as it turns out, I don't teach. I never did teach after ... I mean, I did some teaching things, but I never taught in the classroom after I retired.

Erickson: Do you miss that?

Rhine: No. The thing I am happy to be retired from is classroom teaching. Although, originally I wanted to have a class a year to keep my hand in, but now that I haven't been doing it, I like not doing it. And I will tell you why.

The nice thing about retirement is that I work on my own schedule. If I don't want to do something until twelve o'clock at night, I don't do it until twelve o'clock at night. The thing about teaching is you've got to be there Monday, Wednesday and Friday at 10:00 a.m. So I am liberated from that. I still do research, I still do service things, which I can do on my own time. If somebody gives me something that has a deadline, I occasionally ... I am reviewing a paper begrudgingly

(chuckle)

Rhine: because they want it back right away. But the nice thing about retirement is that you can work on exactly what you've always worked on, but you can set your schedule. If you don't want to do it today, then you do it tonight or whatever.

Erickson: Great. Well, speaking of service, you and Doris have both been involved in a number of activities in the community.

Rhine: Yes, Doris is ... I asked her for her vitae because I can't remember all the things that my wife gets involved in. (pause) She has always been involved in activity things and she has an amazing ability. Doris, as you know her, is not a pushy person.

Erickson: Not at all.

Rhine: She just does things, and then people come around and ask her to do some more.

(chuckle)

Usually she doesn't want to be the leader, but she almost always ends up as the leader.

Erickson: She is the leader.

Rhine: She's there a couple of years and then they want her as president. She says, "No, no, no," but they finally force her to be president and she does it very well. She finally then has to get out. This has happened in a number of things, in her church, the Congregationalist Church in downtown Riverside, where a lot of UCR people are involved. There, she was on the Board of Christian Education and then became Chair. She was on the Board of Trustees of that church and then she became the moderator of the church and so on.

I think the two main things were the Riverside Museum where she started off as a docent and then she became the president or leader of that docent group, and then she was appointed by the City Council to the Riverside Board of Directors of the

Rhine: Museum. She still does volunteer work for the Riverside Museum.

Then the other thing she has been involved in for quite some time now ... really since I retired in 1991 ... she has been involved in Campus Club, which is a women's club of faculty wives mainly but also women faculty. In fact, it doesn't have to be just faculty, and she has been a leader in that.

She has been involved in Affiliates which is a town and gown group where she is Vice President and has resisted becoming anything more than that.

When we went to Cambridge, we were only there a year but she became an involved person in the botanical gardens and she worked for something called Age Concern. I remember this well. It was part time case work and public relations and she also helped an older woman who was confined to a wheel chair.

I remember this because this woman invited us to her house one time for sherry, with the Vicar and some other people. It was so British. It was lovely with cakes and tea. What Doris would do is take this woman on outings, like to the market. She read a lot, this woman, so she took her to the library. I can see Doris rolling the wheelchair down those narrow Cambridge streets, with cars honking, taking her to the library. So even during the year she was there, she was involved. People just like her.

Erickson: Yes, she is a special person.
You know, this is out of order, but could we go back to your time on campus. You were here during the period of student unrest. Would you describe those days?

Rhine: Not very well. I will tell you what I remember. One of the things that stand out in my head. Of course, the main unrest was occurring at Berkeley. This was the time of the Civil Rights movement and the Vietnam War.

I remember that Ivan Hinderaker was very, very good at dealing with those problems. It was amazing. You know people would

Rhine: come and students would have these demonstrations. He would say, “Oh, the coffee and the donuts are just arriving.” He would stop them with coffee and donuts.

(laughter)

He would sit down and talk with them. In fact, I think our current chancellor is pretty good at this also. So, they would get into a pretty rational approach rather than an emotional approach. I remember that Ivan was very good at that. I remember two other incidents. These are sort of weird things to remember.

I remember being at one of these big demonstrations after some people ... I think a man was actually killed at Berkeley and a lot of others were jailed ... there was a demonstration at all the campuses. You know, there is a boulder out there near the Bell Tower, and I remember there were students milling around. They were just ordinary students in ordinary student clothing and so on.

There was this one guy who probably wasn't a student who stood on this rock and had a huge beard and was probably about thirty and he was carrying a child and looked like some kind of glazed-eye Messiah person. I noticed, because I was standing there, this sort of semi-seedy looking person is maybe a better way of putting it—I saw this photographer from the press coming over to get his picture, and I thought, “That's not what's happening here. That's just fake.”

So, I stopped the photographer and asked why was he taking his picture. “Why don't you take a picture of those students out there and those faculty over there. That's what's really happening. You are just trying to fake this thing up in the newspaper.” He got very angry at me, but he didn't take the picture.

Erickson: Interesting.

Rhine: Yes. That was one thing that stuck in my mind. I said, “If you are going to take those pictures, you know, just a second and I will go pose with him.”

(chuckle)

The other thing was listening. I was right outside the lecture hall, 1500. There is a wall there you could sit on. I was coming out to see what was happening and I was standing near a group of students who were sitting and milling there. There was one young black kid and he was saying to these white students, “Yeah, Ok. You are demonstrating. But what is this doing for the blacks?” I thought that was very interesting, but it was totally irrelevant.

The thing I found interesting about it was that they all went into spasms of guilt and tried to explain to him what this was doing for him and the blacks and so on. I thought, gee, you should be explaining that that’s not what this demonstration is all about. It stuck in my mind because I realize the students had these feelings of guilt that they could be pushed around in this fashion by something that was totally irrelevant ... well not totally irrelevant because the Civil Rights Movement was in a way involved

Those are the three things that stuck out in my mind, those kind of back-and-forths that took place among the students. This fake stuff from the press, and then Ivan Hinderaker dealing with demonstrations and making them rational.

Erickson: Well, let’s talk about another subject maybe not quite so important and that’s parking.

Rhine: Yeah. I don’t know how I became ... I don’t want to be associated in my life with parking.

(laughter)

Erickson: But somehow I think you are.

Rhine: I hope not! After I retired, I still remained active in Senate affairs and I became Chair of the Senate Committee on Faculty Welfare, otherwise I would have had nothing to do with Parking. But it turns out that, among other things that the committee deals with is Parking. It's really a side issue, 99% of the time going elsewhere. The year I was there it happened to become an issue. The reason it's an issue, of course, is because people don't understand how parking works on the University of California campus. Everyone pays for parking.

Now when I worked for SDC and the Rand Corporation, they had great big parking lots. I didn't pay for parking; I was an employee and I was entitled to park. Here I am an employee, and I am not entitled to park. Even the employees pay for parking, and they pay on some campuses very hefty amounts.

The argument in favor of this which was taken up years ago by the Legislature is: we (the Legislature) don't pay for parking, so you have to pay for the laying down of parking lots and for the maintenance of these lots ... or at places like UCLA for parking structures where they have more than lots. What has happened on UC campuses, and there was a big hullabaloo about this at Santa Barbara that came up to Academic Council, so I knew about it, they were putting all kinds of other charges onto parking fees.

Well, what is a parking fee? A parking fee is a tax on the students and on the salaries of faculty and staff, including everybody—administrators, everybody pays a parking fee. That's a tax. And who decides what this tax is? Not the people who are paying it. Someone up there says, "Oh, I think we'll raise your fees this year." So, it's a tax on salary.

When that happens, the Faculty Welfare Committee gets involved. Furthermore, another thing that was happening that year was that Emeriti (there are not very many of those on this campus) who had been promised that they would receive free parking after they retired, were being told now by the parking administration, "I think we'll change our minds and charge a

Rhine: fee.” So, as Chair of that committee, I was representing both of those groups, and I think we got a reasonable accommodation.

Erickson: Good.

Rhine: That’s Shared Governance again. We dealt with Mike Webster and I think he found a fair solution.

Erickson: Oh, good. That’s great.
How do you feel about the change in UCR and its growth pattern? Are you in agreement with that?

Rhine: Well, its kind of inevitable, so agreement is not very significant. I think that what UCR started off as ... (not that I was part of that group, I wasn’t. I came later). ... But UCR started off as sort of “the Swarthmore” of the UC campuses. UC was looking at a way to have variation. If a student didn’t want a huge place, there was a small liberal arts campus where a student could go and where a student would be able to pay the same kinds of reasonable prices and at a very good university. That’s what UCR was going to be, a campus of maybe 1500 undergraduates only.

I think that was a wonderful concept. The problem, I think, is that the university and the state really can’t afford it. Once you have this size of property and start building buildings and have more people who need to have education, many of them are graduate students, it’s very difficult to say ok, we’ll go build another place. It’s much more efficient to work with what you have. And of course we have had this land here since 1905 or something. So I think that life just caught up with that. It was a great concept, and I really wish that was available in the state of California. But I think life simply caught up with it.

I am not going to have to worry about what we are going to be like after we are 15,000, which is probably going to happen in another seven years or so, but I don’t think it will be the same place. I think already ... We look people straight in the eye and say, “This is the campus that cares. This is the place where we work individually with students.” I don’t think that is anywhere

Rhine: near as true as it was in the beginning. Well, that's understandable.

But I don't think it's anywhere near as true as it was five or ten years ago. I think size just removes ... it doesn't remove ... it makes that concept more difficult. I think other campuses do the same even though they are big. We are going to – that's the wrong direction – we are going to catch down with them, not catch up.

We are going to end up ... I can tell you what has happened in our department for example. We had money for part time instructors, so they could teach one course. So, we could teach a course in say Clinical Psychology, which a lot of students want to take. It's not something I happen to be interested in, but a lot of students are. That money is taken back, it's taken back because it doesn't exist anymore.

The Dean has no choice; he simply doesn't have enough money to do one course here and one course there. He says that ladder faculty have to teach this course. Well, they can do only so much. It means that you have to drop courses and the other alternative is to make them bigger. So, we have simply had to say we can't offer three sections of Introductory Psychology, 200 people to a section. We'll have to cut it back. Maybe we'll have to have 400 people to a section. I mean I don't know what the exact thing is.

Erickson: Um hmm.

Rhine: I think this can't be just happening in our department; it's got to be happening ... that's what happens when the money gets cut back. People always say, oh well, we'll still do the same old things but we'll have half as much money. That's nonsense. That just doesn't happen. That's make believe.

And I think what has happened to our campus is that it's going to get to be like other large campuses. We'll try as best we can to give some individual work, particularly with very good students, but mostly we are going to have a lot of big, 200 or

Rhine: 300 students in a class. And they are going to see teaching assistants, and they are going to try to see the instructor when three or four other people are trying to beat his door down.

Erickson: Are there any other subjects we didn't cover that you might like to bring up?

Rhine: Well, the only thing I would add is a word about being an Emeritus Professor. One of the things I have discovered since being an Emeritus Professor not all that long is that there are many Emeriti who are major contributors, continuous major contributors and they are a bargain.

The reason they are a bargain is they aren't being paid out of the university's budget; they are being paid out of those retirement funds. I think our campus is pretty good about this.

There are attitudes you run into all the time ... The way I like to put it is ... June 30, 1991, the day before I retired, I was an important member and a contributing member of the academic community. To some people on July 1, the next day, I was pre-dead!

Erickson: Oh, what a term.

Rhine: Pre-dead. They think, "Oh, well, he's not there. He's out there like horses eating hay until they die." It simply isn't true. There are some people who don't want to continue working and that's fine. They are entitled to that. They retire like anyone else.

There's maybe a third of our emeriti faculty who come up here almost every day and who are not getting paid and they sometimes need office help or secretarial help or other kinds of support.

They are the least expensive resource that this university has, and I hope that's borne in mind.

Erickson: I hope so, too. You are an important part of this campus forever and ever. Thank you very much for participating in this interview. It was very interesting.

Rhine: Thank you. I am glad to have done it.

Erickson: Good.

END OF INTERVIEW