Guide to the Stanford Historical Society Oral History Program Interviews

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November 2010
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Language of Material: English
Contributing Institution: Department of Special Collections and University Archives
Title: Stanford Historical Society oral history program interviews
creator: Stanford Historical Society
Identifier/Call Number: SC0932
Physical Description: 16793.6 megabyte(s)
Date (inclusive): 1999-2018
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Cite As
Scope and Contents note
The Stanford Historical Society's Oral History Program explores the institutional history of the University, with an emphasis on the transformative post-WWII period, through interviews with leading faculty, staff, alumni, trustees, and others. The project furthers the Society's mission "to foster and support the documentation, study, publication, and preservation of the history of the Leland Stanford Junior University."
Like any primary source material, oral history is not intended to present the final, verified, or complete narrative of events. It is a unique, reflective, spoken account, offered by the interviewee in response to questioning, and as such it may be deeply personal. By capturing the flavor of incidents, events, and personalities, the oral history approach provides details and viewpoints that are not often found in traditional records.
Transcripts in this collection are lightly edited by program staff and by Interviewees to correct grammar and occasional inaccuracies. Audio, however, is not edited. As a result, transcripts do not match recordings verbatim.
Arrangement
Subjects and Indexing Terms
Stanford University -- Faculty.
College students -- California -- Stanford.
Stanford University -- Students.
Stanford University -- Alumni -- Reminiscences.
Diversity in the workplace -- California.
Stanford University -- Administration.
Packer, Nancy Huddleston
Stanford Historical Society
Wolff, Tobias
Underdall, Jerry.
Bishop, Jonathan
Farrar, William R.
Coblentz, Jean
Plunkett, Judith Sterling.
Schwartz, John J.
Carson, Clayborne, 1944-
Chanowitz, Alice Supton
Eddelman, William Smiley, III.
Hamburg, David A.
Ransohoff, Jim
Pewthers, Don
Rea, Jay Weston
Ray, James
Rehmus, Frederick P.
Lyons, James W.
Regan, Joe
Ritchie, Milton Hoke
Kirst, Michael W.
Rensselaer, Cortlandt Van
Knoles, George Harmon
Ogletree, Charles
Maccoby, Eleanor Emmons
Newell, Dr. J.
McAndrews, Rosemary
Oliveira, Nathan
Peatman, Angela Brovelli
Moulton, Bob.
Parker, George
Miller, Arjay R.
Pewthers, Carole
Petriceks, Juris
Schofield, Susan.
Ramsaur, Michael F.
Serlin, Michael
Severin, Charlotte Wood
Smead, Frank
Nix, William D.
Smith, Marilyn
Spaeth, C. Grant
Shah, Haresh C.
Ryan, Lawrence V.
Schimke, Robert T.
Robertson, Sandy
Traugott, Elizabeth C.
Stanford University, Class of 1957
Rodgers, Joseph L.
Roodhouse, Jim
Sheehan, James J.
Ross, Elizabeth Boardman
Ruehl, Sonya Hamburg
Ames, Robert H. Piestewa
Sandke, Terry
Voll, Peter R.
Sawyer, Robert
Tissot, Paula
Adams, James L.
Telleen, Marjorie Horcuitz
Arrow, Kenneth Joseph
Telleen, L. Sherman.
Turner, Paul Venable
Anderson, T. W. (Theodore Wilbur), 1918-
Triolo, James
Andreopoulos, Spyros.
Trego, Charlotte Limoges
Tracy, Else Peters
Chowning, John M.
Stine, Sharon
Barnes, Arthur P.
Steinhart, John
Staudt, David
Lyman, Jing
Corn, Wanda M.
Suppes, Patrick
DeBra, Daniel B.
Straley, Rosemary George
Falcon, Walter P.
Stone, Willfred
Whittier, Mary Ann Van Berckelaer
Wells, Edwin A.
Whitney, Carol
Fong, Herb.
Feigenbaum, Edward A.
Fuchs, Victor R.
Walters, Dorothy Jane Kidd
Walters, James D.
Vincenti, Walter G.
Harvey, Van Austin
Voss, David
Gibbons, James F.
Wells, Alison Dice
Wells, David
Herrington, Marvin L.
Walton, Ann
Kelley, David Michael
Welch, Michael
Fialer, Phil
Fetter, Jane
Farrar, Nancy L.
Falchi, John P.
Ely, Leonard W.
Dunlap, Jim
Duff-Brown, Beth
Doty, Andrew M.
Hastorf, Albert H.
Harris, Larry
Hancock, John
Hamrdla, G. Robert.
Guertin, Richard
Gray, Sharon Harris
Flattery, Tom
Flattery, Annette
Cannell, Roger
Lynch, John.
Ching, Wilton
Butler, Lew
Butler, Suzanne
Bunnell, John
Bushnell, Kay
Brown, Mary Karen Simmons
Holub, Leo
Brown, Walter
Dodge, Judith
Dong, Nelson
Der, Henry.
Docter, Stephen D.
Consear, Pam
Dawson, Don
McDonald, Marilyn Miller
McCraw, William
Robinson, Norman W.
McNair-Knox, Faye
Porras, Jerry I.
McIntyre, Bob
Rosenzweig, Robert M.
Lobdell, Frank
Kojiro, Dan
Maveety, Patrick J.
Mast, Jack
Leckie, James O.
Mitchell, David W.
Bienenstock, Artie
Mitchell, Carol Clifford
Narver, Ellen
Mukoyama, Wesley
Gibbs, James Lowell
Menlove, Frances
Abernethy, David B.
Mellini, Peter
Miller, William F.
Messner, Hal
Burciaga, Cecilia Preciado
Humberg, Judith L.
Inderbitzen, Anton L.
Ingram, Barbara
Jedenoff, George A.
Hill, Patricia
Hoagland, Laurie
Horley, Al
Kiefer, William C.
Krupp, Marcus
Le, Yen
Leonard, Jean McCarter
Kahn, Matt
Shockley, Hillary.
Keating, Ralph
Kennedy, Jeanne
Woodward, Denni.
Carnochan, W. B.
Street, Robert L.
Nogales, Luis G.
Lewenstein, Marion
Stansky, Peter, 1932-
Young, Ernie W. D.
Stone, Wilfred Healy
Alfaro, Susan Brady
Audrain, Calvert
Anderson, James T.
Bacon, Mary Montle
Bacchetti, Raymond F.
Bark, Dennis
Lundblade, Frederick Hubert.
Ballinger, Delphi
Brown, Jackie.
Bishop, Jonathan
Cohen, Albert
Smith, Thorn.
Bays, Jerry
Kennedy, Donald
Nordling, Martha.
Boyd, Harold K.
Griffin-Jones, Mary M.
Booker, Jayne
Terman, Frederick Emmons, 1900-1982
Turner, Marshall C.
Rebholz, R.A. (Ronald A.)
Simoni, Robert D.
Bramcamp, Julie Olson
Sunshine, Philip
Bradley, Judith Lynn
Richter, Burton
Gelpi, Barbara Charlesworth.
Sher, Byron D.
Olkin, Ingram
Quinn, Helen R.
Gelpi, Albert.
Raffel, Sidney
Merigan, Thomas C.
Milton, Catherine H.
Leiderman, P. Herbert
Litt, Iris F.
McCarty, Perry L.
Kraemer, Helena C.
Katchadourian, Herant A.
Kays, William M.
Efron, Bradley
Ehrlich, Paul R.
Herzenberg, Leonore A.
Chase, Robert A.
Holman, Halsted R.
Donaldson, Sarah S.
Degler, Carl N.

**Alumni interviews** Series 1 1999-2009

Scope and Contents note
Includes a videocassette and audiocassette of the alumni reunion session held on Oct. 14, 1999; audio recordings and transcripts of interviews with alumni from the class of 1957 done during the class reunions held on campus during the fall quarter, 2007; and audio recordings and transcripts of the Alumni Stories project.
The Alumni Stories project was piloted during Reunion Homecoming Weekend in October 2007, and was repeated in October 2008. Over 60 alumni, most attending their 50th reunions, recounted their memories and stories about undergraduate student life in the 1950s. An additional 15 alumni were interviewed at a Founding Grant Society event in 2009.

**box 1**

**Reunion session** Accession ARCH-2001-310 1999 Oct 14
Physical Description: 1 videotape (digital)
Physical Description: 1 audiocassette

**Alumni Stories** Accession ARCH-2009-056 2007

**box 1, folder 1**

Interview list [all class of 1957] and indexes
Alfaro, Susan Brady 2007 ❛
Anderson, James T. 2007 ❛
Bramcamp, Julie Olson 2007 ❛
Brown, Mary Karen Simmons 2007 ❛
Brown, Walter 2007 ❛
Cannell, Roger 2007 ❛
Falchi, John P. 2007 ❛
Gray, Sharon Harris 2007 ❛
Inderbitzen, Anton L. 2007
Leonard, Jean McCarter 2007
McGraw, William 2007
McDonald, Marilyn Miller 2007
Mitchell, Carol Clifford 2007
Mitchell, David W. 2007
Peatman, Angela Brovelli 2007
Petriceks, Juris 2007
Rea, Jay Weston 2007
Ruehl, Sonya Hamburg 2007
Sawyer, Robert 2007
Serlin, Michael 2007
Stine, Sharon 2007
Tracy, Else Peters 2007

Walters, Dorothy Jane Kidd and Walters, James D. 2007
Whittier, Mary Ann Van Berckelaer 2007

Interviews with Susan Alfaro, James Anderson, Julie Bramcamp 2007.1 2007
Physical Description: 1 optical disc(s) (cd)

Interviews with Mary Brown, Walter Brown, Roger Cannell 2007.2 2007
Physical Description: 1 optical disc(s) (cd)

Interviews with John Falchi, Sharon Gray, Anton Inderbitzen, Jean Leonard 2007.3 2007
Physical Description: 1 optical disc(s) (cd)

Interviews with Marilyn McDonald, William McGraw 2007.4
Physical Description: 1 optical disc(s) (cd)

Interviews with Carol Mitchell, David Mitchell, Angela Peatman 2007.5 2007
Physical Description: 1 optical disc(s) (cd)

Interviews with Juris Petriceks, Jay Weston Rea, Sonya Ruehl 2007.6 2007
Physical Description: 1 optical disc(s) (cd)

Physical Description: 1 optical disc(s) (cd)

Interviews with Else Peters Tracy, Dottie Kidd Walters, Jim Walters 2007.8 2007
Physical Description: 1 optical disc(s) (cd)

Interview with Mary Ann Whittier 2007.9 2007
Physical Description: 1 optical disc(s) (cd)

Audio files; raw transcripts
Physical Description: 2 optical disc(s) (cd)

Alumni Stories 2008

Audrain, Calvert
Ballinger, Delphi 2008 Oct 9
Bays, Jerry 2008 Oct 9
Bushnell, Kay 2008 Oct 9
Ching, Wilton 2008 Oct 11
Dawson, Don 2008 Oct 10
Scope and Contents

The interview with Dr. Mary Murray-Griffin-Jones covered several topics and even included a few photos from her experience of Stanford University. She explained her family’s long-time connection to the university, including a photograph of her grandfather Augustus Taber Murray, who was an early faculty member of the Classics Department. Dr. Murray-Griffin-Jones told stories about her time as an undergraduate and a medical student at Stanford, describing some of her classmates, classes, and social activities. Finally, she reflected on her participation in the Stanford community after graduation, especially in the Stanford Founding Grant Society.
Scope and Contents

Lorry I. Lokey, Stanford alumnus and a major philanthropist, discusses the founding of Business Wire, its growth and success. He was a student in Stanford’s Department of Communication and a former editor of The Stanford Daily. His Stanford education had an important impact on his life and perspectives. He was a pioneer in the news service business. Many of his donations went to Stanford with the largest being the Lorry I. Lokey Stem Cell Research Building. His philanthropy is wide ranging but centers on universities and other schools.

Nordling, Martha 2010 Dec 9

Biographical / Historical

Martha Nordling Oakland was a member of the Class of ’41. In spite of her wish to attend UCLA with her friends, the head of the English department at Los Angeles High School and her father got her to Stanford. What followed was a wonderful education enriched by friendships, sports, memorable professors and escapades. She was the president of Women’s Council, and she played in Stanford's first intramural women's basketball game against University of California-Berkeley.

Smith, Thorn 2012 Sep 8

Biographical / Historical

Thorn Smith is a retired fisheries and endangered species attorney. On his graduation from Stanford, he started a diving company in Morro Bay, California and spent about 10 years as a commercial diver. He developed an interest in marine affairs and then marine biology and so he went to law school. He was hired to be a Fisheries attorney for the National Oceanic and Atmospheric Administration in Washington, DC. Eventually, he became involved in the very early implementation of the Magnuson Fishery Conservation and Management Act of 1976. It was the beginning of a huge period of development in marine science, technology and commercial fisheries.

After five years as a federal fishery manager and attorney, he moved to Seattle which was the hub of American fisheries, offshore fisheries, and represented different groups for the rest of my career. Thorn Smith served on a couple of committees where he worked on issues related to international fisheries and endangered species. He also spent a lot of time lobbying on Capitol Hill relating to fisheries.

Scope and Contents

In 1961, Thorn Smith was one of three delegates sent by Stanford’s Beta Chi chapter to Sigma Nu national fraternity’s annual convention. The delegation was charged with trying to get the convention to vote to repeal a clause in the national fraternity’s 1868 charter, which forbade membership to people of African descent. Smith and his fellow petitioners were not given a hearing and felt it was clear they were recognized when they asked to speak because the national fraternity had no wish to open discussion of the matter. In November, 1962, the Stanford chapter seceded from the national fraternity in protest of its policy of racial exclusion. Smith recalls his experience leading up to the national convention, being responded to with intense anger at the convention, and the subsequent act of secession. The interview provides insight into the early development of political activism on the Stanford campus in the 1960s.

Turner, Marshall C. 2012 Sep 20

Scope and Contents

In 1959, a year after one member ran over and killed another in the driveway on Big Game Bonfire night, the Beta Chi (Stanford) chapter of Sigma Nu national fraternity was near collapse. A number of freshmen got together in 1960 and pledged the fraternity as a group. They aimed at a diverse pledge class, comprised of as many of the leaders of the class of 1963 as they could attract. It proved to be an unusual fraternity, boasting among its 1963 graduates two Rhodes Scholars, two Wilsons, two Danforths. Along the way, in November, 1962, the chapter seceded from the national fraternity in protest of its policy of racial exclusion. Marshall Turner describes the assembling of the pledge class and the events that led to its
Mr. Turner was selected one of 17 White House Fellows in 1970, as he completed his MBA. After his fellowship year as a Special Assistant to Elliot Richardson, then Secretary of Department of Health, Education, and Welfare, he remained in Washington as part of the start-up leadership of the U.S. Environmental Protection Agency, heading a coordinative staff of MBAs and attorneys reporting to the first Administrator and Deputy Administrator.

He returned to California in 1973 to begin learning the venture capital business as the associate in a private venture capital firm. Since then, he has been an active technology venture investor based in San Francisco, who often has taken an active leadership role in investments. After co-founding Taylor & Turner Associates, Ltd. in 1981, Mr. Turner was a General Partner managing three related institutional venture capital partnerships through the last one's completion in 1998. Investments of the firm, and the focus of his subsequent active investing, have been seed and early stage technology-related companies – usually at their inception.

His first CEO role was for a small, multinational liquid crystal company that he joined as chairman and CEO at the request of its venture investors, shortly after it filed under Chapter Eleven in 1975. The company was successfully reorganized within a year, then over the next three years grew internationally in medical and consumer markets.

Mr. Turner served as Chief Executive Officer of Dupont Photomasks, Inc., [symbol DPMI] Austin, Texas, for three years (2003-2006), and chairman while it was a public company. He had also served as a member of the board of directors since the company’s IPO in 1996, and as interim chairman and CEO for eleven months (1999-2000). Photomasks are a key custom component for the fabrication of semiconductor chips. DPI operated through a tightly coupled global network of ten manufacturing sites in Germany, France, China, Korea, Singapore, Taiwan and the United States. Turner was appointed chairman and CEO in June, 2003, following erosion of the company’s operating and financial performance. Operating metrics and financial results strongly improved during his tenure. Then as the company successfully completed a restructuring of its manufacturing network and research laboratories, he led negotiations that resulted in the Company’s acquisition by Toppan Printing Company, Ltd. for $650 million in 2005.

In 2008-2009, he served as interim CEO of MEMC Electronic Materials, Inc. [symbol WFR], a global manufacturer of silicon wafers for customers in semiconductor and solar power markets with 2008 revenues of $2 billion.


Mr. Turner received a B.S. Degree in Mechanical Engineering from Stanford University in 1964, and an M.S. Degree in Product Design, a joint program of Stanford's Art and Engineering Departments, in 1965. He was president of his senior class (1963). In 1970, he received an M.B.A. with distinction from Harvard Business School, and received the J. Leslie Rollins Award.

Mr. Turner is married to Ann Curran Turner, an artist and teacher. They have three adult children.
Artists interviews Series 2 2009

Holub, Leo 2009 Apr 7, Jun 30
Kahn, Matt 2009 Aug 5

Biographical/Historical note
Matt Kahn arrived at Stanford in 1949 at the age of 21. He had been studying at the Cranbrook Academy of Art when then Art and Architecture Department Chair Ray Faulker wrote to Cranbrook for recommendations of someone to teach design as part of Stanford's art curriculum. He has taught at Stanford ever since. Kahn was appointed an assistant professor in 1953, a full professor in 1965, and, in the mid-1960's, along with mechanical engineering Prof. Bob McKim, founded the Joint Program in Design (JPD), with the plan of marrying curricula in design, fine arts and engineering.

Scope and Contents note
"Constructive disobedience" and "fantasy and soul" are two of Professor Kahn's signature design philosophies and he shares how these approaches have framed his teaching, his personal art-making and many of his class assignments. From his setting up complicated still life scenes for his drawing classes, to his later 'Cyclops' lectures and Art 60 pumpkin carving projects, he shares memories of student reactions, interactions and design experiences.

Kahn describes how his presence as a designer and artist has been somewhat of an enigma to other art faculty throughout his career and notes how the early days of launching the undergraduate courses and the graduate JPD curriculum has been a gradual merging of engineering and art/design cultures and political/personal perspectives. He briefly remembers the time when he decided not to return to formal collegiate study to obtain a degree.

Professor Kahn is proud of the professional successes of his former students, among them David Kelley, IDEO founder and former JPD teacher, and Michael Duncan, Director at San Francisco architecture firm Skidmore, Owings & Merrill. Matt talks about Stanford campus – the Quad, in particular – and the many relationships he has developed and maintained with his students and acknowledges how much he learns from and appreciates their presence in his personal and professional lives.

In this interview, Kahn also remembers his years as a design consultant with Eichler Homes and how his year in Cambodia for the US State Department influenced his own product designs and his design aesthetic.

Lobdell, Frank 2009 Jul

Scope and Contents note
Oral history interview conducted in July 2009 pertaining to Lobdell's time at Stanford. Topics include building Stanford's studio art program, his association with Nathan Oliveira, Keith Boyle and other artists, and his own approach to art.

Biographical/Historical note
Frank Lobdell came to Stanford University in 1965 as an Artist in Residence; the following year he joined the faculty in the studio art program. In 1989 he was appointed the Paul L. and Phyllis Wattis Professor of Art and retired from that position in 1991.

Subjects and Indexing Terms
Artists.
Art.
Oliveira, Nathan
Stanford University. Department of Art. Faculty
Humberg, Judith L.
Lobdell, Frank

Oliveira, Nathan 2009 Jan 29, May 21

Athletics Hall of Fame Project Series 3 2010
Lundblade, Frederick Hubert 2010 Nov 7

Scope and Contents
In his interview, Frederick Hubert "Rick" Lundblade discussed his trajectory from high school sports through recruitment and his Stanford Baseball Career. Topics explored included the 1983 and 1985 College World Series, and Lundblade's statistics, records, injuries, and relationships with teammates and head coach Mark Marquess. He also talked about his personal growth and social life, the development of “focus,” personal training, favorite memories, and even a few regrets. Finally, the interview included some exploration of his post-college professional career as a trial lawyer.

Shockley, Hillary and Brown, Jackie 2010 Nov 5

Scope and Contents
In their interview, Hillary Shockley and Jackie Brown spoke of their high school sports careers and recruitments to Stanford Football. Their experiences encompassed many achievements of the football team, including the 1971 and 1972 Rose Bowls. They discussed their coaches John Ralston and Jack Christiansen, records and statistics, favorite memories of games and teammates, and also some more difficult memories of losses. Finally, the interview looked briefly at Shockley and Brown's memories of campus social life during their tenure, and what it was like to be an African-American student at Stanford during the late 1960s and early 1970s.

Lynch, John 2010 Nov 5

Scope and Contents
In his interview, John Lynch discussed his high school sports career, recruitment, and Stanford Football and Baseball career from 1989-1992. The conversation included the 1990 and 1991 seasons and specific memories of Denny Green, the Aloha Bowl, and Lynch's decision to switch football positions. From there Lynch talked about how he nearly quit football but Bill Walsh convinced him that he could be a Pro Bowl safety in the NFL, leading to a pro football career in the NFL. Lynch also looked at specific memories of his favorite football and baseball moments, his social life on Stanford campus, and his friends and teammates. Finally, Lynch spoke about his post-Stanford life and family foundation, from the NFL career to the perception of him as "a Stanford guy" to his subsequent professional career as a Fox Sports football commentator.

Diversity Project Series 4 2009-2013

Scope and Contents note
Launched in 2009, the first phase of the Oral History Project on Racial and Ethnic Diversity at Stanford seeks to recapture what happened in the two decades between the late sixties and the late eighties that initiated and then shaped a significant increase in undergraduate student diversity at Stanford.
Abernethy, David 2009 Oct 26

Scope and Contents
In his interview, David Abernethy discussed the changes in diversity on Stanford campus between the late 1960s and the late 1980s. He explained his role in the events of that time, including “Taking the Mic.” The interview also encompassed Abernethy's take on the broader context of social change in the United States during that time, the interrelationship of issues of racial equality and protests against the Vietnam War, and the effects of the upheaval on faculty and teaching. Abernethy explored the development of the African and African-American Studies Program and student-led courses on political and social issues (SWOPSI).

Biographical / Historical
David B. Abernethy joined Stanford University's Department of Political Science in 1965 and became Professor Emeritus at the start of 2003. He received a B.A. in Government from Harvard College in 1959 (magna cum laude, Phi Beta Kappa), an M.A. in Philosophy-Politics-Economics from Oxford (1961), and a Ph.D. in Government from Harvard (1966) on a Danforth Foundation Graduate Fellowship.

A specialist in sub-Saharan Africa, Prof. Abernethy regularly taught courses on politics in tropical Africa and southern Africa. His more general interest in relations between currently developing world regions and currently wealthy, powerful countries was reflected in courses on “Controversies over Foreign Aid,” “International Dependency,” “Colonialism and Nationalism in the Third World,” “The World and the West,” and “Decolonization in Asia and Africa, 1945-80.” He is author of The Political Dilemma of Popular Education: An African Case (Stanford, 1969) and The Dynamics of Global Dominance: European Overseas Empires, 1415-1980 (Yale, 2000).

Prof. Abernethy received two Dean's Awards for distinguished teaching, a School of Humanities and Sciences Award for lifetime achievements in teaching, the Stanford Alumni Association's Richard W. Lyman Award for contributions to alumni, and the University's Lloyd W. Dinkelspiel Award for contributions to undergraduate education.

Prof. Abernethy's University service includes serving as Chair of the Faculty Senate, two terms as Chair of the African Studies Committee, two terms co-chairing the International Relations Program, and a term as President of the Stanford chapter of Phi Beta Kappa. In retirement he has occasionally taught a lecture course on "NGOs and Development in Poor Countries." He also set up a no-credit, no-grades International Development Careers Discussion Group, where undergraduates interested in international development meet to talk about their own career aspirations and to hear from others who have devised creative careers in this field.

Abernethy has chaired the Stanford Emeriti Council since 2005, and helped set up a public lecture series for the several hundred faculty and staff emeriti and their spouses who live on campus and in neighboring communities. He has also greatly enjoyed working with the Stanford Alumni Association's Travel/Study program for over two decades. He has been faculty lecturer on twelve trips to sub-Saharan and North Africa, South Asia, the Indian Ocean, and New Zealand. The most recent, in January, was an around-the-world trip by jet roughly tracing the course of the HMS Beagle, the ship on which Charles Darwin sailed for five years in the 1830s. Recently, Abernethy completed a 5-year term on the Board of Trustees of The Hill School, a private secondary boarding school in Pottstown, Pa. which I attended for three years.

He is married to Susan Getman Abernethy and they have two sons, Bruce and Brad, and four grandchildren.
Ames, Robert H. Piestewa 2010 Sep 4

Scope and Contents
Robert H. Piestewa Ames reminisced about his experience attending Stanford in 1947 from Winslow, AZ., as the only “Indian” at Stanford University at the time. He attended the Stanford Law School after finishing his undergraduate studies.

Biographical / Historical
Robert H. (Piestewa) Ames is the first Native American graduate of the Stanford Law School, the first member of his tribe to become an attorney and former Chief Judge of the Hopi Tribal Court.

A Hopi born and raised in northern Arizona, Ames is recognized as the first Native American graduate of the Stanford University Law School and the first member of his tribe to become an attorney. At the request of the Hopi Tribal Leaders and elders, Ames served as the first Hopi Chief Judge of the Tribal Court on his reservation for almost twenty years. He is well known for his continuous involvement in Native American educational and cultural affairs as well as local Monterey County and Stanford endeavors. A short-term participant in the Indian Occupation of Alcatraz Island regarded as a major turning point in Indian political power, he has remained active in the Stanford American Indian and Alumni Association programs. In 1992, by presidential appointment and full U.S. Senate confirmation, he was sworn in by Justice Sandra Day O'Connor to membership and eventual chairmanship of the National Board of Trustees of the Institute of American Indian and Alaska Native Culture and Arts Development (IAIA), a college and museum in Santa Fe, New Mexico.

At Stanford, Ames was a member of the freshman and varsity baseball squads. Recently he served as a member of the Stanford Athletic Board and the Stanford Alumni Association Board of Directors. He began his alumni volunteer service with the athletic department as a volunteer and area chairman of the Buck/Cardinal Club's personal solicitation program. He then went on to serve as a member of the Athletic Board. Ames has been active in numerous reunion efforts for the class of '51 and has worked passionately and tirelessly on every board and in every capacity he has served. He was a member of the Stanford Alumni Association's Board of Directors and Stanford Associates Board of Governors. An ardent supporter of Stanford's Native American Cultural Center, and a mentor for its students, Ames was honored by the center in 2004 when he was inducted into the Multicultural Hall of Fame. Stanford Law School publications have recognized him as a trailblazer for American Indian students at the school. Ames continues his commitment to educate the public and preserve Indian arts and culture by serving as an advisory board member of the Arizona State Museum at the University of Arizona and a trustee of the Heard Museum in Phoenix, each a nationally recognized southwest museum and research center with emphasis on Native Americans.

In 2011, Ames was awarded the Stanford Medal for more than 50 years of continuous outstanding and significant services to Stanford University.

Bacchetti, Raymond F. 2010 Mar 8
Bacon, Mary Montle 2010 May 11
Bienenstock, Artie 2010 Jul 22
**Boyd, Harold K. 2009 Jun 22**

*Scope and Contents note*
Oral history interview, part of a project on racial and ethnic diversity, was conducted in June 2009. Topics include student life in general, issues important to minority students, and life as a resident faculty member in a dorm complex.

*Biographical/Historical note*
Harold K. Boyd came to Stanford University in 1969, a pivotal time in Stanford history in regard to ethnic and racial diversity. He was an assistant and associate dean of students from 1969 to 1980 and director of the Medical Fund for the Office of Development from 1980 to 1995.

*Subjects and Indexing Terms*
Minority college students
Bacchetti, Raymond F.
Boyd, Harold K.

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**Bunnell, John 2010 Mar 1**

**Burciaga, Cecilia Preciado 2011 Sep 9**

*Scope and Contents*
Ms. Cecilia Burciaga was interviewed as part of the Stanford Historical Society Oral History Project on racial and ethncal diversity at Stanford University from the late ‘60s through the 1980s. Over the course of the conversation, Burciaga spoke about the clash between individual and communal success, the victories and difficulties of minorities on university campuses, and Affirmative Action. She discussed her views on international diversity vs. domestic diversity, and her experiences of the Inter-Agency Committee on Mexican American Affairs. Ms. Burciaga also explained her role in the Office of Chicano Affairs and the ethnic community centers and dorms on Stanford campus in general. The interview also included Burciaga’s take on the Women’s Rights Movement and the University Committee on Minority Issues Report.

*Biographical / Historical*
Cecilia Preciado Burciaga was born in Pomona and her education included a BA in Spanish, English, and Linguistics from CSU Fullerton and later a secondary teaching credential. In 1972 she got a master’s in Policy Studies in Education from UC Riverside. Her early career included social science research for the US Civil Rights Commission in Washington, D.C. Cecilia Burciaga arrived at Stanford in 1974 to become assistant to the president and provost for Chicano affairs during the administration of the late President Richard W. Lyman. For ten years, she and her husband, Jose Antonio “Tony” Burciaga, were the resident fellows for Casa Zapata, the Chicano-theme dorm in Stern Hall. In twenty years at Stanford, Cecilia Burciaga held many positions including Associate Dean of Graduate Studies and Research, Dean of Summer Session, and Assistant Provost for Faculty Affairs. When her position as Associate Dean and Development Officer for Student Resources was eliminated due to budget cuts in 1994, protests from all parts of the university community followed.

After leaving Stanford, Burciaga became a founding dean of CSU Monterey Bay, working in the Office of the President and later as Associate Vice President of Student Affairs. She also served on the national level, advocating for Hispanic-Americans and women. Burciaga died at 67 years old in March 2013 after a battle with lung cancer. She is remembered as an important voice on campus for the Latino population of students and parents. She worked with immigrant parents who felt anxious about sending their children to university, and she helped get the ethnic theme dorms and community centers established for many ethnic minorities in the campus community. Burciaga also pushed for more minority and female admissions in undergraduate and graduate programs, as well as appointments for faculty positions. Cecilia Preciado Burciaga is remembered as someone who would take up causes to fight injustice, and admired as a “person of leadership in the Latino community long before it became fashionable.”
Carson, Clayborne 2012 Mar 27

Scope and Contents
This interview is part of the Diversity Project. Dr. Carson focused on his Martin Luther King Papers Project, and on his part in the African-American Studies Program, the anti-apartheid divestment movement, and the change in the Western Culture program. He explained some of the difficulties in setting up and managing the Martin Luther King Papers Project, and his hopes for its future. Finally, Dr. Carson reflected on the Stanford environment in general, considering the changes in diversity and the relationships between student body and faculty.

Biographical / Historical
A member of Stanford's department of history since receiving his doctorate from UCLA in 1975, Clayborne Carson has also served as visiting professor or visiting fellow at American University, the University of California, Berkeley, Duke University, Emory University, Harvard University, the Center for the Advanced Study in the Behavioral Sciences at Stanford, the L'Ecole des Hautes Etudes en Sciences Sociales in Paris, and at Morehouse College in Atlanta, where during 2009 he was Martin Luther King, Jr. Distinguished Professor and Executive Director of that institution's King Collection. Dr. Carson's extensive writings reflect not only his research about King but also his undergraduate civil rights and antiwar activism, which led him to appreciate the importance of grassroots political activity as well as visionary leadership in the African-American freedom struggle. His latest book, Martin's Dream: My Journey and the Legacy of Martin Luther King, Jr., is a memoir tracing his life from teenage participant in the 1963 March on Washington to internationally-known King scholar. Carson's first book, In Struggle: SNCC and the Black Awakening of the 1960s, published in 1981, remains the definitive history of the Student Nonviolent Coordinating Committee, the most dynamic and innovative civil rights organization. In Struggle won the Organization of American Historians' Frederick Jackson Turner Award. His other publications include Malcolm X: The FBI File (1991). Carson also co-authored African American Lives: The Struggle for Freedom (2005), a comprehensive survey of African-American history.

In addition to The Papers of Martin Luther King, Jr., Carson's other works based on the papers include The Autobiography of Martin Luther King, Jr. (1998), compiled from the King's autobiographical writings, A Knock at Midnight: Inspiration from the Great Sermons of Reverend Martin Luther King, Jr. (1998), and A Call to Conscience: The Landmark Speeches of Dr. Martin Luther King, Jr. (2001).

Dr. Carson wrote “Passages of Martin Luther King,” a play that was initially produced by Stanford's Drama Department in 1993 and subsequently performed at Dartmouth College, Willamette University, the Claremont Colleges, the University of Washington, Tacoma, and other places. On June 21, 2007, the National Theatre of China performed the international premiere of “Passages” at the Beijing Oriental Pioneer Theatre, and full houses viewed the four subsequent performances of the first drama to bring together Chinese actors and African-American gospel singers. During March and April 2011, the Palestinian National Theater “Al Hakawati” presented the first Arabic production of “Passages” in East Jerusalem, with additional performances in the West Bank communities of Jenin, Nablus, Bethlehem, Hebron, Tulkarem, and Ramallah.

In addition to his books and scholarly writings, Dr. Carson has devoted considerable attention to bringing his research and King's ideas to broader public attention. Dr. Carson was a senior historical advisor for a fourteen-part, award-winning, public television series on the civil rights movement entitled “Eyes on the Prize” and co-edited the Eyes on the Prize Civil Rights Reader (1991). In addition, he served as historical advisor for "Freedom on My Mind," which was nominated for an Oscar in 1995, as well as for “Chicano!” (1996), “Blacks and Jews” (1997), “Citizen King” (2004), “Negroes with Guns: Rob Williams and Black Power” (2005), “Have You Heard from Johannesburg?” (2010) a multipart documentary about the international campaign against apartheid in South Africa, and ‘Al Helm: Martin Luther King in Palestine’ (2013). The Liberation Curriculum initiative that Dr. Carson conceived has become a major source of educational materials about King and the ongoing struggles to achieve peace with social justice, and the King Institute's enormously popular website -- kinginstitute.info -- reaches a diverse, global audience.
Chanowitz, Alice Supton 2011 Sep 8

Scope and Contents
Alice described how the residential education program developed under her leadership 1978-1993. She described the training and program reviews that involved the resident assistants and resident fellows. She gave examples of the campus programs sponsored and co-sponsored by the Office of Residential Education during her tenure as head.

Biographical / Historical
After graduating from Bryn Mawr College, Alice Supton Chanowitz moved to New York. She taught first grade and went to City College for a Master's Degree in Education. When she came to Stanford in 1973, she spent half time as secretary to the Committee on Undergraduate Studies and half as support for the Urban Studies Program. During the next two years Chanowitz worked as director of SCIRE (Student Center for Innovation and Research in Education) helping students design independent projects under faculty sponsorship, and co-director of SWOPSI (Stanford Workshops on Political and Social Issues). She moved to Residential Education in 1976 and over the years was promoted to Associate Dean. A highlight of Chanowitz's life was receiving the Dinkelspiel Award for service to undergraduate education. When her first son came along, she shifted to half-time and shared the Res Ed responsibilities. When her second son was on the way in 1993, she realized that it was time to relinquish the job.

Der, Henry 2009 Dec 17

Scope and Contents
Henry Der was an undergraduate from '64 to '68, before much of the campus ferment around diversity began. His story presents a sharp and illuminating contrast to those who came to Stanford in 1968 and later. As an undergraduate, he reported feeling alienated from Stanford, as much for socioeconomic as racial reasons and for a time lived off-campus. In the 1980s, he served on the Advisory Board to the Haas Public Service Center; and in the late 1980s he was a member of a team, led by President Norman Francis of Xavier University, that reviewed the University's responses to the recommendations of the University Committee on Minority Issues and to its self-study of performance under its Institutional Standards on Cultural Diversity. (The report of this team was issued in April 1990.) After graduating, Der served in the Peace Corps and was Executive Director of Chinese for Affirmative Action. These highly involving activities made his connection with Stanford quite tangential after 1968, and his recollections of his post-1968 relationships with the University are faint.

Biographical / Historical
Henry Der is currently the Senior Program Officer with the Four Freedoms Fund. At Four Freedoms Fund, a national funders' collaborative, Henry Der strategizes with national and state-level immigrant rights groups to secure immigration reform and defend immigrant rights. For more than 22 years, he served as Executive Director of the San Francisco-based Chinese for Affirmative Action, advocating for fairness and equal opportunities in employment, education, voting and access to publicly-supported services for Chinese Americans and other racial minorities. At the California Department of Education, he was the Deputy Superintendent of Public Instruction with oversight responsibilities for programs that serve at-risk and special needs students. He also served as State Administrator of Emery Unified School District, successfully bringing it out of fiscal bankruptcy. Additionally he has served as the chairperson of the California Postsecondary Education Commission and the State Bar Legal Services Trust Fund Commission. Between 1991 and 2001, he was a commentator for the NPR affiliate KQED-FM, probing issues of race, ethnicity, fairness and accountability in public services.

Subjects and Indexing Terms
Minority college students
Stanford University. Haas Center for Public Service
Der, Henry.
Bacchetti, Raymond F.
Diversity Project Series 42009-2013

Guide to the Stanford Historical Society Oral History Program

Interviews SC0932

Scope and Contents

In this oral history interview, Joseph Thomas Flies-Away (formerly Joseph William Thomas, Jr.) describes his undergraduate days at Stanford with a focus on his work within the Native American community and in Student Affairs. Flies-Away offers insights into Native American student life at Stanford during the 1980s, describing incidents of Native American student activism and detailing his efforts to build bridges within and beyond the Stanford community and to educate the community about Native culture. He expresses his frustration at the lack of Native American and ethnic studies offerings in the curriculum and the dearth of Native American professors. Throughout the interview he reads portions of documents that he has collected related to Native American affairs at Stanford and excerpts from his own poetry and writings.

Gibbs, James Lowell 2011 Jan 20
Kennedy, Donald 2011 Aug 10
Kojiro, Dan 2011 Aug 12

Biographical / Historical

Dan Kojiro graduated from high school in East Los Angeles and attended Stanford for undergraduate studies. He was in the Class of 1974. Although he was not politically active before arriving at Stanford, he eventually became involved in campus student activism, partly because of the political climate of the time and the circumstances at Stanford. He was a co-founder of the Okada theme dorm and helped organize outreach activities in high school to promote Asian American students' awareness of Stanford and to encourage their application for admission to Stanford. While active in student affairs, Dan Kojiro was also an on-air programmer at the campus radio station, KZSU.

Topics

Leckie, James O. 2011 Oct 28

Scope and Contents
Professor James O. Leckie was closely involved with the Chicano community on Stanford campus. In this interview, he talked about his background, the recruitment and representation of minority faculty, graduate and undergraduate students, as well as their retention. He also discussed the relationship between the Chicano community and other minority communities.

Biographical / Historical
Professor Leckie has been on the Stanford Environmental Engineering faculty since 1970 and is an environmental chemist interested in the application of chemical principles to the study of pollutants behavior in natural aquatic systems and in engineered processes. His research contributions have been extensive in the areas of adsorption chemistry, human exposure analysis, and membrane science.

In 2005, he became a member of the National Academy of Engineering, and received the American Society of Civil Engineering Rudolf Hering Medal in 1981. Presently, he is co-Director of the Singapore-Stanford Partnership program in Environmental Engineering & Science, and Director of the Center for Sustainable Development & Global Competitiveness at Stanford University. He is also appointed Chair Professor in the Department of Environmental Science and Engineering at Tsinghua University.

Professor Leckie holds a B.S. degree in Civil Engineering from San José State University (1964), and M.S. (1965) and Ph.D. (1970) degrees in Environmental Sciences from Harvard University.

Leonard, Jean McCarter 2011 Jan 7

Scope and Contents note
The interview was conducted by Katherine Toy, a Stanford Historical Society board member and senior manager at the Stanford Alumni Association.

Biographical/Historical note
Jean McCarter Leonard ‘57 is a community volunteer currently living in the Bay Area. She is a consultant to the California State Department of Education and serves on the Alumnae Board of Cap and Gown at Stanford University. She got a bachelor’s degree in social sciences from Stanford and a master’s degree in education from the University of Michigan.

Jean McCarter Leonard is married for 54 years to her high school sweetheart, Dr. Fred Leonard, and is the proud parent of two sons, Russell ‘84 and Gary, graduate of the National University.

McNair-Knox, Faye 2009 Dec 28
Nogales, Luis G. 2010 Jan 29

Scope and Contents

Luis G. Nogales relates his experience as a student and then a senior staff member at Stanford University from 1966 to 1972 when the university began to embrace racial and ethnic diversity. He begins by sharing his experiences growing up in a Mexican American family in San Joaquin Valley, California, and his experiences at San Diego State University. He then talks about how those experiences shaped him prior to coming to Stanford.

He continues with his decision to attend Stanford Law School and the opportunities that afforded him to help recruit Mexican American students. While in law school, Nogales was active in various ways to recruit and bring together Mexican American students. After law school, he served as an Assistant to the President of Stanford University for Mexican American Affairs. He talks about his work with MASC (Mexican American Student Confederation) and MECHA (Movimiento Estudiantil Chicano de Aztlan). He also describes his relationships with other organizations and other ethnic groups, particularly with African American student groups, not only at Stanford, but at other universities and colleges. He also mentions issues concerning worker’s rights and race relations within the Catholic Church and the Mormon Church at that time. Finally, he describes the differences between the early days of affirmative action and diversity at Stanford from how it is in more recent years.

After leaving Stanford in 1972, Nogales continued to be involved with the university in various roles, including serving on the Board of Visitors of the Law School and the Board of Visitors of the Libraries. He was the Founding Chair of the Stanford Center for Public Service and a member of the Board of Trustees. In addition to these experiences, he talks about a recent class action lawsuit against Texaco and how things changed in the country over time regarding diversity and affirmative action.

Biographical / Historical

Over a period of 30 years, Luis G. Nogales has built a broad and successful record as a senior operating executive and as a private equity fund manager. Moreover, he has enhanced his business acumen and network by serving on the boards of directors of public and private companies. He has served on the investment committees of the board of directors of non-profit institutions with investment portfolios in excess of $75 billion, which include the Ford Foundation, J. Paul Getty Trust, and Stanford University. In addition, Nogales has strong ties to the Hispanic community within the United States and Mexico. Already, his knowledge of and relationships within these population segments have led to significant deal flow for companies with products and services directed to Hispanic consumers, which is the fastest growing population group and purchasing power consumer segment in the country. A summary of the private equity investments in which Nogales has served as the principal investment professional can be found in Section 7 (“Discussion of Past Investments”) of this Memorandum.

In 1969, Luis G. Nogales started his professional career after graduating from the Stanford Law School where he worked as Special Assistant to the President of Stanford University until 1972. In 1972, Nogales was selected as a White House Fellow and served as Special Assistant to the Secretary of the Interior. This experience provided the opportunity to work on policy formation and implementation at the most senior levels of federal government. After completing his White House Fellowship, Luis Nogales began his private sector career. He has negotiated business and personnel contracts, labor, acquisition and sale agreements, and has worked with local, state and federal government regulators. As president and CEO of Univision, United Press International and Embarcadero Media, Nogales exercised superior leadership in guiding these companies through a variety of economic and life cycle stages (start up, growth, and turn around).

During his tenure at these companies, he recruited and built management teams, and changed work forces to address company requirements. In particular, he successfully planned and implemented programs to increase sales and to reduce costs.

At Univision, the preeminent U.S. Spanish-language television network, Luis G. Nogales led the company's growth in revenues by over 20% per year for a two-year period, while positioning the company for a successful sale by rationalizing costs and mitigating regulatory issues. At United Press International, which operated in over 60 countries with over 2,000 employees, Nogales led a turnaround that resulted in the company's first profit in over 20 years. He reorganized the company and executed a successful sale.

In the private equity arena, as one of the partners in the Lombard/Nogales Radio Fund, Nogales successfully raised, invested and exited approximately $25.6 million in equity investments, generating a gross IRR of approximately 30% to his institutional investors. The fund acquired radio stations under a holding company, Embarcadero Media. Nogales led the acquisition and management of eight radio stations in four separate transactions.
Ogletree, Charles 2009 Oct 24

Scope and Contents
Charles James Ogletree Jr. went to Stanford in 1971 as a freshman, at a time of great changes in the country and on campus. He was elected as the chairman of the Stanford Black Student Union at the end of his freshman year. As a student, he was active in student politics and concerned with the recruitment and admission of a more diverse body of undergraduates. He later became a trustee of Stanford University and also involved in minority alumni issues.

Biographical / Historical
Charles James Ogletree, Jr. is the Jesse Climenko Professor of Law at Harvard Law School and the founding and executive director of the Charles Hamilton Houston Institute for Race and Justice at the law school. He has received numerous awards and honors, including being named one of the 100+ Most Influential Black Americans by Ebony Magazine. Professor Ogletree is the author and co-editor of several books, including The Presumption of Guilt: The Arrest of Professor Henry Louis Gates, Jr. (June 2010), When Law Fails: Making Sense of Miscarriages of Justice (2009), From Lynch Mobs to the Killing State: Race and the Death Penalty in America (2006), and All Deliberate Speed: Reflections on the First Half-Century of Brown v. Board of Education (2004). He was a senior advisor to President Barack Obama during his 2008 presidential campaign. Professor Ogletree is a native of Merced, California, where he attended public schools. Professor Ogletree earned an M.A. and B.A. (with distinction) in Political Science from Stanford University, where he was Phi Beta Kappa. He also holds a J.D. from Harvard Law School.
Porras, Jerry I. 2011 Oct 4

Scope and Contents note
This interview with Professor Jerry I. Porras is part of the Oral History Project on Racial and Ethnic Diversity. Professor Porras discussed what happened in Stanford's history to initiate and then to shape the increase in diversity at the university from the 1960s to the present. He began by recounting his youth in El Paso and continued by describing the scholastic and professional trajectory that led him to Stanford. Porras discussed both the admirable and less-than-admirable aspects of the University's record of diversity outreach. Most of the conversation about diversity issues focused on people -- undergraduate students, graduate students, and faculty -- of Chicano and Latino descent. One idea that emerges is that the character of diversity outreach at Stanford has evolved over time. This interview offers an enlightening window on that evolution.

Biographical/Historical note
Jerry I. Porras is the Lane Professor of Organizational Behavior, Emeritus, since 2001. Professor Porras joined the Stanford faculty in 1972. Professor Porras served as a Business School Trust Faculty Fellow as well as a Robert M. and Anne T. Bass Faculty Fellow. He was the Associate Dean of Academic Affairs at the Graduate School of Business from 1991-1994. He also served as the Stanford's faculty athletics representative to the Pacific-10 Conference and the National Collegiate Athletic Association from 1988 until his retirement. Professor Porras also served as a consultant to Techint, S.A. (Argentina), 1970–71.

Among the honors he has received are the Brillante Award from the National Society of Hispanic MBAs, the Silver Apple Award from the Stanford Business School Alumni Association, and the Kanter Medal from the Pacific Graduate School of Psychology. Professor Porras is the author of Stream Analysis: A Powerful Way to Diagnose and Manage Organizational Change (Addison-Wesley, 1987); co-developer of the Stream Analysis Software Package (1999); and coauthor of Built to Last: Successful Habits of Visionary Companies (Harper Business, 1994) and “Building Your Company’s Vision,” Harvard Business Review (1996).

He has served on several editorial boards including the Journal of Organizational Change Management, Journal of Applied Behavioral Science, Academy of Management Journal, and Academy of Management Review.

Professor Porras received his BSEE from Texas Western College in 1960, his MBA from Cornell University in 1968, and his PhD from the University of California, Los Angeles in 1974. He worked at General Electric Co., 1964–66; Lockheed Missiles and Space Corp., 1963–64 and in the U.S. Army, 1960–63.

Robinson, Norman W. 2011 Feb 3

Scope and Contents note
This interview was part of the Project on Racial and Ethnic Diversity at Stanford, Phase One: Undergraduate Students, 1968 to 1987. Norman W. Robinson was an Assistant and Associate Dean of Student Affairs during much of this period, responsible for residential education. He speaks knowledgeably about ethnic theme houses, specific incidents during this period (with William Shockley; in Ujamaa House), and reflects on the process of increasing the diversity of the undergraduate student body.
Rosenzweig, Robert M. 2009 Jun 10

Scope and Contents
This interview is conducted as part of the Stanford Diversity Oral History Project. Robert M. Rosenzweig discussed his role as associate provost during the time of campus unrest in the late 1960s. He recalled his interaction with different diversity student groups on campus, the Study of Education at Stanford (SES), and his work with various colleagues, including Dick Lyman, Bill Wyman and Rixford Snyder, to promote diversity in the undergraduate student body.

Biographical / Historical
Robert Rosenzweig is a political scientist who came to Stanford in 1962 and served as university associate dean, vice provost, and vice president. He left Stanford in 1983 to become president of the Association of American Universities until 1993.

Woodward, Denni 2011 Apr 15, 28
Wyman, Jr., Willard G. 2011-11-14

Scope and Contents
Willard Wyman was interviewed as part of the Stanford Historical Society Oral History Project on Racial and Ethnic Diversity in the late 1960s through the 1980s. He was Associate Dean for Student Affairs and Activities, advisor to the Black Student Union, and served on the Committee of Fifteen. Wyman was also special assistant to President Kenneth Pitzer and worked closely with Provost Richard Lyman during that time. His interview focused on the Tresidder Union 1968 “Taking the Mic” incident where black students took over the mic from Lyman during a tribute to Martin Luther King, Jr. and presented ten demands to the university administration.

Wyman commented that Stanford was ahead of the curve on ethnic diversity and gave Lyman, who became university president after Pitzer, great credit for reforming the university from the inside. He discussed the difference between African American students versus African African students and the difficulties faced by Native Americans and Alaska Native students.

Faculty and staff interviews Series 5 2007-2018
Herbert Abrams was an emeritus professor of radiology at the Stanford University School of Medicine, a senior research fellow at Stanford’s Freeman Spogli Institute for International Studies, and a prolific author of books and scholarly articles. He contributed greatly to the Stanford community through his interests in diagnostic radiology and nuclear weapons. In this three-part interview, Abrams discussed his youth in New York, his residency and teaching experience at Stanford’s medical school, and how his interest shifted from radiology to nuclear weapons research and activism.

Abrams described his childhood in Brooklyn, centering his discussion on his family and his high school years. His family’s love of language seemingly influenced Abrams to pursue an English major and to work for a variety of newspapers and journals at Cornell University, ultimately taking a job after graduation as a newsreel media analyst for the government. Although his interest in Freudian literature prompted Abrams to apply to medical school, once enrolled at SUNY Downstate College of Medicine, he quickly redirected his efforts from psychiatry to radiology.

Abrams provided valuable details about Stanford’s original medical school in San Francisco. From 1948 until 1959, Abrams served first as a resident and then as a professor at San Francisco General Hospital and Stanford Lane Hospital. Abrams found the experience both challenging and exciting because, due to the small-staff environment, faculty acted as both administrators and clinicians. Abrams also discussed the increasing importance of faculty research efforts after the medical school moved to the Stanford campus in 1959, highlighting developments in biplane imagery, catheter procedures, and radiation effect studies.

Against the backdrop of his move from Stanford to Harvard, Abrams turned his attention to his longstanding interest in social activism and growing concern regarding nuclear weapons. Although he previously worked with the Physicians for Social Responsibility group, Abrams’ efforts pivoted towards promoting a more international organization called the International Physicians for the Prevention of Nuclear War. This group studied all matters related to nuclear weapons, worked to raise awareness, and educated Congress about the effects of nuclear war.

Abrams went on to discuss his return to Stanford in 1985 and his continued shift from a focus on diagnostic radiology to nuclear weapons research and activism. Increasingly, Abrams spent time at Stanford’s Center for International Security and Cooperation studying the effects of nuclear weapons exposure and the intersection of weapons access and mental health. In conclusion, Abrams addressed the need to educate the public about present-day nuclear threats and discussed the various leisure interests he pursued in this post-retirement period.

Adams, James L. 2010 Mar 10
Amemiya, Takeshi 2017

Scope and Contents

In this oral history from 2017, the noted econometrician Takeshi Amemiya, Edward Ames Edmonds Professor of Economics, Emeritus, describes his early life in wartime Japan, his education in economics, and his years on the faculty of the Department of Economics at Stanford University. His wife, Yoshiko Miyaki Amemiya, briefly describes meeting Amemiya in Japan and her experience of life at Stanford.

Amemiya begins by describing how Advanced Econometrics, a comprehensive text that is still in print three decades after its initial publication in 1985, evolved from material he used to teach the subject when he first came to Stanford in 1964. About that time, Amemiya explains, microdata on individual households and companies began to become available. Amemiya developed the statistical methods to analyze such data, and he was the first to write a textbook on the subject.

Elaborating on his early years at Stanford, Amemiya explains that the faculty of the Department of Economics were assigned to different campus buildings, depending on their interests. He says this tended to deter collaboration until the department was consolidated at Encina Hall in the 1970s.

Amemiya jumps ahead to discuss his later interests: sharing his delight in discovering the similarities of Greek and Japanese customs, including the gods they worshipped and their shrines to the dead. In addition, after traveling in China, he began to write poetry in Chinese.

Turning to his childhood, Amemiya says he was only seven at the outbreak of World War II, which found his family in Lima, Peru, where his father worked as an executive for a Japanese shipping line. He describes being caught up in an exchange of Japanese and U.S. citizens living abroad at the outbreak of war. Although he was evacuated from Tokyo during the war, he experienced air raids in the area near Mount Fuji to which he had been sent.

Amemiya describes his time at the International Christian University in Japan, Guilford College in North Carolina, and the American University in Washington, DC and admits to sometimes being distracted from his studies by American novels and golf. At Johns Hopkins University, Amemiya says a connection with econometrist Carl F. Christ set him on a career course that led him to join the faculty of the Stanford Department of Economics. Stanford then was more comfortable and less pressured than today, Amemiya says, offering his criticism of today’s practice of allowing students to evaluate professors, arguing that this encourages overly rehearsed teaching. Instead, he recalls putting new problems on the board and solving them with the students.

Yoshiko Amemiya recounts how she met and married the young professor during a brief period when he left Stanford to teach in Japan. She also shares some of the challenges she experienced adapting to American culture, especially in feeling comfortable with the informality of the English language.

Amemiya concludes by briefly describing the anti-Vietnam War protests at Stanford and recalling some memorable faculty rivalries on the tennis court.
Scope and Contents
The interview encompasses Professor Anderson's long life, starting with his background as the son of a college president and continuing with his undergraduate degree from Northwestern University and Ph.D. from Princeton University. After one year at Cowles Commission on Research in Economics, he moved on to Columbia University Faculty from 1946-67, and has been at Stanford since then. He retired at age 70, maintains his writing and research. At the time of the interview he was 93 years old.

Professor Anderson is a leading authority in Econometrics and held a dual appointment at Stanford in the Department of Statistics and the Economics Department. Prof. Anderson came to Stanford because of the quality of colleagues in both departments and greater support for the program than was available at Columbia. He had numerous students from overseas, particularly but not exclusively from Asia and has maintained social and academic relations with many foreign students.

He was one of the first people at Stanford to hold appointments in two departments. It worked well because he declined to be the chair of either department. The dual appointment may have cost him the ability to have an endowed chair.

Biographical / Historical
Theodore (Ted) Wilbur Anderson (born June 5, 1918) is an American mathematician and statistician who specialized in the analysis of multivariate data. Born in Minneapolis, Minnesota, he was awarded a Guggenheim Fellowship in 1946. He was on the faculty of Columbia University from 1946 until moving to Stanford University in 1967, becoming Emeritus Professor in 1988. He served as Editor of Annals of Mathematical Statistics from 1950 to 1952. He was elected President of the Institute of Mathematical Statistics in 1962. He was elected a Fellow of the American Academy of Arts and Sciences in 1974.

Anderson's 1958 textbook, An Introduction to Multivariate Analysis, educated a generation of theorists and applied statisticians; Anderson's book emphasizes hypothesis testing via likelihood ratio tests and the properties of power functions: Admissibility, unbiasedness and monotonicity. Anderson is also known for Anderson-Darling test of whether there is evidence that a given sample of data did not arise from a given probability distribution. He also framed the Anderson–Bahadur algorithm along with Raghu Raj Bahadur which is used in statistics and engineering for solving binary classification problems when the underlying data have multivariate normal distributions with different covariance matrices. He is a member of the Norwegian Academy of Science and Letters.

Professor Theodore W. Anderson turned 90 in June, 2008. To celebrate this milestone, the Departments of Statistics and Economics organized a special conference in his honor over June 6th and 7th. In presenting their research, the invited speakers pointed out Professor Anderson's fundamental contributions and the over-arching influence of his early work. Kenneth Arrow, 1972 Nobel Laureate in Economics, gave an overview of the early developments in econometrics in his talk, "Some Reminiscences of Econometrics in the 1940s", and profiled Professor Anderson's contribution to econometrics during his time on the Cowles Commission. The list of conference speakers included many of Professor Anderson's former students, co-authors, and colleagues.

Professor Anderson's 1945 doctoral dissertation was scanned for the occasion and made available as a .pdf file from the conference web page. The impact of this paper on econometrics and multivariate analysis was noted by several speakers, and the scanned version was unveiled to Professor Anderson on the second day of the conference. At the concluding session that day, a special issue (Number 9, Volume 138) of the Journal of Statistical Planning and Inference published in recognition of his birthday was presented to Professor Anderson by J.N. Srivastava, Editor-in-Chief of the journal.
Spyros Andreopoulos recalls his career at the Medical School and the various deans he worked with, including Bob Alway, Bob Glaser and David Korn. He also discusses covering the news of Arthur Kornberg's synthesis of biologically active DNA and Norman Shumway's work in heart transplant. As a former consultant to the board of the Packard Foundation, Andreopoulos talks about his relationship with David Packard.

Biographical / Historical

A native of Greece, born in Athens on Feb. 12, 1929, Spyros Andreopoulos learned English in German-occupied Salonica as a teen, served as a communications liaison in Greece's air force during the Korean War, and studied journalism in the United States, where he married and remained, working in public relations and journalism, earning recognition among reporters and public-relations specialists as an unusually well-informed, honest and sometimes bold broker of medical news. In the spring of 1939, Andreopoulos was accepted by the Koryalenion School at the island Spetsai, an exclusive private school regarded as the Greek version of Eton. But by then war in Europe was looming and his father decided that it would be best if he attended Anatolia College instead, an American high school near Salonica — so that if hostilities broke out, he would be near home. War came to Greece in 1940 when Italy invaded from Albania and was defeated. Hitler came to Mussolini's aid and the German army invaded Greece in the spring of 1941. The American high school was closed down, and its campus and buildings were taken over by the German occupation authorities. The American teaching staff left for the states, but the Greek teachers who remained behind rented a building in Salonica and continued to give English lessons. Andreopoulos enrolled at the new school and took English lessons during the entire German occupation. After the British liberated Greece in 1944, Andreopoulos' first summer job was a clerical position with the electrical parts division of the British army's supply corps. He finished high school in 1946, then studied at the University of Athens in 1948-49. He found being drafted by the air force for a 24-month military service was a blessing in disguise. Andreopoulos got his first experiences as a diplomat as the designated spokesman for a squadron of seven Douglas C-47 transport planes (known as gooney birds) contributed by Greece to the U.S. effort in Korea.

The Korean War also provided Andreopoulos his first journalism experiences. While serving, he recorded interviews with the troops for Radio Athens and played the role of reporter for the first time. Though he was trained in flight control, his knowledge of English led to his first job in communications. After the war, Andreopoulos returned to Greece and worked for the United States Information Agency, helping produce a series of films on the accomplishments of the Marshall Plan in Greece. In 1953, his boss sent him to the University of Kansas in Manhattan to prep for a series of films teaching Greek farmers to use modern agricultural methods. The next year the film series was canned, but Andreopoulos was able to stay in the United States.

With the help of the Institute of International Education, he applied for scholarships to the schools of journalism at Northwestern, University of Missouri, University of Kansas and Wichita University, now Wichita State University. He was offered scholarships by all, but Wichita gave him a deal he couldn't refuse — a $2,000 scholarship, plus free room and board. In 1955, while still a student in Wichita, he joined the Wichita Beacon newspaper as a reporter covering the education and science beats and two years later he became assistant editorial page editor.

In 1959, the famous psychiatrist Karl Menninger asked Andreopoulos to join the The Menninger Foundation as assistant director of information services and editor of The Menninger Quarterly. In 1963, Andreopoulos was lured away from his work at the renowned psychiatric clinic and school in Topeka, Kan., by an offer from Stanford.

Once at Stanford, Andreopoulos found himself with plenty of administrative matters to write about — and plenty of news to get out. He wrote about tensions between the medical center and the city of Palo Alto, the creation of a virus in a test-tube, the first heart transplant in the United States and the Asilomar Conference on the safety of research using bioengineered materials.

Though he was not a member of Stanford's faculty, Andreopoulos commanded the respect and attention of leaders in medicine at Stanford and beyond. Andreopoulos not only served as spokesman for the medical school, advisor to the school's leaders and director of the news office, he was a prolific and insightful writer himself. Among the issues Andreopoulos took up over the years: the dangers of conflicts of interest in medical research, the strengths of single-payer health coverage and methods for avoiding hype in reporting biomedical research.
In this four-part interview, Professor Emeritus Kenneth Joseph Arrow discussed his long and varied career. He began with a description of his family background and an extensive explanation of his educational background, from the early signs of a gifted intelligence through a special accelerated high school program and on to college and graduate school. His years in a doctoral program at Columbia's department of economics was interrupted by military service during WWII, during which time Arrow received master's level training in meteorology. Upon returning to Columbia, he completed his dissertation. Parts one and two of the interview transcripts include several examples of teachers, colleagues, and other mentors in his education and early career. This career took him to many places, and in the interviews, Arrow explained his work for the RAND Corporation and the Cowles Commission in Chicago before moving to Stanford for its departments of economics and statistics.

In part three, Professor Arrow detailed much of his Stanford career, including his pride in the creation of the Department of Operations Research, SIEPR, and IMSSS. He also gave a lengthy argument for his perspectives on the value of interdisciplinary work. This part of the interview contains descriptions of many of Stanford's faculty, particularly those in statistics and economics, and the department practices of administration, hiring, and recruitment. Arrow offered reactions to his service in the Faculty Senate and the Advisory Board of the Academic Council, his takes on the administrations of several of Stanford's presidents, his time at Harvard, and his subsequent return to Stanford in 1979. Part three also includes Arrow's Nobel Memorial Prize for Economics with Sir John Hicks in 1972. The final part of the interview examined Arrow's life since his retirement in 1991, focusing on his further intellectual explorations and his thoughts on the nature of knowledge and subjective belief. He also spoke of some of the accomplishments and challenges of his Stanford tenure. The interviews conclude with a brief look at some of his extracurricular activities and his extended family.

Biographical / Historical

Kenneth Joseph Arrow is a Nobel Prize-winning economist whose work has been primarily in economic theory and operations, focusing on areas including social choice theory, risk bearing, medical economics, general equilibrium analysis, inventory theory, and the economics of information and innovation. He was one of the first economists to note the existence of a learning curve, and he also showed that under certain conditions an economy reaches a general equilibrium. In 1972, together with Sir John Hicks, he won the Nobel Prize in economics, for his pioneering contributions to general equilibrium theory and welfare theory.

Arrow was born in New York City in 1921 to parents who came to America from Russia as children. A gifted student who skipped two grades, Kenneth J. Arrow studied at a Townsend Harris High School and then attended the City College of New York. His major was mathematics, and he became interested in the developing field of mathematical statistics. Arrow went on to graduate study at Columbia University. Statistics was not then recognized as a separate department; Arrow decided to follow his mentor, Harold Hotelling, to Economics.

During World War II, Arrow enrolled as a weather officer in the US Air Force. He was sent to New York University with his class for the equivalent of a master's degree in meteorology. He was then assigned to research in forecasting and served in that capacity until discharged in December 1945, at which point he returned to graduate studies. In 1947, Arrow accepted a position in the Cowles Commission for Research in Economics, where he worked with colleagues such as later Nobel laureates Lawrence Klein, Leonid Hurwicz, and Franco Modigliani, and statisticians like Herman Rubin and Herman Chernoff. In 1948, Arrow accepted an invitation to spend the summer at the RAND Corporation.

Arrow arrived at Stanford in 1949 and remained through 1968, rising to full professor, also serving as Head of the department for three years. He served the university on several studies and as a member of the Executive Committee of the Academic Council. Among his noteworthy contributions was the creation of the Operations Research program, which eventually became a department in the School of Engineering. Arrow spent 1968-1979 at Harvard University before returning to Stanford until his retirement in 1991.
Babcock, Barbara 2015
Scope and Contents
Barbara Babcock traces the journey of her growing up in a little town in Arkansas to eventually becoming the head of the Washington D.C. Public Defenders, the first woman faculty member at Stanford Law School, the Assistant U.S. Attorney General for the Civil Division, the author of two casebooks and a biography of Clara Foltz.

Bacchetti, Raymond F. 2014-09
Biographical / Historical
Ray Bacchetti, Vice President for Planning and Management, Emeritus, was an administrator at Stanford from 1963 to 1993. In this interview he talked first about his upbringing and his early administrative career while pursuing a Ph.D. at Stanford's School of Education. He became an Assistant Provost in 1968 and assumed increasingly broad and influential positions in the President and Provost's Office for the next 25 years. He discussed Stanford's system of budgeting and financial management in some detail, including topics such as tuition setting, periods of significant budget cutting, endowment policies, restricted funds, and indirect cost recovery. Other topics covered in the interview included diversity and affirmative action, undergraduate financial aid, the Management Development Program, higher education management and administration, EST (Erhard Seminars Training), Stanford leadership, and his receipt of the Kenneth M. Cuthbertson Award. When his Vice President position was eliminated, he spent the next eight years at the Hewlett Foundation as the Education Program Officer, and also worked at the Carnegie Foundation for the Advancement of Teaching. He also discussed some of his extensive community service including on the Palo Alto School Board. His perspectives on Stanford as a great institution were informed, philosophical, and modest.
Robert L. "Buzz" Baldwin is a professor of biochemistry emeritus at Stanford University. In this oral history, he covers his childhood in Wisconsin; the work of his father, Ira L. Baldwin, for the US government during World War II; and his experiences as a student and professor. Topics covered include his chemistry studies, post-doctorate work, ultracentrifuge experiments, and interest in the mechanisms of protein-folding. An important figure in the field of genetics, Baldwin recounts the early days of the Stanford Department of Biochemistry and the leadership of Arthur Kornberg, as well as his interactions with other notable scientists at the university and beyond. Baldwin and his wife, Anne, also discuss housing, Stanford's research environment, and their retirement.

Biographical / Historical

Childhood and family in Madison, Wisconsin • Parents' approach to teaching children • Three generations of gardeners (grandfather, father, son) • Father accepting invitation to direct U.S. biological warfare laboratories during WWII • Codebreaking for the Army in WWII • Contracting tuberculosis from monkeys at the zoo • University of Wisconsin education • Father's WWI experiences and his service on committee under Vannevar Bush organizing scientists for the war effort during WWII • Father's work at Camp Detrick on biological warfare and the family's experiences • Early interest in physical chemistry and problem solving • Svedberg analytical centrifuge • Measuring the sedimentation coefficients of small molecules • Rhodes Scholarship and Oxford's approach to training PhD students v. using research groups • Influence of Dr. A. G. Ogston at Oxford • Learning about protein folding at Linderstrom-Lang's laboratory • Friendship with John Schellman • Formation of the Department of Biochemistry at Stanford under Arthur Kornberg • Solving problems in genetics at Stanford • New role at Stanford as the biophysicist with expertise on the analytical ultracentrifuge to study DNA • Setting up graduate courses under Arthur Kornberg's leadership • Impact of graduates of Stanford's genetics program • Kornberg DNA polymerase and the DNA clubs • Importance of purification in molecular biology research • Use of computers v. use of his photographic memory • Relationships with other departments at Stanford • Input from Anne Baldwin (his wife) on relationships with other departments and housing • Sabbatical at Monod-Jacob laboratory in Paris to study genetics • Discussion of allosteric enzymes, Jacques Monod approach and physical chemistry • Friendships with Jacques Monod, Manfred Eigen, Francis Crick • Conversation with Anne Baldwin about how they met and their life together • Contributions in protein folding research • Research in unfolding process by Arlene Blum • Arlene Blum's efforts regarding the elimination of carcinogens (Green Science Policy Institute) • Cyrus Levinthal and Levinthal's paradox and molecular biology • Walter Englander and foldon mechanism • Experimental evidence of protein-folding and metabolic pathways • Changes at Stanford and the modernization of the Medical School • Formation of Departments of Genetics and Biochemistry with Joshua Lederberg and Arthur Kornberg • Changes in the way research is done in medical schools • Dave Hogness and the Department of Developmental Biology with Lucy Shapiro as chair • Visitors to his lab, such as Eric Shooter (brain proteins) • Experiences serving as department chair • Vietnam War and Stanford President Kenneth Pitzer • Work with Ross Inman and newly synthesized DNA strands • Seminar at Institute of Genetics at Cologne • Retirement

Scope and Contents

Robert L. "Buzz" Baldwin is professor of biochemistry, emeritus at Stanford University School of Medicine. He was born on September 30, 1927 in Madison, Wisconsin. He married Anne T. Norris in 1965 and they have two children: David Norris Baldwin and Eric Lawrence Baldwin.

Baldwin received his BA in chemistry in 1950 from the University of Wisconsin, and his DPhil in biochemistry in 1954 from Oxford University, England, where he was a Rhodes Scholar. Following a brief postdoctoral training at the University of Wisconsin with J.W. Williams and L.J. Gosting, Baldwin was appointed assistant professor of biochemistry at the University of Wisconsin. There, he was promoted to associate professor and was a Guggenheim Fellow in Copenhagen with Linderstrøm-Lang. In 1959, Baldwin moved to Stanford University to join the newly created Department of Biochemistry chaired by the late Arthur Kornberg. He was promoted from associate professor to professor in 1964, served as chairman of the department from 1989-1994, and became emeritus in 1998. His research and sabbatical leaves included: the Carlsburg Laboratory, Copenhagen, Denmark (section of K. Linderstrøm-Lang); the National Institutes of Health, Bethesda, Maryland (with David Davies); the Max Planck Institut für physikalische Chemie, Göttingen, Germany (section of M. Eigen); the Institut Pasteur, Paris, France (sections of F. Jacob and J. Monod); and the MRC Laboratory of Molecular Biology, Cambridge, England (Structural Studies Division).
Bark, Dennis L. 2008 Dec 17
Barnes, Arthur P. 2012 Apr 13

Scope and Contents
Dr. Barnes described his childhood growing up in Ohio, his early education and professional career as a symphony musician and conductor in the Midwest and Fresno, California, and his subsequent move to Stanford to obtain his doctorate in conducting. Dr. Barnes discussed his recollection of the growth and contraction of the Music Department in the 1960s through the mid-1990s, and his teaching career. Finally, Dr. Barnes discussed his direction of and involvement with the Stanford Band during the same period, including interaction with the administration and alumni, musicianship, student direction of the band and anecdotes about his travel with the Band.

Biographical / Historical
Arthur P. Barnes' early career included serving as supervisor of music in an Ohio public school district and on the music faculties of Southern Illinois University and Fresno State. He is an accomplished jazz and classical pianist and has worked professionally as a trombone player and bassoonist in the Wichita Symphony, the Fort Wayne Philharmonic, and the Fresno Symphony. His primary conducting mentor was Richard Lert, with whom he worked for four summers as a conducting fellow under the auspices of the American Symphony Orchestra League (now the League of American Orchestras). Dr. Barnes also spent a summer workshop studying with conductor Eric Leinsdorf, and composer Roy Harris was his primary composition teacher as well as a close personal friend. Barnes has appeared as a guest conductor, clinician, and adjudicator in Australia, Japan, England, the Philippines, and the U.S.

Art Barnes took over the podium of the Livermore-Amador Symphony in the fall of 1964. During his first year as conductor in Livermore he completed his doctorate in orchestral conducting at Stanford University and was offered a full-time appointment in the university's music department. He served as director of bands, conductor of the chamber orchestra and of the wind ensemble, and professor of theory, orchestration, ear training, and score reading. He also holds a bachelor's degree in music education and a master's in theory and composition. Since his retirement a $2 million endowment has been established in his name by former students and friends to fund his successor.

The 2012-2013 season marked his 49th season as conductor and musical director of the Livermore-Amador Symphony. In addition to his activities as a teacher and conductor he is an active performer, arranger and accompanist. His arrangement of the "Star Spangled Banner" has won national acclaim. In the past fifteen years, Dr. Barnes has spent several summers in residence at the University of York, and has served as guest conductor at a concert sponsored by the York Music Centre.

During the over four decades of his involvement with the Livermore-Amador Symphony his entire family has performed as members of the orchestra or as soloists - his wife and son on French horn, one daughter on violin, another on bassoon, and a granddaughter on cello. His eclectic background and skills have strongly contributed to the success and longevity of the Symphony.
Baxter, Charles H. 2016

Biographical / Historical

Charles H. “Chuck” Baxter, a biology lecturer emeritus at Stanford University’s Hopkins Marine Station in Monterey, talks about his role both as a teacher and as a key participant in several endeavors, including the creation of the Monterey Bay Aquarium, which have had a deep and lasting impact on both the area and the general public’s perception of our oceans.

He begins the interview discussing his background, most notably how a chance invitation to go diving in the Pacific Ocean opened his eyes to the wonders of underwater ecosystems and caused him to change his major at UCLA from engineering to zoology. From there he traces a path from his graduate work in Ted Bullock’s lab to teaching the undergraduate zoology lab to his recruitment as a lecturer in the Stanford University Department of Biology.

Baxter explains the circumstances that resulted in the transfer of his teaching duties to the Hopkins Marine Station and his relocation to the Monterey area. He recalls fondly the community of faculty, staff, and students at the marine station in the mid 1970s that made it such a special place to work. Baxter discusses his classes and the undergraduate research projects he assisted with, including one that resulted in two undergraduates publishing one of the first papers to show the effects of greenhouse gases on the distributions of ocean communities.

Beyond his academic life at Hopkins, Baxter relates the notable projects he and his colleagues put into motion. He talks about how the Monterey Bay Aquarium came to be, relating key aspects of the aquarium’s construction, including the kelp forest tank, the aviary, and preservation of the beached grey whale skeleton that now hangs in the reception hall. Peppered throughout the interview are anecdotes about David Packard, who along with his wife, Lucille, was a chief funder of the project. He explains the diving and recording technologies that were central to the formation of the Monterey Bay Aquarium Research Institute (MBARI) and the media production company Sea Studios Foundation--organizations in which he played an active role. Finally, Baxter recounts the organization and deployment of the Sea of Cortez Expedition and Education Project, which retraced the 1940 journey of John Steinbeck and Ed Ricketts, and how conversations with his fellow passengers led to his involvement in Stanford’s holistic biology course and his current interest in cognitive science research.
Abstract: Robert Lesh "Buzz" Baldwin is a professor of biochemistry emeritus at Stanford University. In this oral history, he covers his childhood in Wisconsin; the work of his father, Ira L. Baldwin, for the US government during World War II; and his experiences as a student and professor. Topics covered include his chemistry studies, post-doctorate work, ultracentrifuge experiments, and interest in the mechanisms of protein-folding. An important figure in the field of genetics, Baldwin recounts the early days of the Stanford Department of Biochemistry and the leadership of Arthur Kornberg, as well as his interactions with other notable scientists at the university and beyond. Baldwin and his wife, Anne, also discuss housing, Stanford's research environment, and their retirement.

Biographical / Historical

Paul Berg, the Robert W. and Vivian K. Cahill Professor of Cancer Research, Emeritus, has been a leading contributor to the fields of biochemistry and molecular biology for over fifty years. He received the 1980 Nobel Prize in Chemistry for his work on protein synthesis and recombinant DNA (rDNA).

Berg was born in Brooklyn, New York, in 1926. He cites books by Sinclair Lewis and Paul deKruif as his motivation to pursue research. At Lincoln High School, his interest in science was fostered by Sophie Wolfe. Though not an instructor, Wolfe helped to inspire a number of students who went on to make important scientific contributions. Berg received his BS from Pennsylvania State University in 1948. His education at Pennsylvania State was interrupted by his service in the Navy during the last years of World War II. Berg completed his graduate work in biochemistry under Harland O. Wood at Western Reserve University (now Case Western Reserve University). His work with Wood sparked an interest in enzymology and led him to collaborate with two rising scientists, Arthur Kornberg and Hermann Kalckar.

Berg received his PhD in 1952 and spent a year with Kalckar at the Institute of Cytophysiology in Copenhagen, where they discovered an enzyme that allowed for the transfer of phosphate groups from adenosine triphosphate (ATP), which is the main energy-carrying mechanism in living organisms. Berg then moved to Arthur Kornberg's lab at the Washington University School of Medicine in St. Louis, Missouri, where he became an assistant professor in 1956 and continued to research the mechanism by which amino acids are assembled into proteins.

In 1959, Kornberg, Berg, and most of the department at Washington University moved to Stanford to start the School of Medicine's new Biochemistry Department. During the 1970s, Berg and his colleagues at Stanford developed a technique to splice two DNA molecules, leading to the start of recombinant DNA technology. This work earned Berg the Nobel Prize in 1980.

In 1985, Berg helped to establish the Beckman Center for Molecular and Genetic Medicine at Stanford, serving as the first director. Since his retirement in 2000, Berg has co-authored a biography of genetics pioneer George Beadle with Maxine Berg. He continues to be involved in research on recombinant DNA and remains active in public policy discussions surrounding biomedical issues, such as recombinant DNA and embryonic stem cells.

Scope and Contents

In this oral history interview, biochemist Paul Berg speaks about coming to Stanford in 1959 as a faculty member in the new Department of Biochemistry. He describes some of the important initiatives in which he has been involved at Stanford, including the founding of the Beckman Center for Molecular and Genetic Medicine, planning for the Li Ka Shing Center, and curricular changes. He expresses concern about the commercial aspects of science; reflects on issues related to human embryonic stem cell research, including California's Prop. 71 funding initiative; and speaks about his family, the Nobel Prize, and more.

In part one of the interview, Paul Berg discusses the potential of buildings to foster scientific collaboration. He describes how features of specific buildings on the Stanford campus, including the Beckman Center, bring diverse researchers together and optimize contact between faculty and students. He discusses working with Dominick Purpura and David Korn, deans of the School of Medicine, to plan and fundraise for initiatives in molecular and genetic medicine and collaborations between basic science and clinical medicine. Berg discusses recruitment of prominent faculty members, including Lucy Shapiro and Richard Tsien, to lead new departments.

In the second part of the interview, Berg tells the story of Stanford's recruitment of Nobel laureate Arthur Kornberg and his departmental colleagues from Washington University in St. Louis. Berg describes the rationale for the move, noting not only the collaborative possibilities of a medical school located in close proximity to colleagues in other science
Blau, Helen M. 2015-07-30

Scope and Contents
Helen M. Blau talks about her personal, academic and professional journey, her early adventures in Europe and how her parents were instrumental in shaping her career in science. She discusses her family's escape from Nazi Germany; her father's return to Europe, and her broad education in US, Germany, and England. She credits her extensive travels in her youth for evoking her curiosity about everything. Blau recalls her studies at Harvard where she met her husband, their move to California when he got a job offer there, and her own work as a postdoctoral fellow in University of California-San Francisco before joining Stanford in 1978. She details how her career took off at Stanford as she applied her training, curiosity and interdisciplinary bent to the research in stem cell technology and regenerative medicine. She discusses how interdisciplinary collaborations were important to her academic success. Last but not least, Blau fondly recalls her relationship with her students, many of them were women.

Bienenstock, Arthur I. 2014 Feb 19, Mar 25

Scope and Contents
Arthur “Artie” Bienenstock begins with his early life growing up in New York City, his family, experiences in school, and time at the Polytechnic Institute of Brooklyn, noting his interest in physics. He discusses pursuing his PhD at Harvard and his marriage. He goes on to discuss his work at the Bureau of Standards and his postdoc at Atomic Energy Research Establishment at Harwell. He notes the birth of his daughter Amy and his commitment to women in academics.

He discusses his recruitment to Stanford, joint appointment in Materials Science and Applied Physics, and time as vice provost, including his work with affirmative action. Bienenstock outlines the development of the Stanford Synchrotron Radiation Laboratory, noting its funders, primarily the Department of Energy, and its growth over the years. Bienenstock further discusses his work on the Facilities Initiatives for national laboratories throughout the US. He discusses SSRL's relationship with SLAC and his work with SLAC's directors.

Bienenstock recalls his work on the Undergraduate Admissions and Financial Aid Committee and the Committee for Research, as well as his involvement in the indirect cost controversy. He discusses his appointment as Associate Director for Science in the Office of Science and Technology Policy and his experiences in Washington. He discusses his return to Stanford, his role in the Materials Research Council, the Geballe Lab for Advanced Materials, his time as vice provost and dean of research, his work advising Stanford's president on federal research policy, and his work with the Wallenberg Foundation.
Bower, Gordon H. 2014
Scope and Contents
Gordon H. Bower, the Albert Ray Lang Professor of Psychology, Emeritus, is a well-known cognitive psychologist. In his six-part oral history Gordon Bower traces the evolution of his career from his childhood, baseball playing, and education in Ohio to his retirement and current life at Stanford. Bower devotes the bulk of the interview to elaborating on his research program, beginning at Yale as a graduate student and continuing through his time at Stanford. He describes his work in learning and memory, including the study of human memory, mnemonic devices, retrieval strategies, recording strategies, and category learning. Bower also discusses his research on cognitive processes, emotion, imagery, language and reading comprehension as they relate to memory. In addition to his own research, Bower examines the work of colleagues and others who influenced him, including developments both within and outside of psychology. Bower recounts his service as associate dean and member of the Appointments and Promotions Committee at Stanford, president of the American Psychological Society, chief science advisor to the director of the National Institutes of Mental Health, and editor of the annual book series The Psychology of Learning and Motivation.

Brauman, John I. 2013-10-09
Scope and Contents
John I. Brauman speaks about growing up in Pittsburgh, Pennsylvania, and his education at MIT and UC Berkeley. Recruited to Stanford as a young assistant professor of chemistry in 1963, he discusses how the support of Provost Fred Terman and the leadership of department chair Bill Johnson transformed the department through recruitment of world-class scientists. He talks about his research, important collaborations with his colleagues, teaching undergraduates, and serving as department chair. Brauman comments on several of his many roles outside the department: as the university’s Associate Dean of Research and Graduate Policy; as Associate Dean of Humanities and Sciences; and his experiences on the Faculty Senate, the Committee on Undergraduate Admissions and Financial Aid, and the Committee on Research. He expresses admiration for the transparency and high quality of Stanford’s leadership over his fifty-year career.
Bryson, Arthur E. 2016-04-06

Scope and Contents
Arthur E. Bryson, Jr., a professor emeritus in the Stanford University Department of Aeronautics & Astronautics, discusses his research and teaching career in aeronautical engineering and his contributions to the fields of flight mechanics and automated control. Bryson begins with a discussion of his childhood in Illinois, recalling impressions of his father's work as an investment banker in Chicago, his education in the Winnetka Public Schools, and the impact of a high school math teacher on his life path. He describes the beginning of his undergraduate career at Haverford College, which was interrupted by World War II and his participation in the Navy's V-5 program.

He talks about his eventual training assignment at Iowa State College and describes how he met his future wife, Helen Layton, there. The ensuing years found Bryson stationed at the Alameda Naval Station, working in repair and maintenance, and he describes some of his experiences there. Bryson then speaks about his short stint as a paper manufacturing engineer working for the Container Corporation of America and as an aeronautical engineer at United Aircraft, where he began working with wind tunnels.

In the late 1940s, Bryson migrated to California to pursue a master's degree in aeronautical engineering with the help of the GI Bill. He describes his advisor, Hans W. Liepmann, and relates how at Liepmann's invitation, and with the help of a fellowship from Hughes Aircraft, he stayed on at Cal-tech, completing his PhD in 1951.

An important turning point in Bryson's career was an encounter with Harvard professor Howard Wilson Emmons, who was assigned to be Bryson's office mate while Emmons was on a short assignment at Hughes. Bryson relates the circumstances that led Emmons to ask him to join the faculty at Harvard as an assistant professor in the Department of Mechanical Engineering in 1963. He offers a short account of departmental and family life and his research and consulting work while at Harvard, and notes that the increasingly contentious atmosphere surrounding the Vietnam War was one of the factors that led him to accept an invitation to join the Stanford engineering faculty in 1968.

Bryson describes some of the opportunities and challenges of his new role as the chair of the Department of Applied Mechanics, and later the Department of Aeronautics and Astronautics. He comments on his approach to teaching engineering and working with graduate students, recalls his work on Waves in Fluids and some of the other films in the Fluid Mechanics Films series, and relates stories about the anti-Vietnam War protests on campus.

He concludes the interview with comments on the Gravity Probe B project and reflections on recent directions in biomechanical engineering and flight mechanics.
Camarillo, Albert 2018-05

Abstract: Albert Camarillo is a professor of history emeritus at Stanford University. In this oral history, he covers his family's immigration from Mexico; growing up in Compton, California, in the 1950s and 1960s at a time of demographic change; his undergraduate and graduate studies at UCLA as Chicano history was just beginning to develop as a field; his career at Stanford; and his experiences mentoring undergraduate and graduate students. Topics of special importance to Stanford history include his account of the 1994 hunger strike by Chicano students; the origin and evolution of the Center for Chicano Research and the Center for Comparative Studies in Race and Ethnicity (CCSRE); and the activities of the University Committee on Minority Issues.

Biographical / Historical

A member of the Stanford University History Department since 1975, Camarillo is widely regarded as one of the founding scholars of the field of Mexican American history and Chicano Studies. He was born and raised in the South Central Los Angeles community of Compton where he attended the Compton public schools before entering the University of California at Los Angeles as a freshman in 1966. He continued his education at UCLA in the PhD program in U.S. History where he received his doctorate in 1975 and where his dissertation was nominated that year as one of the best PhD theses in the nation in American history. Camarillo has published seven books and dozens of articles and essays dealing with the experiences of Mexican Americans and other racial and immigrant groups in American cities.


Over the course of his career, Camarillo has received many awards and fellowships. He is the only faculty member in the history of Stanford University to receive six of the highest and most prestigious awards for excellence in teaching, service to undergraduate education, and contributions to the University and its alumni association. At Stanford’s Commencement in 1988 and in 1994 respectively, he received the Lloyd W. Dinkelspiel Award for Outstanding Service to Undergraduate Education and the Walter J. Goers Award for Excellence in Teaching. In 1997, he was awarded the Bing Teaching Fellowship Award for Excellence and Innovation in Undergraduate Teaching. Camarillo was awarded the Miriam Roland Prize for Volunteer Service for 2005, an award that recognizes a Stanford Faculty member who “over and above their normal academic duties engage and involve students in integrating academic scholarship with significant volunteer service to society.” Most recently, he received the Richard W. Lyman Award from the Stanford Alumni Association in 2010 and the President's Award for Excellence Through Diversity in 2011. Camarillo has also received various awards for research and writing including a National Endowment for the Humanities Fellowship and a Rockefeller Foundation Fellowship; he was also a fellow at the Center for Advanced Study in the Behavioral Sciences and at the Stanford Humanities Center.

Camarillo served as President of the Organization of American Historians for 2012-13, the nation's largest membership association for historians of the U.S. He is also the past president to the American Historical Association-Pacific Coast Branch.

Scope and Contents

Childhood in Compton, California • Parents’ immigration from Michoacán, Mexico • Post-World War II era Compton • Discrimination and segregation in Compton; Jim Crow vs. Jaime Crow • Family life in the barrios • Older sisters as surrogate parents • The Catholic Church in Compton • Deportations of Mexican-Americans in the 1930s • Americanization and acculturation of first-generation immigrants • Home ownership • Moving to the Richland Farms area of West Compton • Racial identity in a multicultural context • African Americans in West Compton • Attending Dominguez High School in the 1960s • Participation in student government and a council to mediate race relations • Desegregation and racism in high school • Civil rights movement in Los Angeles • Impact of race riots in Watts on Compton • College decisions of Camarillo and his brothers, different expectations for his sisters • Attending University of California, Los Angeles • Freshman basketball team • Lack of diversity at UCLA • Meeting wife, Susan, at UCLA • Vietnam War and the Naval ROTC • Academic struggles and the impact of a Chicano history class • Graduate studies with Juan Gómez-Quiñones at UCLA • California History
Carnochan, W. Bliss 2013 Aug 28

Scope and Contents
Professor Carnochan discusses his rich experiences at Stanford from 1960 to 1994, as a faculty member of the English Department, as the Director of the Humanities Center, and as Vice Provost and Dean of Graduate Studies. He shares his thoughts on the value of English and the humanities in higher education and at Stanford. He also talks about his background at Harvard University.

Biographical / Historical
W. Bliss Carnochan was born into a family that had prospered in the late 19th century and then kept some of its wealth, though by no means all, in the great depression in the 1930s. Things began for him with a run of bad luck when his father, who had been in the naval air force during World War I, reenlisted in World War II and died in a plane crash while on a tour of duty in South America. His older half-brother died during what came to be called the Battle of the Bulge. This unlucky beginning has been followed by a run of good luck, during a lifetime now in its ninth decade, that Carnochan sometimes finds hard to believe.

After an east coast schooling – elementary school in Manhattan, boarding school in New England, Harvard University (where his grandfather, father and brother had gone) – Carnochan passed an idle year at New College, Oxford, spending much of his time rowing on the college crew, not because he had a special aptitude but because a 6’2” American had an initial advantage that reality never quite dissipated. He had put his name down in the Harvard jobs office for a position teaching school, presumably some school such as he’d attended himself. Then luck intervened. In the mid-winter cold of Oxford there arrived a telegram from Harvard’s Dean of Freshmen (whose unlikely name was F. Skiddy von Stade), inviting Carnochan to be an assistant dean of freshmen, a position known in Harvard circles as a “baby” dean. Carnochan said yes, not realizing how little a sheltered life had prepared him for the experience. But he survived.

A perquisite of the assistant dean’s job was free courses in Graduate School. After two years as dean and one as acting senior tutor in one of the Harvard houses, Carnochan finished his Ph.D. with a dissertation he doesn’t care ever to see again; and, thanks to another stroke of luck, came west to Stanford. The year before, Carnochan had taken a summer course in Cambridge with the chair of the Stanford English Department, Virgil Whitaker. He liked Carnochan’s work and offered Carnochan a job without even requiring a visit. When Carnochan left the east coast in July, 1960, he’d never before been west of Pittsburgh. As he drove down from the Sierra toward Sacramento, he stopped at a gas station and said to the attendant, “Is it always this hot?” Seeing Carnochan’s New Jersey license plate, the attendant shrugged. In 1960, Stanford was still early in its astonishing rise to prominence. A somewhat sleepy, somewhat provincial university – now helped along by federal monies and the advent of rapid travel from coast to coast – found itself on the way to greatness. Notwithstanding the tumult of the 1960s and early 1970s, and to some extent because of it, life in the university then was a source of unending stimulation. Carnochan became chair of the English Department in 1970 at a time when disciplinary proceedings against Bruce Franklin were under way. It was not a job anyone else particularly wanted. Carnochan said he’d do it for a year and ended up doing it for two. Then, from 1975 to 1980 he was Dean of Graduate Studies and, starting in 1976, vice provost.

The most rewarding years of Carnochan’s academic life were from 1986 to 1991 when he was director of the Stanford Humanities Center. While serving as Dean of Graduate Studies, he had helped conceive the idea of a Humanities Center at Stanford. In the six years he was director, Carnochan learned a great deal from the Center’s annual community of intellectually engaged scholars – internal faculty, external faculty and graduate students. After thirty years of writing and thinking about the British eighteenth century, his experience at the Center inspired him to look farther afield. Carnochan retired in 1994 in the hope of writing more about more things. It has worked out as he hoped it would.

Carnochan’s wife Brigitte is a skilled fine art photographer. She has a daughter, he has three daughters and a son, and they have ten grandchildren between them. In Carnochan’s words, it has been not just a fortunate life but a rich one.

This biography was originally written by W. Bliss Carnochan on September 7, 2013 and then slightly revised for this oral history.

General
I’d like to correct a silly error for anyone who might listen to this interview. The nineteenth-century poet James Russell Lowell was not president of Harvard. Abbott Lawrence Lowell was. Some other, less considerable changes and corrections appear in
Chace, William M. 2015-11-12

Scope and Contents

William M. Chace is Professor of English and President Emeritus of Emory University and Honorary Professor Emeritus of English at Stanford University. In his interview, he discusses the changes in higher education nationally and at Stanford University from 1956 to 2015, a time when colleges and universities transitioned from educating for citizenry to educating for participation in the economy and when funding sources also changed.

Chace discusses his experience teaching at Stillman College as a Woodrow Wilson Scholar and his graduate education at the University of California, Berkeley, including witnessing Free Speech Movement protests. He describes his days as an assistant professor in the Stanford English Department, recalling campus protests against the Vietnam War, his experience teaching a course in African-American literature in response to demands from the Black Student Union, and his colleague in the English Department, Bruce Franklin.

Chace reflects on the increasing specialization of faculty and its impact on the teaching of general knowledge courses. He discusses factors that have contributed to the declining importance of the humanities from the perspective of university administrators, and he recalls debates over the teaching of Western Culture at Stanford. He recounts the birth and progress of Stanford’s Continuing Studies program and gives his impressions on the value and rewards of skilled teaching.
**Chase, Robert A. 2014**

**Scope and Contents**

Robert "Bob" Chase begins with his early life growing up in Keene, New Hampshire, the influence of his parents and older brother on his life, and time at Keene High School, noting that is where he met Ann Parker Chase, his wife of 68 years. He discusses pursuing his undergraduate studies at the University of New Hampshire, his time in the US Navy, and his studies at Yale medical school. He goes on to relate how he completed his surgical residency as an active-duty member of the US Army, and how he came to specialize in upper limb surgery.

He discusses his three postings to Italy and the joy he and his family found in their time there. He explains his decision to leave the military and return to Yale, his involvement in the establishment of the first plastic surgery section there, and subsequently the first hand section. He moves on to discuss his tenure as Head of the Department of Surgery at Stanford, including anecdotes about some of the many people he recruited to the department. He details his activities with Interplast and other experiences doing surgery in underdeveloped nations, recalls his experiences with curriculum changes, and then talks about the change in approach from system specialty to regional specialty and how it affected practitioners and patients. He discusses changes in the practice of medicine during his tenure as head of surgery, and how the department changed after he left. He recalls the on-campus turmoil of the 1960s-70s and how it affected the medical school. He then talks about his service on the Stanford Advisory Board and his work on the National Board of Examiners, his dual appointment in Surgery and Structural Biology, his teaching of human anatomy, his involvement with the Bassett Collection and the development of other technological tools for teaching anatomy. He discusses changes in the approach to cadaver dissection over the years. He talks about his service on the Stanford University Hospital board.

Chase discusses the founding of the Chase Hand Center, and expands upon how regional focus changed medical school curriculums. He returns to his involvement in the transfer of the Division of Anatomy from Structural Biology to Surgery. He discusses the tradition he began of taking students to see The Rodin Collection as an anatomy tool. He also talks about the development of his sensitivity to patients' quality of life and the role of reconstructive surgery in same. He ruminates on the joys and frustrations of being in leadership roles. He talks about the financial challenges medical students face, about his philosophy of teaching, how he developed it, and his receipt of the Kaiser Award. He highlights some of his involvement in professional associations and some of the awards he has received.

He returns to the discussion of his time in Italy, including his development of a class in Anatomy and Renaissance Art. He elaborates on his use of technology and the Bassett Collection in teaching. He ends with a discussion of his many visiting professorships.

**Chowning, John 2010 Jun 9**

**Biographical/Historical note**

Professor John M. Chowning is the Osgood Hooker Professor of Fine Arts and Professor of Music, Emeritus.

**Scope and Contents note**

John Chowning relates the history of computer music and the research on its various aspects. At Stanford the computer music program was launched in 1964. At that time, European programs used analog technology. CCRMA was formed as an administrative entity outside the Music Department and was the premier utilizing of digital technology. Chowning discusses his own background and how it led him to composing music.

**Scope and Contents note**

The interview was conducted by Jane Hibbard, a researcher and interviewer for the Oral History Program.
Chu, Jean H. 2016

Scope and Contents
In this oral history, Jean H. Chu (formerly Jean H. Fetter) discusses her twenty-five-year career at Stanford University where she served as Dean of Undergraduate Admissions, as assistant to two university presidents (Richard W. Lyman and Gerhard Casper), and in other administrative capacities.

Chu begins with an account of her childhood in Wales during World War II, when German bombings demolished nearby Swansea and frequently sent her scrambling for shelter. Raised by a great-aunt and great-uncle, she recalls how her youthful interest in mathematics and physics was fostered at a rigorous all-women's high school. Her excellence there helped gain admission to Oxford University's all-women's college, St. Hugh's. In vivid detail, Chu recounts her experiences as one of six women, compared to 120 men, studying physics at Oxford. She was awarded a first in physics, among the best in her class.

During her Oxford years, she met and married American Alexander (Sandy) Fetter (now Professor Emeritus of Physics at Stanford), and she discusses accompanying him to successive faculty appointments at Harvard, Berkeley, and finally Stanford. Describing life as a faculty wife and mother of small children, she recalls a brief job with William Shockley that led to a teaching position and then assistant professorship in physics at San Jose State.

Turning to her employment at Stanford, Chu discusses her work with David Halliburton of the English Department on two grant-funded projects that she used to promote recruitment of women in sciences. She credits the broad perspective of Stanford that she gained during that project with helping her win appointment as assistant to Stanford President Richard W. Lyman. She recalls a heavy workload filtering the barrage of mail and in-person complaints brought to the president. Described as a “cog between big wheels,” she says, she learned about how the university operated at the highest level.

Chu offers a brief account of her time as Associate Dean of Graduate Studies and Research under Jerry Lieberman where she oversaw the recruitment of women and minorities into graduate programs at Stanford and worked to develop grievance procedures for graduate students.

Much of the oral history involves the many challenges she faced as Dean of Admissions. She describes the conflict she confronted between those who supported recruiting “well-rounded” students and others who favored “angular” students (“nerds” with extraordinary talents). Chu tells how she enabled the Department of Mathematics and later the departments of Music, Art, Drama, and Dance to review outstanding applicants in their fields, using the model created for athletes. She explains other policies she initiated and provides a detailed description of the review process, recounting some unusual cases as well as special efforts to recruit minorities and women.

Chu outlines her service on the search committee that selected Gerhard Casper to be the new university president and the circumstances that led her to accept the role as his assistant. She contrasts her experiences as assistant to Lyman and Casper.

Concluding her remarks, Chu recalls her experiences with her second husband, Steven Chu, when he received the Nobel Prize in physics.
Clark, Eve V. 2016-05

Scope and Contents
Eve V. Clark, Richard W. Lyman Professor of Humanities and an internationally known linguist, reviews her life journey from the United Kingdom to the United States.

Clark begins by discussing her childhood in Britain, emphasizing her relationship with her sister, and her early education. Clark recounts traveling with her family, reflecting particularly on her time in France and the impact that learning the French language at a young age has had on her. She then describes her time at the University of Edinburgh and her time studying abroad in Aux-en-Provence and Barcelona. Clark then discusses how her interest in linguistics developed, accrediting the year-long phonetics course she had previously completed and her decision to attend the Linguistics Institute at the University of California Los Angeles.

Clark describes meeting her husband, Herb, completing her PhD, and coming to Stanford. Clark comments on her experience as an academic couple and on how she managed having a career and a family. Clark talks extensively about her research in language acquisition, describing past studies she has conducted and textbooks she has produced. She then details her work with undergraduates, the classes she has taught, and her time serving on multiple advisory boards. Clark then describes in more detail her time at Stanford, recounting how the Linguistics Department has evolved, the Loma Prieta earthquake, student discontent in the 1970s, the committees she had served on, and how being a woman has impacted her career, and her consciousness of the feminist movement.

The interview concludes with Clark commenting on how Stanford can continue to cultivate a more hospitable environment for women and by reminiscing on how the students at Stanford, and their motivation and energy, has driven her decision to continue teaching at the university.

Cohen, Albert 2010 Jun 18

Scope and Contents note
The interview was conducted by Jane Klickman, a retired Stanford administrator.

Biographical/Historical note
Albert Cohen is the Wm. H. Bonsall Professor of Music, Emeritus at Stanford University.

Scope and Contents note
In his interview on June 18, 2010, Albert Cohen spoke about his time as a faculty member at Stanford and as Chairman of the Music Department from 1973 to 1987 as well as Acting Chair subsequently. He worked diligently and often struggled with the Stanford administration to improve the department's facilities, particularly the Braun Center and Lully Archives, the faculty itself, and student experiences in the Music Department. He also talked about his research on 17th-18th century French music, musicology, and theory. He spoke about his pedagogical perspectives and other motivating factors in his career, as well as projects he is now working on in retirement.
Collier, Jane Fishburne 2016-2017

Abstract: In this oral history, Jane Collier, professor of cultural and social anthropology, emerita, discusses her family background, her undergraduate and graduate education in anthropology, and her field work in Chiapas, Mexico. She also describes the growth of feminist thought and activity at Stanford University and reflects on change over time in the Department of Anthropology at Stanford and in the field of cultural anthropology more generally. In an accompanying written biography, Collier describes her research and teaching interests.

Scope and Contents

In this oral history, Jane Collier, professor of cultural and social anthropology, emerita, discusses her family background, her undergraduate and graduate education in anthropology, and her field work in Chiapas, Mexico. She also describes the growth of feminist thought and activity at Stanford University and reflects on change over time in the Department of Anthropology at Stanford and in the field of cultural anthropology more generally. In an accompanying written biography, Collier describes her research and teaching interests.

With her father in the foreign service, Collier's childhood was lived in five countries and three languages, and she recalls always feeling like the odd person out, especially in a missionary school where she was the only student who had not been “saved.” At the time, Collier explains, women's work was generally defined as caring for a family, and she remembers often wanting to be a boy.

Gender expectations thwarted her desire to be a Mayan archaeologist, she points out, leading her to study anthropology at Radcliffe College. A life-changing course on South America introduced her to the late Professor Evon Z. Vogt, her longtime mentor. Summers with his student team in Chiapas, Mexico, generate rich anecdotes about her work on the role of women in Zinatlanca households and her courtship with George Collier. Soon she and George were married with two children, and Collier describes how they balanced childcare with scholarly pursuits.

Following George to Stanford's Department of Anthropology, she tells how she became part of an informal collective of women anthropologists including the late Michelle (Shelly) Rosaldo. While prevailing anthropological thinking in 1971 circumscribed women as family caregivers, Collier explains, the collective's ethnographic reading showed that women held various roles, often involving power but rarely prestige. One outcome was a course entitled “Women in Cross-Cultural Perspective.” Collier also describes the exciting atmosphere at Stanford's Center for Research on Women (CROW) where women faculty members from a variety of disciplines discussed research involving gender.

As a teacher, Collier acknowledges an ongoing challenge when women students accepted biological determinism's consignment of women to maternal roles. She discusses her own experience combining motherhood with an academic career, highlighting the positive influence of then Department Chair Benjamin D. Paul, who hired Rosaldo and Collier as the department's first tenure-track women.

Recalling the Faculty Senate's review of Stanford's “Western Civ” requirement, Collier describes a unique and diverse course sequence developed by the Department of Anthropology. While students liked the new focus, she says, their families often supported the traditional view. She also discusses an investigation she led into the ethics of a graduate student's activity in China.

As the twentieth century neared an end, Collier experienced conflicts within the Department of Anthropology over approaches based on biology versus culture, as well as a generational division among cultural anthropologists. Before the 1960s, she says, the focus was on what kept societies stable, while later research turned to power and its uneven distribution. As “the kind of anthropology I loved was going out of fashion,” she discusses leaving campus for fieldwork and eventually taking early retirement.

Biographical / Historical

Jane Fishburne Collier is an emeritus professor of anthropology at Stanford University. Collier's father was a member of the Foreign Service, leading to a childhood spent abroad in Colombia, Ecuador, and Belgium. She earned her BA in anthropology from Radcliffe College in 1962. While at Radcliffe, she studied under Evon Z. Vogt and assisted in his summer field work in Chiapas, Mexico. She earned a Fulbright scholarship to Spain and went on to earn her PhD in anthropology from Tulane University in 1970.

Collier arrived at Stanford with her husband and fellow anthropologist, George Collier in 1972. After working part-time in the Anthropology Department, she became a full professor during the 1980s. During her long career, her research focused on Mexican Maya communities, economic processes, and feminist analysis of kinship.
Scope and Contents
Wanda M. Corn's interview traces her education in art history and eventual conversion to the emerging field of American art history in the 1960s. Corn discusses her experience of working with Lorenz Eitner and Al Elsen, the evolution and growth of the Department of Art and Art History, the relationship between the department and the Stanford museum, the trends in art history education, the gratification and challenges in chairing the department, the challenges facing the Stanford museum after the 1989 Loma Prieta Earthquake, her involvement in promoting the interests of woman faculty, her tenure as the third director of the Stanford Humanities Center, the John Cage celebration and the experience of hosting Spalding Gray, and the trips she led for Stanford Travel/Study. She concludes the interview with her thoughts on the Stanford Initiative for Creativity in the Arts.

Biographical / Historical
Having earned a BA (1963), MA (1965) and Ph.D. (1974) from New York University, Professor Wanda Corn taught at Washington Square College, the University of California, Berkeley, and Mills College before moving to Stanford University in Palo Alto, California in 1980. At Stanford she held the university’s first permanent appointment in the history of American art and served as chair of the Department of Art and Art History and Acting Director of the Stanford Museum. From 1992 to 1995 she was the Anthony P. Meier Family Professor and Director of the Stanford Humanities Center. In 2000, she became the Robert and Ruth Halperin Professor in Art History. She retired from teaching at Stanford in 2008. In 2009, she was the John Rewald Distinguished Visiting Lecturer, at the CUNY Graduate Center.

A scholar of late nineteenth- and early twentieth-century American art and photography, Professor Corn has received fellowships from the American Council of Learned Societies, the Smithsonian American Art Museum, the Woodrow Wilson International Center for Scholars, the Smithsonian Regents, the Stanford Humanities Center, the Radcliffe Institute of Advanced Study, and the Clark Institute of Art. In 2006-07, she was the Samuel H. Kress Professor at the Center for Advanced Study in the Visual Arts at the National Gallery of Art.

She has won numerous teaching awards: in 2007 The Distinguished Teaching of Art History Award from the College Art Association; in 2002 the Phi Beta Kappa Undergraduate Teaching Award; and in 1974 the Graves Award for outstanding teaching in the humanities. In 2006, the Archives of American Art awarded her The Lawrence A. Fleischman Award for Scholarly Excellence in the Field of American Art History and in 2007 she received the Women’s Caucus for Art Life Time Achievement Award in the Visual Arts. In 2003 she was the Clark Distinguished Visiting Professor at Williams College. She has served two terms on the Board of Directors of the College Art Association and two on the Commission for the Smithsonian American Art Museum. She served on the Advisory Board of the Georgia O’Keeffe Catalogue Raisonné, two terms on the Board of the Terra Foundation in American Art, and is today a trustee of the Wyeth Foundation in American Art.

Active as a visiting curator, she had produced various books and exhibitions, including The Color of Mood: American Tonalism 1990-1910 (1972); The Art of Andrew Wyeth (1973); and Grant Wood: The Regionalist Vision (1983) and in 2011-12, Seeing Gertrude Stein, Five Stories. Her historiographic article for Art Bulletin, "Coming of Age: Historical Scholarship in American Art" (June 1988), became a significant point of reference in the field as has her work on cultural nationalism in early American modernism. Her study of avant-garde modernist culture along the Atlantic rim, The Great American Thing: Modern Art and American Identity, 1915-35, was published by the University of California Press 1999. UC Press has recently published Professor Corn's Women Building History about Mary Cassatt and the decorative program of murals and sculptures for the Woman’s Building at the 1893 Chicago World’s Columbian Exposition. She continues to research, write, and lecture on high, middle, and low culture interpretations of Grant Wood’s American Gothic.
Cottle, Richard W. 2015

Scope and Contents
In the first of two interviews with Kandis Scott, Richard W. “Dick” Cottle gives a brief account of his birth in Chicago and education in neighboring Oak Park, Illinois. He reflects on his undergraduate and graduate studies in mathematics: first at Harvard and then (after a two-year interlude of prep-school mathematics teaching) at the University of California, Berkeley where he had the good fortune of working at the Radiation Laboratory and the Operations Research Center with George Dantzig. Cottle relates how upon completion of his doctoral studies, he took a position at Bell Telephone Laboratories for two years, accepted a one-year visiting faculty position with Stanford’s Operations Research Program (OR), and became a member of the tenure-line faculty when the OR Program became the Department of Operations Research. He talks about his rise through the academic ranks, his collaboration with George Dantzig (who had left Berkeley and joined Stanford), the formation of the Mathematical and Computational Sciences Program, the anti-Viet Nam War turbulence, his receipt of the U.S. Senior Scientist Award from the Alexander von Humboldt Foundation, and eventual chairmanship of the OR Department. He discusses the merger of the OR Department with the Engineering-Economic Systems Department and a second merger four years later with the Department of Industrial Engineering and Engineering Management.

The second interview returns to the formation of the OR Department, its nature, its chairs, and the contemporaneous deans of the School of Engineering. Cottle recounts stories about his own chairmanship (which ended when the first of the two mergers occurred) and some of the challenges faced by the department. He also talks about events on campus, some of his closest friends on the Stanford faculty, and the effect that international recognition for his scholarly work had on his life at Stanford. He relates how he became involved with the writing of the book Stanford Street Names and other book projects. Responding to interviewer Kandis Scott’s questions, Cottle reflects on changes in the university, his sense of the most notable accomplishments of his career, and the challenges he faces going forward. The interview closes with comments on the influence of his family life.

DeBra, Daniel B. 2012 Apr 17

Scope and Contents
Daniel B. DeBra begins with his education and his path towards research in mechanical engineering and eventually aeronautics and astronautics at Stanford. He then discusses his work at Stanford and the faculty and students with whom he worked closely, including Robert Cannon, Gene Franklin and Richard Van Patten.

Biographical / Historical
Daniel B. DeBra joined the Stanford faculty in 1964 and became emeritus professor in 1995. Before teaching at Stanford, Professor DeBra had worked at Lockheed Missile and Space Company, U.S. Air Force, and the Thermix Corporation. The awards Professor DeBra has received include the Industrial Research Award 100 for successful flight of drag-free satellite, 1973; the Distinguished Service Civilian Award, USAF SAB, 1982; the Thurlow Award, Institute of Navigation, 1983; and Distinguished Lecturer, ASPE, 1994.

Professor DeBra received his B.E. in mechanical engineering from Yale in 1952, M.S. in mechanical engineering from M.I.T. in 1953, and a PhD. in engineering mechanics form Stanford in 1962.
Degler, Carl N. 2012-03-10

Scope and Contents
Carl Degler begins with his decision to become a historian and his experience serving in the Army Air Force in World War II. He discusses his interests in labor unions, women’s history and black history. He continues with his position at Vassar followed by how he came to Stanford. The author of numerous books, Degler comments on his approach to writing and how he came to write about particular subjects and people in history. He concludes with his involvement in NOW (National Organization for Women) and his mentorship of women in academia.

Donaldson, Sarah S. 2015-01

Scope and Contents
Dr. Sarah Donaldson begins her interviews by talking about her early life growing up in Portland, Oregon in the years during and after WWII. She describes her work during high school as a candy stripper and nurse’s aide, and her later decision to study nursing at the University of Oregon. Dr. Donaldson speaks of her first job working for a cancer surgeon named Bill Fletcher who mentored her and ultimately encouraged her to go to medical school at a time when very few women were becoming doctors. She subsequently attended Dartmouth Medical School for two years and then transferred to Harvard for her last two years.

Initially, Dr. Donaldson wanted to be a cancer surgeon but changed her mind and pursued radiation oncology. She took a residency at Stanford and specialized in pediatric radiation oncology when it was not yet a known field. Dr. Donaldson then became an assistant professor and set up a pediatric radiation oncology program at Stanford. She describes liking the small, family-like department she was in and feeling inspired by her colleagues to do her best work. While she enjoys all facets of her job, Dr. Donaldson mentioned particularly liking mentoring young female doctors and taking care of patients. Dr. Donaldson goes on to describe how many opportunities came to her because there were so few women in her field and how she was lacking a female mentor in her early years. She concludes the interview by talking about some of her more meaningful awards and honors as well as her publications that have had the most impact.

Doty, Andrew M. 2007 Jun 15

Scope and Contents note
Oral history interview conducted in June 2007 pertaining to his 30-year career in community relations and public affairs at Stanford. Topics include San Hill Road, Peter Coutts housing development, SLAC power line, commercial development of Stanford lands, and relations with Palo Alto and Santa Clara County.

Biographical/Historical note
Andy Doty was born and raised in upstate New York. He joined the Army Air Corps and served in WWII. He came to Stanford in 1963 after working as a newspaper reporter in New York State, assistant director of public relations at Johns Hopkins University, and science and engineering editor at the University of Michigan. He retired as director of community relations in 1993. His tenure coincided with major land development issues at Stanford, including the Sand Hill Road project and the SLAC project. Doty’s interview sheds light on the interplay between “the (Stanford) trustees’ rights to develop their lands to the full extent if they wished and the neighbors’ political power to prevent as much expansion as they could.”

Subjects and Indexing Terms
Oral histories.
Community and college -- United States.
Schofield, Susan.
Doty, Andrew M.
Dreisbach, Robert H. 2016-03-28

Biographical / Historical

In this oral history, Robert H. Dreisbach, Stanford alumnus (AB Chemistry 1937) and Professor of Pharmacology, Emeritus, discusses growing up in Baker, Oregon. He touches on his father’s work on the farm, at a creamery, and as a grocer and his mother’s beekeeping, and he describes Boy Scout meetings and hiking trips with his troop. He discusses his undergraduate days at Stanford from 1933 to 1937, recalling attending dances, the El Capitan Eating Club, and serving as the manager of the Stanford baseball team. He recalls his chemistry and physics professors and describes how a talk at Stanford given by a researcher from the Department of Agriculture awakened his interest in pharmacology and helped to convince him to pursue the subject while in medical school at the University of Chicago.

Dreisbach briefly recounts his experiences during World War II, which included working as an instructor at the Stanford Medical School and military service as a ward officer at Lovell General Hospital in Fort Devens, Massachusetts and at a hospital in the Panama Canal Zone. He describes the Stanford Medical School when it was located in San Francisco and provides his recollections of the rationale behind its move to campus, including Windsor Cutting’s involvement. He recounts the origins and evolution of his work, The Handbook of Poisoning and the way that poison control centers embraced the book.

Dreisbach describes the expansion of the Pharmacology Department after Avram Goldstein arrived from Harvard University to assume its chairmanship and its move to the Stanford campus. He remembers Goldstein as a “go-getter” and relates how he secured space in the basement of the Stanford Museum for a laboratory. Dreisbach explains how concern about smog and air pollution led him to pursue research and writing on environmental issues. An avid hiker, he closes the interview, which was conducted on the eve of his 100th birthday, by offering advice for longevity--keep climbing summits.
Eddelman, William S. 2012 Feb 2

Scope and Contents
William S. Eddelman arrived at Stanford in 1958 with undergraduate degrees in zoology and pre-med from the University of Reno. After obtaining his master's degree in 1960 in Theater, Eddelman spent a year at Cornell University in a doctorate program before transferring back to Stanford. In 1965 he was awarded a Fulbright Scholarship to study theater and costume design in Venice, Italy at the Cini Institute. Upon his return to the States he taught for several years at the University of Calgary and returned to Stanford in 1970 as an associate professor in the Drama Department, and was later promoted to Assistant Professor. Eddelman took emeritus status in 2002, and taught until 2005.

In this interview Eddelman describes his professional influences, including the global perspectives of Professors Wendell Cole and Doug Russell, and working for Dick Hay as a designer, and his own world-wide travels and interests. Eddelman references his life as a gay man in San Francisco and Stanford in the 1970s and 1980s. Eddelman also talks about his interaction with other Drama Department personnel, including Charles Lyons, and the substantial changes in the curriculum and degree focus in the Drama Department during the 1970s. Various projects Eddelman worked on at Stanford, including productions of Orasteia, Gaeties, and Twelfth Night, are described. Eddelman talks about his numerous and diverse interests in theater and costume design, including involvement with the Museum of Performance and Design in San Francisco, leading alumni tours of Venice and the Veneto for the Stanford Alumni Association, lecturing on Paris and Wagner, and cataloging his extensive postcard collection depicting various costume and design influences.

Biographical / Historical
Associate Professor Emeritus. William S. Eddelman has been a set and costume designer and a theater historian for more than forty years. At Stanford he has taught a wide variety of classes which have ranged from design, theater aesthetics, and musical theater to dramatic literature and cultural studies. Recently, he has taught a graduate seminar in international theater aesthetics and an undergraduate seminar called “Mapping and Wrapping the Body: The Psychology of Clothes.” He has taught several classes for Stanford Continuing Studies and in the last two quarters he has given classes on “Venice and the Veneto” and “Paris in the Jazz Age.” He has co-led a tour for Stanford Alumni Travel in the Veneto part of Italy with a focus on Palladian Villas, and led a tour to Venice for carnival.

As a very active board member of the San Francisco Performing Arts Library and Museum (which will be known in the future as the Museum of Performance and Design), Eddelman is involved in advising and purchasing materials for the new museum. He continues to work on a massive postcard collection that focuses on the history of costume, and is structuring a documentation project on the history of the costume and set design work at the Prague Quadrennials. Recently he completed a volume of photographs from nearly forty years ago.
Edwards, Mark W. 2016 •

Biographical / Historical

Mark W. Edwards, an emeritus professor in the Department of Classics, spent over two decades serving the Stanford community. Edwards influenced numerous undergraduate and graduate students at Stanford and at other institutions in the United States and Canada. The focus of this two-part interview is the breadth of Edwards's teaching career and the evolution of his research interests, particularly his work related to Homer.

Edwards's academic success in classical languages began at his English grammar school during his teenage years. He explains how he chose Latin as his major at Bristol University and how, a few years later, he returned to Bristol to earn a second honors degree in Greek. Edwards pursued a master's degree soon after, where he worked with Thomas Webster of University College London and began studying Homeric formulae. Both Webster and Homer proved to be strong influences on Edwards's future career.

After a year in London, Edwards moved to the United States as a Fulbright fellow at Princeton University and then accepted his first teaching position at Brown University. Edwards describes his impressions of mid-century America, the works of literature he covered in his classes, and his experience as a resident chaperone on campus. Edwards also discusses how not getting tenure at Brown prompted him to apply for a teaching position at Queen's University in Ontario, Canada, where he taught for another seven years. He draws interesting comparisons between the two countries based on his student interactions, and provides more detailed information and examples about his work on Homeric formulae that developed over those fourteen years.

In the second interview, Edwards describes his years at Stanford as a professor, department chair, and researcher. Edwards found many of his former mentors teaching at Stanford when he arrived in 1969. He taught a variety of Classics graduate courses and non-major undergraduate classes. Edwards also served as department chair for seven years. He discusses the highs and lows of the experience and details the two programs he was most proud of implementing: the Stanford in Greece program, which subsidized student travel in Greece, and the Webster Fund, named in honor of his mentor Thomas Webster, which supported the exchange of guest lecturers between Stanford and University College London.

Over the course of thirty plus years teaching Homer's work, Edwards widened his research to include studying the poet's type scenes and story patterns. He personally appreciated those moments when Homer broke from the pattern and revealed more of himself. To share this expertise, Edwards wrote a well-received reader for the general public called Homer: Poet of the Iliad. After retiring early from Stanford, Edwards accepted an appointment at the University of California, Santa Cruz to teach Homer to undergraduates in Greek.

Edwards concludes his interview with thoughts about how classics remains relevant in modern society. He points to his retirement reading group that recently studied the Odyssey. Through vicarious experience, Edwards feels the retirees gained knowledge from studying the text and relating it to the experiences they had during and after World War II. Edwards remarks that he takes great pleasure in these new interactions with classical texts he has studied his entire career.
Efron, Bradley 2014-01-15

Scope and Contents
Bradley Efron begins his interview with his decision to come to Stanford and continues with the development of statistics as an established academic discipline at Stanford. He talks about a number of people who were significant in the field over the years. He explains the relationship of statistics to other disciplines and relates how some appointments are joint appointments with other departments. For example, Efron held a joint appointment in the medical school working with clinical trials. He comments on the evolution of statistics along with the evolution of computers from mainframe to desktop, and how that enables the research. He also discusses algorithms and inferences in relation to statistics and other disciplines, and tools such as “bootstrapping.” Then he spends some time talking about his experiences in leadership positions on campus as well as his experiences in publishing. He concludes with his thoughts about Stanford and how it grew from a “good” university to a “great” university.

Ehrlich, Paul R. 2012-04-20

Scope and Contents
Paul R. Ehrlich begins with his childhood interest in butterflies and the most important thing that shaped his academic interests, a summer with the Inuit Eskimos and working for the Canadian Northern Insect Survey. He discusses his early contacts during his college years that led to his decision to come to Stanford, including the importance of environmental and ecological aspects of biology. Throughout the interview, Ehrlich mentions numerous people and publications in his field over the years. In addition, he talks about the physical environment in the Stanford area as well as the academic environment, both of which influenced him to stay for his entire career. He also mentions numerous students who have stood out in his mind at Stanford. He includes the collaborative relationship with his wife, Anne Ehrlich, who worked with him on various projects and publications. In summary, Ehrlich details his experiences as a researcher at Stanford and his thoughts on how the intersections of academic disciplines serve to benefit the world.
Falcon, Walter P. 2013 Mar 13

Scope and Contents
Walter P. Falcon, Deputy Director of the Center on Food Security and the Environment, spoke about growing up on an Iowa corn farm, his education, his faculty position at Harvard, and coming to Stanford in 1972 as Professor and Director of the Food Research Institute (FRI). He discussed his academic career and his research and policy advisory work in Indonesia and Southeast Asia, as well as the overall role of FRI and its ultimate closure in the mid-1990s. He also talked about his experiences as an Associate Dean of Humanities and Sciences (1985-1991) and as Director of the Institute for International Studies, now the Freeman Spogli Institute (1991-1998), and of its Center for Environmental Science and Policy (1998-2005). Dr. Falcon offered his views on a variety of topics including interdisciplinary research and teaching, theoretical vs. applied scholarship, and institution building.

Biographical / Historical
Born in 1936, Walter P. Falcon grew up on a farm in Iowa before attending Iowa State University. After receiving a Bachelor of Science degree in Agricultural Economics, Dr. Falcon went on to get an A.M. and Ph.D. in Economics, both from Harvard University. He worked as an instructor and researcher at Harvard for many years before moving to Stanford University, where he functioned in a number of capacities. Dr. Falcon was a Dean of the School of Humanities and Sciences, and was Director and Professor for the Food Research Institute and the Institute for International Studies. He also taught in the Economics Department, served as Co-director of the Center for Environmental Science and Policy, was Farnsworth Professor of International Agricultural Policy, and served the University in many other ways. Outside of the university setting, Dr. Falcon has worked to ease world hunger and consequently spent many years advising Pakistan and Indonesia. As a result, he has earned many awards and honors. Among his extensive publication history is the book Food Policy Analysis.

Falkow, Stanley 2013-10-17

Farquhar, John W. (Jack) 2014

Scope and Contents
John W. “Jack” Farquhar is Professor of Medicine, Professor of Health Research and Policy, and the first holder of the C. F. Rehnborg Professorship in Disease Prevention at the Stanford University School of Medicine. He is well-known for his work in disease prevention and global health research.

This series of interviews begins with Dr. Farquhar’s early family life and education and the important events in his life that led him to pursue the study of medicine and the prevention of heart disease. He discusses how WWII impacted his life and how his interest in science, world events, educational opportunities, and other factors shaped the choices he made. He talks about his passion for his work and how his research helped to bring disease prevention to new heights both at Stanford and throughout the world. He recalls his experience being mentored and mentoring many leaders in the field of heart disease prevention. He shares his observations on the growth of the Stanford School of Medicine from a small under-recognized school to a world-class institution, and he relates his concern that heart disease prevention sustain its research and funding within the competitive research environment at Stanford.

Preferred Citation
**Feigenbaum, Edward Albert 2012 Jul-Aug**

**Scope and Contents**

In the oral history interviews conducted on July 12 and August 2, 2012, Dr. Edward Feigenbaum discussed his early years in the Bay Area, including his time as a professor at UC Berkeley and the difficulty he faced in finding the appropriate department for his field of interest. He went on to discuss his hiring at Stanford and working in the newly formed Computer Science Department. During his early years at Stanford Dr. Feigenbaum also oversaw the Computer Center, and in the interviews he discussed upgrading Stanford’s computing equipment and working with other departments and programs to secure computing equipment for their needs. In discussing the Computer Science Department more generally, Dr. Feigenbaum touched on the department’s faculty, facilities, and areas of focus, as well as the importance George Forsythe played in the early development of the department.

Dr. Feigenbaum also discussed his own research, including his work with Joshua Lederberg on the DENDRAL project. He compared his own work to that of John McCarthy, a colleague both at Stanford and in the field of Artificial Intelligence, and outlined his own contributions to the field. Dr. Feigenbaum went on to discuss Stanford policies on consulting, students with whom he worked, the President’s Advisory Committee on Computer Science, Stanford’s Sponsored Projects Department, and the Computer Science Department’s move from Stanford’s College of Humanities and Sciences to the College of Engineering.

**Biographical / Historical**

Edward Feigenbaum is one of the pioneers of Artificial Intelligence research and its applications.

He received his B.S. degree in Electrical Engineering in 1956 and his Ph.D. in 1960, both from Carnegie Mellon University. After a Fulbright Scholarship year in the UK, he taught at University of California, Berkeley until moving to Stanford University in 1965.

He has been Chairman of the Computer Science Department and Director of the Computer Center at Stanford University. In 1965 he founded the well-known laboratory known as the Heuristic Programming Project, later renamed the Stanford Knowledge Systems Laboratory. For many years, he was Co-Principal Investigator of the NIH-sponsored national computer facility for applications of Artificial Intelligence to Medicine and Biology known as SUMEX-AIM.

He is the Past President of the American Association for Artificial Intelligence. His public service includes: NSF Computer Science Advisory Board; ISAT, a DARPA study committee for Information Science and Technology; and the National Research Council’s Computer Science and Technology Board. He has been a member of the Board of Regents of the National Library of Medicine, and the Air Force Scientific Advisory Board. From 1994-97 he served at the Pentagon as Chief Scientist of the Air Force.

He was the leader of and co-author of the encyclopedic four-volume Handbook of Artificial Intelligence; as well as Computers and Thought and Applications of Artificial Intelligence in Organic Chemistry: The DENDRAL Program. He was also the founding editor of the McGraw-Hill Computer Science Series. He was co-author of the books: The Fifth Generation: Artificial Intelligence and Japan’s Computer Challenge to the World; The Rise of the Expert Company (about corporate successes in the use of expert systems); and The Japanese Entrepreneur: Making the Desert Bloom.

Dr. Feigenbaum is a co-founder of three start-up firms in applied artificial intelligence, IntelliCorp, Teknowledge and Design Power Inc. He also was a member of the Board of Directors of Sperry Corporation. He has been a member of the advisory boards of several Silicon Valley start-up companies. Currently he is a member of the Board of Trustees of the Computer History Museum; and Chairman of the Advisory Board of the Allen Institute of Artificial Intelligence.

Feigenbaum was awarded the ACM Turing Award in 1995, the highest award given for research in Computer Science. In 2012, he was elected to the Hall of Fellows of the Computer History Museum. In 2013 he received the IEEE Computer Society’s Computer Pioneer Award, their highest lifetime contribution award.

He was elected to the National Academy of Engineering in 1986 and the American Academy of Arts and Sciences in 1991. He was selected for the Productivity Hall of Fame of the Republic of Singapore; and in 2011 the IEEE Intelligent Systems Artificial Intelligence Hall of Fame. He is an elected Fellow of the American Association for Artificial Intelligence; the American College of Medical Informatics; the American Institute of Medical and Biological Engineering; and the American Association for the Advancement of Science. He is the first recipient of the Feigenbaum Medal, an award established in his honor by the World Congress of Expert Systems. The American Association for Artificial Intelligence established the Feigenbaum Prize for Artificial Intelligence, which is given biennially.
Flippen, James H. 2016-12-15

Scope and Contents
In this oral history, Stanford alumnus James H. Flippen (MD 1945) recounts family stories and the journey that led him to attend medical school at Stanford University. He relates details of student life at the Stanford School of Medicine when it was located in San Francisco and recalls incidents from his residency at Stanford. He briefly describes his fellowship at Boston Children's Hospital where he learned the replacement transfusion technique for treating hemolytic anemia of the newborn, which he later taught to physicians on the West Coast. He also provides an account of his service in the United States Navy when he was assigned to a clinic for treating tropical skin diseases located at the Tanforan Race Track in San Bruno, California.

Flippen describes his work as a private practitioner of pediatrics in Palo Alto and his work as a clinical professor in the pediatric cardiology clinic at Stanford. He recounts his role in leasing land from Stanford in cooperation with other physicians in order to build a cluster of medical offices near Stanford hospital known as the Medical Plaza. He describes his work as the regional chairman of the Accident Prevention Committee of the American Academy of Pediatrics and his advocacy of legislation requiring that cars be equipped with seatbelts, that homes have smoke detectors, and that teenagers who drove while intoxicated receive stiff penalties. He concludes the interview by discussing his determination of the cause of a tragic drowning incident, a phenomenon he branded “silent drowning.”

Fong, Herb 2011 May 17

Scope and Contents note
Herb Fong discussed many of the changes that occurred over the past 30 years regarding ground maintenance. He talked about the reorganization of the groundskeeping system, irrigation, pest control and the replanting of Palm Drive. He also discussed the Certified Landscape Training (CLT).
Scope and Contents

This is the first interview in a theme project to explore the role of development (fundraising) in Stanford’s journey “from good to great” and in sustaining greatness. In these two interview sessions, Ford begins by describing the post-WWII history of development at the university, broken down into eras corresponding to major fundraising campaigns: the PACE campaign 1961-1964 (Plan of Action for a Challenging Era); the Campaign for Stanford, 1972-1977; the Centennial Campaign, 1985-1991; the Campaign for Undergraduate Education, 2000-2005; and the Stanford Challenge, 2006-2011. He speaks about the different circumstances, priorities, strategies, and university presidents and provosts during each campaign, as well as challenges posed by adverse events such as student unrest and the indirect cost controversy. Ford believes that one key to Stanford’s development success has been its ability, starting back in the 1960s, to integrate financial planning, academic planning, and development planning. He also discusses the important roles of university trustees, alumni, donors and volunteers; obtaining major gifts from non-alumni; increasing the participation rate of alumni; non-monetary campaign goals; introducing a focus on class giving; the Commission on Undergraduate Education; and corporate and foundation fundraising.

Moving on to questions of strategy, Ford discusses the importance of academic priorities; the influence of key individuals; components of the Campaign for Undergraduate Education; decentralization of the development function to the deans of the schools; large matching gifts; endowed graduate fellowships; and the Terman Fellows Program to support young faculty. Ford notes that Stanford led the way among peer institutions in many aspects of development, but learned from “the Ivys” in other aspects. Bringing alumni back to campus for university seminars and taking Stanford “on the road” were unique Stanford contributions. Ford also talks about fundraising based on intuition versus data; allocating development resources where they could do the most good; starting to focus on undergraduate students before they become alumni; Stanford Associates; the importance of stewardship; and unexpected gifts.

Concerning administration and collaboration, Ford talks about the decision to add development officers in the schools “closer to the product;” managing access to donors; academic priorities as compared to donor interests; understanding the broader implications of a gift; endowment versus expendable funds; and communication with the donor community especially as the university grows and changes. Ford stresses the importance of a broad range development program, not just one focused on the handful of people who can give very large gifts. Looking to the future, he mentions many donors' desires to see Stanford go beyond its traditional mission and speculates that fundraising will have a global focus in the future.
Freelen, Robert E. 2015-04-02-2015-04-15

Biographical / Historical

Robert E. “Bob” Freelen was Vice President for Public Affairs at Stanford from 1983 to 1992. He has extensive experience in university fundraising, alumni relations, and public relations. In this two-part interview, Freelen reflects on his journey through Stanford University.

He begins by discussing his undergraduate years at Stanford and describing the university environment at the time and his involvement with student government. He moves on to his time at the Stanford Graduate School of Business to pursue his MBA and finish his Reserve Officers’ Training Corps [ROTC] program. Freelen also recounts going into the army following graduation, where he worked in the finance corps. He then discusses his return to Stanford, working for the PACE campaign [Plan of Action for a Challenging Era] to raise funds for the university. He describes his move into working for the Stanford Alumni Association and later the issues he dealt with as Acting Dean of Students during challenging times. Freelen details his long career as the university’s Director of Government Relations, during which he fostered dialogue between Stanford, the state and federal governments, and other universities and created new policies and coalitions. He describes succeeding Robert M. “Bob” Rosenzweig as Vice President for Public Affairs and keeping up relationships with media, government, and donors. Freelen concludes the first interview session by discussing relations with the Hoover Institution under director W. Glenn Campbell and issues surrounding the proposed construction of the Reagan Library on Stanford campus.

In the second interview session, Freelen discusses his work in university communications and developing a strategic plan for that department. He returns to discussing government relations, covering issues including Stanford’s land endowment, obtaining anti-trespassing legislation barring Theodore Streleski from campus, and the indirect costs controversy. Freelen ends his interview describing his retirement and offers his perspective on Stanford today.
Fuchs, Victor R. 2012 Sep 24

Scope and Contents
Professor Fuchs discussed his pre-Stanford years: background, education, his early mentors, and how they influenced his work. He shared his experience prior to coming to Stanford, the circumstances that brought him here, and what happened when he first arrived. He talked about his teaching, his role in health economics, and how it evolved. He also discussed his current projects and offered his thoughts on health care reform.

Biographical / Historical
Victor R. Fuchs is the Henry J. Kaiser Jr. Professor Emeritus at Stanford University, in the Departments of Economics and Health Research and Policy. He is also a Research Associate of the National Bureau of Economic Research. He applies economic analysis to social problems of national concern, with special emphasis on health and medical care. He is author of nine books, the editor of six others, and has published over two hundred papers and shorter pieces. His current research focuses on comprehensive health care reform, differences in survival to age 70, and the relation between life expectancy and economic growth.


Professor Fuchs was elected president of the American Economic Association in 1995. He has also been elected to the American Philosophical Society, the American Academy of Arts and Sciences, the Institute of Medicine of the National Academy of Sciences, and is an Honorary Member of Alpha Omega Alpha. He has received the John R. Commons Award, Emily Mumford Medal for Distinguished Contributions to Social Science in Medicine, Distinguished Investigator Award (Association for Health Services Research), Baxter Foundation Health Services Research Prize, and Madden Distinguished Alumni Award (New York University). ASHE’s (American Society of Health Economists) Career Award for Lifetime Contributions to the Field of Health Economics and the RAND Corporation prize for the Best Paper published in the Forum for Health Economics and Policy are named and awarded in honor of Professor Fuchs.
Scope and Contents
Theodore “Ted” H. Geballe begins his interviews by discussing his early life in San Francisco and his family. He continues on to his time as an undergraduate and graduate student at University of California, Berkeley, and the formative experience of working with William Giauque. He discusses his career at Bell Labs, including influential colleagues he worked with as well as his time studying semi- and superconductors. He speaks of his recruitment to Stanford by Marvin Chodorow and the motivations for accepting his position. Geballe goes on to discuss the history of Applied Physics and its growth during his time in the department. He notes his contributions to the department, including his role as department chair, in recruiting other top faculty, and in cultivating interdisciplinary research. He discusses his teaching, noting his work with Mac Beasley on the research group Ted-Mac Amateur Hour and later with Aharon Kapitulnik and Beasley on the research group KGB.

Geballe also discusses Stanford’s reputation, the growth of independent labs at Stanford, and Applied Physics’ relationship with the Department of Physics and the Stanford Linear Accelerator Center. He goes on to discuss his time as director of the Center for Materials Research, the development of materials science research at Stanford, and his research accomplishments while at Stanford. He also discusses the evolution of superconductivity research, and discusses his business venture Conductus. Ted Geballe concludes the interview by discussing recent development of lab space devoted to materials research at Stanford, including the Geballe Lab for Advanced Materials, named in his honor.
Scope and Contents

Albert Joseph Gelpi opens his interview with discussing his family and his upbringing in New Orleans. He recounts his time at Loyola and Tulane, and his doctoral work at Harvard, where he met Barbara Charlesworth. He discusses marrying Barbara, and accepting a position at Stanford in 1967. Gelpi notes Barbara's difficulties with maintaining a university position and raising a family. Gelpi discusses the unrest on campus in the late 1960s, and its impact on the English Department. He goes on to discuss colleagues in the department as well as department culture. He outlines the courses he taught, changes in English curriculum, and his experience as department chair. He also notes Barbara's struggles in the department. He discusses his role in creating the American Studies program.

The second session starts with Gelpi exploring his time as Associate Dean of Graduate Studies and Research, taking time to discuss the development of the Humanities Center. He notes the benefits and challenges of working as an associate dean, as well as major issues he dealt with. The interview shifts to Gelpi's own research, including his work on Emily Dickinson, The Tenth Muse, A Coherent Splendor, American Poetry After Modernism: The Power of the Word, his time editing Cambridge Studies in American Literature and Culture, his work with Adrienne Rich, and his work on C. Day Lewis. Gelpi notes his involvement in Stanford's Catholic community, and discusses his retirement and thoughts on changes at Stanford since his arrival.

Biographical / Historical

Albert Joseph Gelpi was born on July 19, 1931 in New Orleans, where he attended Jesuit High School and got his A. B. from Loyola University, New Orleans. After serving in the U.S. Army (1951-53, the last year in Korea), he got his M. A. from Tulane and taught briefly at Loyola before starting doctoral studies at Harvard in fall, 1957. He received his PhD from Harvard in 1962 with a dissertation on Emily Dickinson under the supervision of Perry Miller. While teaching there as an assistant professor for the next six years, he married Barbara Charlesworth in 1965, and they had two children: Christopher (b. 1966) and Adrienne (b. 1970). In 1965 his dissertation was published by Harvard University Press under the title Emily Dickinson: The Mind of the Poet.

In the fall of 1968 the Gelpis came to Stanford with Albert as a tenured associate professor and Barbara as a lecturer. During the thirty-plus years on the Stanford teaching faculty, Gelpi offered a range of courses in American literature on the undergraduate and graduate levels, earning him a Dean's Teaching Award shortly before his full retirement in 2002. He was Guggenheim Fellow, 1977-78, and became the William Robertson Coe Professor of American Literature in 1979. Besides teaching, Gelpi served in a number of administrative post within the department, including Chair (1985-88), and in the University, including several stints as Chair of the American Studies Program (1976-77, 1989-90, 1994-7), and as Associate Dean of Graduate Studies and Research (1980-85).

He was the founding editor of the influential monograph series "Cambridge Studies in American Literature and Culture," published by Cambridge University Press, and served in that capacity from 1980 to 1991.


In 1993 he published Living in Time: The Poetry of C. Day-Lewis, and is planning, with Bernard O'Donoghue, a Selected Prose of C. Day-Lewis.

Gelpi continues to teach from time to time in Stanford Continuing Studies and in its Master of Liberal Arts Program.
Gelpi, Barbara C. 2013 Feb 12-Mar 12

Scope and Contents

Barbara Charlesworth Gelpi begins her interview discussing her early life in Colombia, her parents and her sister, her education in catholic schools in Colombia and Toronto, Canada, as well as her undergraduate and graduate work at the University of Miami. Gelpi goes on to discuss her doctoral work at Radcliffe and meeting Albert Gelpi. She notes her positions at University of California, Santa Barbara, Brandies, and marrying Albert, who accepted a position in 1967 at Stanford. Gelpi discusses the unrest on campus at the time and her experience as a woman and a lecturer in Stanford's English Department. Gelpi notes the difficulty she faced getting a regular appointment at Stanford, and her experience at San Jose State. She recounts her work with other female faculty in developing interdisciplinary courses and texts dealing with women, and the founding of the Center for Research on Women (CROW).

Gelpi opens the second session discussing at length her experience as editor of Signs, including its influence and reception. She also discusses other Stanford faculty and staff who assisted with Signs and the challenges they all faced in editing the journal. Gelpi further explores her experience as a woman and a spouse of a faculty member in the English Department, and how she dealt with changing societal norms. She recounts her efforts to get a tenure track position and eventually tenure within the department. She concludes by discussing her time as interim director at the Clayman Institute and thoughts on Stanford's evolution since her arrival.

Biographical / Historical

Barbara Charlesworth was born of Canadian parents in a Colombian oil camp named El Centro. She had her primary education in the one-room schoolhouse there and spent her middle and high school years at Loretto Abbey, Toronto. After receiving a summa cum laude B.A. (1955) and an M.A. (1957) in English from the University of Miami, Charlesworth entered Radcliffe College in 1957. (At that time, both the undergraduate and the graduate women students at Radcliffe took all their courses at Harvard and fulfilled all of Harvard's requirements but still were awarded a Radcliffe, not a Harvard, degree.) When she received her Ph.D. in 1962, her dissertation, entitled Dark Passages: The Decadent Consciousness in Victorian Literature, received the Howard Mumford Jones award as the year's best in the fields of British and American Literature and was published in 1965 by the Wisconsin University Press.

After two years (1962-64) as an assistant professor at the University of California, Santa Barbara, Charlesworth returned east in 1964 to join the faculty at Brandeis. She married Albert Gelpi, then an assistant professor at Harvard, in 1965. Two years later, after the birth in 1966 of the Gelpis' first child, Christopher, Gelpi resigned her Brandeis position, and when Albert Gelpi accepted a tenured post at Stanford in 1968, she also joined the department as a part-time lecturer. The couple's second child, Adrienne, was born in 1970.


Gelpi, who had continued in her part-time lectureship in English through these years, joined the English Department as a half-time untenured associate professor in 1982, and became a tenured professor in 1992, the same year that she published Shelley's Goddess: Maternity, Language, Subjectivity with Oxford University Press. She won the Lillian and Thomas B. Rhodes Award for excellence in undergraduate teaching in 1993. As chair of the department's technology committee she was one of the pioneers in bringing technology into liberal arts class rooms and in 1996 was given a Bing Technology Grant for graduate student training. In 2002-4 she served as Acting Director of the Institute for Research on Women and Gender, and then retired from Stanford. Her recent scholarship centers on the Oxford Movement in nineteenth-century England.
In his first interview, James Gibbons talked about his impressions of Stanford since arriving in 1953; the turbulence on campus in the late 1960s and the erosion of trust between faculty & students; creative problem solving and stories about Bill Shockley, his idea of teaching as coaching and seeing things differently. He also discussed fundamental physics research versus engineering development of advanced technology, the move of the Computer Science Department from the School of Humanities and Sciences, Don Knuth, and the major role of the School of Engineering in almost all Stanford academic & industrial partnerships.

In his second interview, James Gibbons discussed SERA Solar Cell Corporation and the background of solar cell research, his research into silicon films and new photovoltaic technology, the value of connections to the semiconductor industry, the importance of Stanford University as an entrepreneurial place, and Tutored Video Instruction (TVI).

In his third interview, James Gibbons discussed TVI further, its valuable uses beyond Stanford and comparison to the new approach of “massively open online courses.” Gibbons also gave his advice to today's students and discussed multidisciplinary research, the successes of two-party collaborations, the Center for Integrated Systems (CIS), and fundraising. He reflected on John Linvill, past Stanford presidents, and his endeavors as the Dean of Engineering.

Biographical / Historical

Professor Gibbons received a BS degree at Northwestern University in 1953 and a PhD from Stanford in 1956. He joined the Stanford faculty in 1957, was appointed professor of electrical engineering in 1964, and dean of the School of Engineering in 1984. In 1983 he was named Reid Weaver Dennis Professor of Electrical Engineering, and in 1984 the Frederick Emmons Terman Dean of the School of Engineering. He served as Dean from September 1984 to June 1996.

His principal research interests are in the fields of semiconductor device analysis, process physics and technology and solar energy. He is the author of four textbooks in semiconductor electronics, four research monographs in the fields of ion implantation and beam processing of semiconductors and over 250 papers. He received the IEEE Jack A. Morton Award (1980), the Texas Instruments Founder's Prize (1982), the Semiconductor Industry Association's University Research Award (1996), and the American Electronics Association Medal of Achievement (1996) for his pioneering research in the use of ion implantation and rapid thermal processing techniques for solid-state physics and technology.

In 1972, he invented the Tutored Video Instruction process, which he and his colleagues at Stanford and Hewlett-Packard developed into a highly regarded model for video-based distance learning, first used for the in-plant education of engineers in industry. He was awarded the IEEE Medal of Education (1981) for this work and for his semiconductor texts. Upon leaving the dean's office in 1996, Gibbons founded SERA Learning Technologies, a company devoted to using tutored video instruction for the education of at risk and underserved youth.

As dean, he created several important interschool programs with the School of Humanities and Sciences, the Graduate School of Business and the School of Medicine. In 1986, he brought the computer science department into the School of Engineering and initiated the thorough integration of that discipline into the departments and research centers of the School, an activity that has been continued and amplified by his successors. He also engaged venture capitalists in helping to build the school's endowment, through the Engineering Venture Fund, and to create new educational opportunities for students through the Technology Ventures Program.

Starting in 1985, he worked with the President and a group of senior colleagues in the university administration to create a plan for the Science and Engineering Quad, and he contributed to its implementation by raising naming gifts and supporting funds for several buildings in the SEQ. Within the school, he worked with the department chairs to put in place new standards for tenure that included high quality in both teaching and research, leading to a new plateau in the national ranking of the school. Upon his retirement from the office of dean, the University named a grove of trees outside the Thornton Center for him. A marker in that grove carries the inscription: “His enormous contributions as teacher, scholar, entrepreneur and dean have changed forever the physical and intellectual landscape of Stanford and the School of Engineering. His visionary leadership has set us on a course of unparalleled excellence and ensured the preeminence of our endeavors for generations to come.”

Professor Gibbons is a member of the National Academy of Engineering, the National Academy of Sciences, Don Knuth, and the major role of the School of Engineering in almost all Stanford academic & industrial partnerships.
Gibbs, James Lowell 2015-10-27

Scope and Contents

In this 2015 oral history interview, anthropologist James Lowell Gibbs Jr. discusses his early life and education, his fieldwork in Liberia, teaching anthropology to undergraduates, and his service as Stanford University's first dean of undergraduate studies.

Gibbs describes his family background and credits the book African Journey by Eslanda Goode Robeson with sparking his interest in anthropology. He discusses his undergraduate education at Cornell University, especially conducting social science research on intergroup relations as an undergraduate—an experience that would later inform his ideas about undergraduate education as a Stanford administrator. He speaks of the Rotary Foundation Fellowship that allowed him to study anthropology at Cambridge for a year and discusses his graduate education at Harvard, where he learned from Cora Du Bois and others.

Shifting to his research, Gibbs describes the circumstances that led him to focus on tribal law among the Kpelle people of Liberia and relates memories of his field work there, including the making of the prize-winning film, The Cows of Dolo Kenpaye.

Gibbs recounts his rationale for moving from the University of Minnesota to Stanford in 1966. He describes the founding of the Program in African and Afro-American Studies and the recruitment of St. Clair Drake to direct the program. He recalls some of the work that he did as Stanford's first dean of undergraduate studies, and he discusses his tenure a chair of the Department of Anthropology and the split of the department that occurred in the late 1990s.

Gibbs also discusses his efforts to recruit minority faculty and his work with student-initiated programs such as SWOPSI (Student Workshop on Political and Social Improvement) and SCIRE (Student Center for Innovation in Research and Education). He concludes by commenting on vivid Stanford memories and some of the board positions he has held.
**Gilly, William F. 2016-02-22**

**Scope and Contents**

William Gilly is a biology professor at Stanford's Hopkins Marine Station whose research has contributed to our basic understanding of electrical excitability in nerve and muscle cells in a wide variety of organisms ranging from brittle stars to mammals. In this interview, Gilly discusses the path his science career has taken, including measuring gas diffusion across membranes, patch clamping giant squid neurons, and retracing John Steinbeck and Edward Ricketts's expedition to the Sea of Cortez. Beyond his research, he explains how he has incorporated exploration and discovery into his courses and science outreach.

Gilly begins the interview with his affinity for Uncle Wiggly, an aged but adventurous rabbit from a series of children's stories, and describes his own independent forays into the natural surroundings of Allentown, Pennsylvania when he was a child. He explains his family's technical background and how his interest in ham radio led him to pursue an electrical engineering degree at Princeton.

Gilly details the independent undergraduate research project that landed him in a neurophysiology lab, shifted his focus to biology, and, despite inconclusive results, earned him an award from his engineering department. He describes his acceptance to the PhD program at Washington University in St. Louis and how, when his advisor died suddenly, a network of friends and acquaintances from Yale University, the Marine Biological Laboratory at Woods Hole, and the University of Washington's Friday Harbor Laboratories enabled him to complete his research and thesis in physiology and biophysics and to begin a postdoctoral fellowship in Clara Franzini-Armstrong's lab at the University of Pennsylvania, studying the role of ion channels in electrical signaling in squid axons.

This expertise, Gilly explains, resulted in his appointment at Stanford, working at Hopkins Marine Station where he could collect squid specimens directly from the bay. Citing his experiences both as a scientist and fisherman, he opines on the ways that the Monterey Bay has and has not recovered. After discussing the bureaucratic challenges of achieving tenure, he launches into stories about the classes he has taught, including a technical training course on patch clamping squid neurons, a holistic biology class that involved field research in Baja California Big Sur and the Salinas River, and the Steinbeck Summer Institutes program for primary educators.

A central text to many of these courses is Steinbeck and Ricketts's Sea of Cortez: A Leisurely Journal of Travel and Research, and Gilly discusses how he and several colleagues organized their own expedition based on Steinbeck and Ricketts's sea voyage. He details preparations and sponsorship for the trip and mentions how the original expedition's ship, the Western Flyer, is being restored for outreach and possible future trips.

Gilly talks about his other outreach work, including donating giant squid to primary classrooms for his Squid4Kids program, trying to mount a critter-cam on a squid for National Geographic TV, and serving as a National Geographic Expert on their Lindblad cruises in the Sea of Cortez. He concludes the interview by discussing his current project helping to set up a community-run marine lab in Santa Rosalía, Baja California Sur, Mexico and how it might be used for environmental research and education.
Greenberg, Harry B. 2015-09-21

Scope and Contents
Harry B. Greenberg, MD, the Joseph D. Grant Professor in the School of Medicine and Senior Associate Dean for Research, was the lead inventor of the first-generation vaccine for rotavirus, a severe diarrheal disease that kills between 300,000 and 400,000 children each year in the developing world. In this interview, he discusses a range of important topics including developments in virology from 1970 to 2015 with a specific focus on vaccines for rotavirus and influenza, the relationship between the research and clinical sides of the Stanford School of Medicine in the late-twentieth century, the effects of entrepreneurship on medical research, ethical issues in medical research and Stanford’s responses to them, as well as the growth of the school from 1983 to 2015.

Growing Pains of Physics at Stanford 2011
Guertin, Richard and Kiefer, William C. 2010 Jun 4
Hamburg, David A. 2012 Feb 14-Nov 20

Scope and Contents
In this multi-part oral history, David A. Hamburg told much of his life story, beginning with his family background. The first interview included stories of his family background and the educational experiences of his father, as well as his own. He then went on to tell a little about his military training and service during WWII, followed by a move to medical practice and research after his service ended. This interview also covered his life in Chicago, involvement with NIMH, and the move to Stanford. The second interview continued with descriptions of the research done at Stanford and the research culture, the development of the Human Biology Department, the evolution of the Psychiatry Department, and NIH intramural programs. Hamburg also described his friendship with Wallace Sterling, his participation in Stanford leadership and campus service, and the protests of the 1960s and 1970s. This interview concluded with a preliminary look at the Primate Research Lab.

Parts three and four of the interviews focused mostly on Stanford's Primate Research Lab on campus and the research stations in Africa. Hamburg also offered his take on Jane Goodall, and described the Gombe Stream Kidnapping in detail. The final interview explained why Hamburg left Stanford in 1975. In the conversation, Hamburg also spoke of his work on the Stanford Board of Trustees, his role in the selection of President Richard W. Lyman, and his take on the Donald Kennedy presidency. Finally, he spoke about his participation in Board of Trustees committees and the establishment of the Cancer Institute on campus.

Biographical / Historical
David A. Hamburg is Visiting Scholar at the American Association for the Advancement of Science and DeWitt Wallace Distinguished Scholar at Weill Cornell Medical College. He is President Emeritus at Carnegie Corporation of New York. Hamburg has a long history of leadership in biological and behavioral sciences. He has been a pioneer in prevention of mass violence. He has been a professor at Stanford University and Harvard University, President of the Institute of Medicine, National Academy of Sciences, and President of the American Association for the Advancement of Science.

He was a member of the United States Defense Policy Board with Secretary of Defense William Perry and co-chair with former Secretary of State Cyrus Vance of the Carnegie Commission on Preventing Deadly Conflict. The Commission published many books and monographs in its five-year life (1994-99), covering diplomatic, political, economic and military aspects of prevention.

He was a member of President Clinton's Committee of Advisors on Science and Technology. He chaired committees at the United Nations and European Union on the prevention of genocide.


Dr. Hamburg has received numerous awards including the Foreign Policy Association’s Medal; the Sarnat International Mental Health Award of the Institute of Medicine, National Academy of Sciences; the John Stearns Medal for Lifetime Achievement in Medicine, New York Academy of Medicine; Leadership in Violence Prevention, United States Institute of Peace; George Brown Award for International Scientific Cooperation, CRDF Global; the National Academy of Sciences Public Welfare Medal (its highest award); and the Presidential Medal of Freedom (the highest civilian award of the United States).
Hamrdla, G. Robert 2011 Feb 25

Scope and Contents note
There are two tremendously meaningful threads in G. Robert Hamrdla's career at Stanford, beginning as a student and continuing to this day. They are: (1) Hamrdla's overseas experience in Germany (only the second group of students to participate in the Bing Overseas Studies Program) was a transformative experience for him, leading him to an extended and extensive role in the program; (2) Hamrdla's love for students and the guidance, assistance and counseling he provided to many, many students over the years. He was the first director of the Academic Information Center and was a central force in its development. He has an insider's view of the presidencies of Richard Lyman and Donald Kennedy.

Biographical/Historical note
G. Robert Hamrdla graduated in 1960 from Stanford University. He served as Assistant to the President from 1977 to 1992 and Secretary of the Board of Trustees from 1977 to 1991. Hamrdla was Assistant Dean of Undergraduate Studies from 1970 to 1977 and later Director of Academic Information Center, Stanford's first academic resource and advising center for undergraduates. He was Freshman Advisor from 1967 to 2000 and received the awards Master Advisor in 1987 and Outstanding Freshman Advisor in 1997.

G. Robert Hamrdla was Assistant Director for Stanford Overseas Studies, 1966-70 and Director for Stanford in Germany, 1964-66. G. Robert Hamrdla has been a faculty leader for Stanford Travel/Study since 1985. He was also the president of the Stanford Historical Society from 2001 to 2003.
Harvey, Van Austin 2012 Sep-Oct

Scope and Contents
In the oral history interviews conducted on September 26 and October 18, 2012, Dr. Van Harvey discussed his early life and education, noting the religious teachings of his upbringing and addressing his eventual shift away from a theological approach to religion to a critical approach. The nature of religious studies itself was also evolving during this time, as Dr. Harvey noted while discussing positions he held at Princeton, Southern Methodist University, and University of Pennsylvania. Dr. Harvey was eventually approached by Bill Clebsch to take a position in the Religious Studies Department at Stanford. Harvey accepted, starting at Stanford in 1978. Harvey discussed his colleagues in Religious Studies, the formation of the George Edwin Burnell endowed professorship, the formation of Jewish Studies, serving as chair for the department, building the graduate program, and the classes he taught.

Harvey also discussed his time as a fellow at the Stanford Humanities Center, student culture at Stanford, and changes in the Stanford's Western Culture curriculum (including the shift from Western Culture to Cultures, Ideas, and Values [CIV]). Harvey went on to his work in the Stanford Commission on Investment Responsibility and the Committee of Academic Appraisal and Achievement. He commented on the formation of the Humanities and Sciences Faculty Council and the controversy of the Hoover Institution and the proposed Reagan Library. The interview shifted to a discussion of Harvey's work on Ludwig Feuerbach and his book The Historian and the Believer, and ended with Harvey's award and accomplishments.

Biographical / Historical
Dr. Van Austin Harvey, George Edwin Burnell Professor of Religious Studies Emeritus, was born in Hankow, China, to parents serving as missionaries. The family return to the United States in 1929 and settled in Merced, where Dr. Harvey grew up. He served in the United States Navy during World War II before attending Occidental College, where he obtained a BA in Philosophy. He then attended Princeton Theological Seminary for a year, received a B.D. from Yale Divinity School, and a Ph.D. from Yale in post-Enlightenment religious thought.

Dr. Harvey has taught at Princeton University, Perkins School of Theology at Southern Methodist University, the University of Pennsylvania, and Stanford University. At Penn and Stanford he was chair of his departments. Dr. Harvey's research and writings examine the meaning of terms used in theology and the way in which “morality of knowledge” informs professional historical examination and creates problems for believers and theologians who wish to justify the historical claims of Christianity on faith alone. In particular, the historical examinations of Jesus of Nazareth create struggles between historical record and faith. Dr. Harvey argues that modern Christian theologians have not yet provided satisfactory evidence to reconcile the struggles.

Dr. Harvey has published many works, from articles to book reviews to books themselves (notably A Handbook of Theological Terms (1964) and The Historian and the Believer (1966)). He received an honorary degree in the Humanities from Occidental College, two John Simon Guggenheim Fellowships, a National Endowment of the Humanities Fellowship, a Visiting Fellowship from Clare Hall at Cambridge University, and multiple distinguished teaching awards.
Hastorf, Albert 2007-2008

Scope and Contents note
Oral history interview conducted between November 2007 and November 2008 pertaining to Hastorf's career at Stanford University. Subjects include his World War II military service including the Army Specialized Training Program at the University of Minnesota, graduate work at Princeton, his year at the Center for Advanced Studies in Behavioral Sciences at Stanford during its first year (1954), his research and teaching at Stanford, his administrative roles, the human biology program, and living in the Hanna House while Provost.

Biographical/Historical note
Emeritus Professor of Psychology, Professor (By Courtesy) Graduate School of Business, Benjamin Scott Crocker Professor of Human Biology, Chair of the Department of Psychology, Dean of the School of Humanities and Sciences, and Vice President and Provost of Stanford University, Hastorf has had a distinguished career as a psychologist, teacher and administrator. He has published 4 books and over 50 chapters and articles. His early work on transactional analysis particularly in the areas of perceptual distortion and social influences on perception was followed with experimental studies of social interaction and social perception. His studies on the impact of physical deviance or disability on social perception and social interaction led him to act as third Director of the Terman Studies of the life course using the Terman Gifted Project data bank. Hastorf has been Chairman, American Psychological Association Board of Scientific Publication (1972); Member of the Social Science advisory Committee, National Science Foundation (1968-1972); and Member of the Commission of the Higher Education of Minorities, Ford Foundation (1981-1983). He had been Trustee of Mills College (1967-1977), the Center for Advanced Study in the Behavioral Sciences (1984-1990), the Lucile Packard Children's Hospital (1986-1992), and the Nueva Learning Center (1988-1995).

Subjects and Indexing Terms
Hastorf, Albert H.
Stanford University. Department of Psychology. History
Stanford University. Department of Psychology. Faculty

Herrington, Marvin L. 2012-2013

Biographical / Historical
Marvin L. Herrington, a native of Detroit, Michigan, served as the Chief of Police at Stanford University for over thirty years. After finishing his military service in the 1950s, Mr. Herrington got a job as a police officer in Holly, Michigan, and eventually switched to working in law enforcement on university campuses. His work at Stanford between 1971 and 2002 coincided with much of the student unrest related to the Vietnam War, and the state of the Stanford Department of Public Safety when he began there required him and his colleagues to create policies and work closely with administration, local community, and other local law enforcement bodies. During Herrington's tenure, Stanford transformed from a community roiling with student protests (many of which caused physical damage to University buildings) to a calmer campus, though it still poses challenges. Herrington has noted that the constant difficulty of policing a college campus is that most of the population turns over every four years, and a university of Stanford's prestige naturally attracts VIP students, world dignitaries, and large cultural and sports events. Herrington's overarching policy has been to approach each situation and each offender equally, no matter the status. In a Stanford Report article in 2001, Herrington's approach was described as "no-nonsense but non-confrontational."
**Herzenberg, Leonore A. 2014 May 15-21**

Scope and Contents
Leonore (Lee) A. Herzenberg reviewed her life story with emphasis on her upbringing in New York; her studies with her husband Leonard at Cal Tech; the scientists they worked with in France, at Stanford and elsewhere; getting the Genetics labs started when Stanford's medical school moved to the Palo Alto Campus; and her experience as a woman in science. Lee also describes her involvement in the social protests of the 1960's and '70s. She discusses her approach to scientific problems and what she learned from her mentor at Cal Tech, Nobel Prize winner Barbara McClintock.

**Holman, Halsted R. 2014-2015**

Biographical / Historical
Halsted Holman was born in San Francisco to two Stanford Medicine professors. He was the first chairman of the Department of Medicine when the school moved from San Francisco to Palo Alto. He spearheaded staffing the new department and was given ample funding and space. At this time, academic medicine was transitioning from a clinical focus to a research base, so many of the hires Holman made were young men like himself. Holman was also politically active and blacklisted during the McCarthy era for his organizing work, primarily with student organizations on the East Coast and in Europe. He developed an interest in patient self-care and medical education and directed the Robert Wood Johnson Foundation Clinical Scholar Training Program from 1969 (its inception) to 1996. During the interview, Holman described both his professional and political activities.
Jacobs, Charlotte D. 2015

Scope and Contents
Charlotte Jacobs begins her interviews by discussing her happy childhood in a large family in Tennessee, and the pressure she felt being a young girl in the 1950s with dreams of being a doctor. She goes on to detail the influence of Jonas Salk’s polio vaccine trials, of which she was a part, and several other important milestones that empowered her to follow her dreams into medicine. She describes her journey from pre-med undergrad at the University of Rochester to post-doctoral fellow in oncology at Stanford University, under the supervision of Saul Rosenberg. She credits much of her success to this esteemed oncologist, under whom she could achieve her goal of succeeding in clinical research and patient care.

Jacobs paints a vivid picture of her career from start to finish. She broke the mold as an acting assistant professor at Stanford, teaching second year medical students and designing and leading the new Oncology Day Care Center. She also led pioneering work into the “organ preservation approach” with mentors and colleagues Willard Fee and Dan Goffinet, changing forever the paradigm of head and neck cancer. In the meantime, she achieved a true balance between a fulfilling family life and a high-flying medical career.

Jacobs continues to detail the trajectory of her career, including her rise from acting assistant professor to senior associate dean. Despite it taking Jacobs almost two decades to reach tenure, she was named the “Drs. Ben and A. Jess Shenson Professor of Medicine,” and was given total academic freedom to continue accomplishing her professional goals. Jacobs then discusses her innovative teaching at the university, the awards she received, and the students whom she inspired and who inspired her. She tells at length of her rewarding role in revamping the education of Stanford’s medical students as Senior Associate Dean of Education and Student Affairs, which began a wonderful part of her career working with David Korn and Robert Cutler, as well as continuing her work as a general oncologist. Following this, she led the creation of a new multidisciplinary cancer center at Stanford. Jacobs then became the director of the Clinical Cancer Program for UCSF Stanford Health Care as part of the two universities’ merging efforts. Jacobs depicts how this merger caused much friction as well as success.

Jacobs then tells of opening the clinical cancer center after which she returned to clinical research and patient care. She discusses her building of the sarcoma and lung cancer programs, mentoring young faculty and women professionals, and her choice to take early retirement so she could divide her time between treating veterans with cancer and writing.

Jacobs then details finding the time to finish her book on Henry Kaplan, a biography—the genre she most loved reading as a child—that she had spent years on already. She goes into great detail about learning the craft and how writing her first and second books (a biography of Jonas Salk) has helped her as a doctor and medical professional. She also discusses the importance of the theatre, particularly musical theatre, in her life, both as a young woman and throughout her time as a mother, doctor, and professor. She credits these passions with helping her profoundly as a physician, allowing her to better understand the needs and anxieties of patients, and to better deal with the complexities of being a doctor.

Jacobs, throughout the interviews, draws on the importance of patients in her life and work, and she describes those who have inspired her and fascinated her, and imagines what her memoir might look like if she ever completes it. She outlines her keys to success in the scientific sphere, and specifically the skills and attributes she believes make a wonderful, caring doctor. She credits her work-life balance and her constant wish to care for those in need as her main focuses throughout her stellar career. Finally, Jacobs considers what could be seen as her legacy: her pioneering work in the field of head and neck cancer, the clinical cancer center at Stanford, her pride in her students at the university and those whom she taught and for whom she became a role model, and mostly, the patients whom she cured or helped to face the prospect of death. She explains that patients are what drove her career from the very beginning, and still do, and that she hopes she has made life better for all of them.
Jardetzky, Oleg 2015-03-20

Biographical / Historical

Oleg Jardetzky, professor emeritus of molecular pharmacology at Stanford University School of Medicine and former director of the Stanford Magnetic Resonance Laboratory, discusses his role in the establishment and maturation of the field of medical and biological nuclear magnetic resonance (NMR). He also recalls the circumstances that led him from Yugoslavia to the United States and his historical research into his family's genealogy.

He begins the interview explaining how his parents, Russian émigrés, left Yugoslavia for Austria after World War II and the scholarship that brought him to Macalester College in Minnesota. From there he describes his medical and PhD education at the University of Minnesota and his involvement with early NMR protein structure research. He traces his professional track from Minnesota to Caltech to Harvard Medical School to executive positions in industry at Merck Therapeutic Research. He explains how he started the first biological and medical NMR laboratory at Harvard, describing the lab’s funding and how isotopic substitution was used to determine molecular structures.

Jardetzky gives a detailed account of his first turbulent years in the Pharmacology Department at Stanford University School of Medicine and offers insights into the department’s politics at the time. He describes the initial equipment built for the Stanford Magnetic Resonance Laboratory and how the university used it.

Finally, he ruminates on how his interest in his family’s history led him to genealogy research and the publishing of two books on Polish clans and Russian emigration.
Kaehler, Alfred E. 2016

Physical Description: In this three-part oral history interview, Alfred E. “Al” Kaehler, a retired mechanical engineer and resident of Palo Alto since 1953, reminisces about his upbringing in rural northern California in the 1920s, his work as a junior scientist on the Manhattan Project, his employment as an engineer at the Stanford Research Institute and other Bay Area institutions, and his enthusiasm for flying airplanes and playing the clarinet and saxophone. Kaehler describes his early life in Ferndale, Orland, and Loleta, California, including details about his mother's work as a schoolteacher, his German immigrant father's work at a grocery store and as a milk tester, and the anti-German discrimination his father experienced during World War I. He recalls details of his early education and recounts the story of the first time he saw an airplane on the ground and how this led to his lifelong fascination with flying. Kaehler goes on to describe his years studying engineering at Santa Rosa Junior College in the late 1930s and the University of California, Berkeley beginning in 1941. He relates stories from his short-term job as a laborer in the shipyards at Richmond in the summer of 1942 during World War II, and he details the circumstances that led to his employment in the Radiation Laboratory at UC Berkeley, where research related to the Manhattan Project was in progress. At the Radiation Lab, Kaehler performed both technician and engineering work on the development of the calutron, a device that separated the isotopes of uranium. He recalls aspects of his job there, including a pervasive lack of concern for safety. Kaehler then relates how he was transferred to Oak Ridge, Tennessee, to work on improving the design of the electrical insulators on the calutron. He recalls his train journey there and aspects of living and working in the Y12 complex, including the improved insulator he developed. He also talks about his experiences playing the sax in the Stan Alexander Dance Band and learning to fly in a Piper Cub airplane. Kaehler goes on to relate details of his continuing work on the project at Los Alamos, New Mexico, including his memories of hearing the news that atomic bombs had been dropped on Hiroshima and Nagasaki. After the war, Kaehler returned to work at the Radiation Laboratory for a time, and he recalls working on the forty-foot linear accelerator then under development there. He also relates stories from his time working for Atomics International in Downey, CA, the Navy Radiological Defense Lab, and the Stanford Research Institute (SRI), where he spent time working on the Hydra-Cushion boxcar coupling, a mine detector, a solar-powered water pump, and the Bank of America ERMA project. His stories include tales of commuting to and from work in a carpool. Kaehler also talks about his wife Joan and his children. He provides an overview of Joan's administrative work at SLAC, including a Stanford employee fringe benefit that allowed their three children to attend Stanford tuition-free. Throughout the interviews, Kaehler, who has been a stutterer since elementary school, also talks about what he believes caused his stuttering and offers reflections on the kinds of speech therapy he underwent during his lifetime.
Katchadourian, Herant A. 2013 Dec 3-7

Scope and Contents
Herant Katchadourian begins by discussing his early life in Turkey, his family, and his family's move to Lebanon. He discusses a prolonged illness in his childhood and the impact of this on his life and his schooling, including his time at American University of Beirut. He discusses his struggle over choosing a career path, and his eventual decision to pursue a career in medicine, specifically psychiatry.

Katchadourian discusses his medical training and residency at the University of Rochester. He discusses his return to Lebanon, his research during this time, and meeting his wife Stina. He tells the story of being recruited to Stanford by David Hamburg (whom he had met previously) and his first experiences on campus, including advocating for the teaching of a human sexuality class, which he went on to develop and teach. He notes his time as University Ombudsman and a University Fellow. He discusses how he became involved in the Human Biology program, his contributions to the development of the HumBio curriculum, as well as the continued development and popularity of his Human Sexuality class. He discusses his experience with colleagues in HumBio, the structure of the program, and other courses he developed.

Katchadourian goes on to discuss his time as Dean of Undergraduate Studies and Vice Provost and major issues he dealt with while serving in the university administration. He notes longitudinal studies he conducted with students during this time, including an analysis of student types.

Kays, William M. 2013-10-17

Scope and Contents
William M. Kays begins the interview by discussing how he became interested in engineering, how he came to Stanford, and how he became specialized in thermodynamics and mechanical engineering. He describes the university and the programs as they were when he first arrived at Stanford and how they evolved over the years. He mentions numerous people who helped shape the programs and who influenced him along the way, while discussing where he feels he made a contribution.

Kays talks about his experiences in ROTC and subsequently in the Army Corps of Engineers and the Infantry during World War II. He relates how he and many others returned to the university under the G. I. Bill and how that enabled them to pursue advanced degrees.

Next he describes his experiences on the faculty and his approach to teaching. He talks about the emergence of Stanford as a top-ranked university in the field of engineering due to the innovation and the creativity of the faculty and the students. He emphasizes the importance of various types of funding and how that has evolved since the earlier years to ensure ongoing success of the programs. He also mentions the increase in the number of women faculty and students in engineering.

In conclusion, he reflects on his career and his decisions to stay at Stanford despite other opportunities. His final thoughts are about the profound experience of his service in World War II, including combat and the people with whom he served.
Kelley, David M. 2012 Oct 22

Scope and Contents
In his interview, David M. Kelley spoke at length about the development of the d.school, Stanford's School of Design. He expressed his passion for guiding students into greater creativity, and for the philosophies promoted by the d.school, including design, creativity, and a dedication to interdisciplinarity. Kelley gave examples of student projects, such as improving the design of ballet slippers or snowshoes, and spoke of his own design work as well. The interview also included discussion of Kelley's other work at IDEO and an earlier company known as the Intergalactic Destruction Company. Kelley explained his arrival at Stanford and the path he has traveled in the Stanford academic community, and proposed some thoughts about the future of creativity at Stanford and the d.school in general.

Biographical / Historical
As founder of IDEO, David Kelley built the company that created many icons of the digital generation—the first mouse for Apple, the first Treo, the thumbs up/thumbs down button on your Tivo's remote control, to name a few. But what matters even more to him is unlocking the creative potential of people and organizations so they can innovate routinely.

David's most enduring contributions to the field of design are a human-centered methodology and culture of innovation. More recently, he led the creation of the groundbreaking d.school at Stanford, the Hasso Plattner Institute of Design. Kelley was working (unhappily) as an electrical engineer when he first heard about Stanford's cross-disciplinary joint Program in Design, which merged engineering and art. What he learned there—a human-centered, team-based approach to tackling sticky problems through design—propelled his professional life as a “design thinker.”

In 1978, David co-founded the design firm that ultimately became IDEO. Today, he serves as chair of IDEO and is the Donald W. Whittier Professor at Stanford, where he has taught for more than 25 years. Preparing the design thinkers of tomorrow earned David the Sir Misha Black Medal for his “distinguished contribution to design education.” He has also won the Edison Achievement Award for Innovation, as well as the Chrysler Design Award and National Design Award in Product Design from the Smithsonian's Cooper-Hewitt National Design Museum, and he is a member of the National Academy of Engineers.

Kennedy, Donald 2013

Scope and Contents
This five-part oral history covers the life, career, and reflections of Stanford's eighth president, Donald Kennedy. Kennedy's career spanned 60 years and included academia, government service at the federal level, and editorship of a prestigious scientific journal. Kennedy discusses a wide range of topics that include strengthening undergraduate education, the Program on Human Biology, his research in neurophysiology, chairmanship of the Department of Biology during a period of student protests, appointment to the Advisory Board, public policy, his experience as Commissioner of the U.S. Food and Drug Administration, his role as provost, the invention of recombinant DNA techniques, Stanford's mascot, public service at Stanford, the humanities, residential education programs, Stanford culture, K-12 education in the U.S., public interest in and understanding of science, budget cuts, fundraising campaigns, overseas studies, the indirect cost controversy, intellectual property policies and conflicts of interest, and his reflections about accomplishments and challenges while serving as Stanford president.
Kirst, Michael W. 2013 Jan 28

Scope and Contents
In his interview, Michael W. Kirst discussed his more than forty years of work in national, state, local and academic issues in education. He looked at the problems he has seen in California's education system, his work as president of the State Board of Education both in the late 1970s and since 2011, and his role at Stanford in shaping the School of Education which has recently been renamed the Stanford Graduate School of Education, and some of its courses. Kirst also talks about the problems of training, hiring and firing teachers, and whether early teacher tenure (for example, after two years of teaching) is a good idea. The union influence is strong, he noted.

Biographical / Historical
Michael W. Kirst is Professor Emeritus of Education and Business Administration at Stanford University. In 2011, Kirst became the President of the California State Board Of Education for the second time. Professor Kirst was a member of the California State Board of Education (1975-1982) and its president from 1977 to 1981.

Dr. Kirst received his bachelor's degree in economics from Dartmouth College, his M.P.A. in government and economics from Harvard University, and his Ph.D. in political economy and government from Harvard.

Before joining the Stanford University faculty, Dr. Kirst held several positions with the federal government, including Staff Director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and Director of Program Planning and Evaluation for the Bureau of Elementary and Secondary Education in the U.S. Office of Education (now the U.S. Department of Education). He was a Budget Examiner in the Federal office of Budget and Management, and Associate Director of the White House Fellows. He was a program analyst for the Title I ESEA Program at its inception in 1965.

Dr. Kirst is active in several professional organizations. He was a fellow at the Center for Advanced Study in Behavioral Sciences. He has been a member of the National Academy of Education since 1979. He was Vice-President of the American Educational Research Association and a commissioner of the Education Commission of the States. Kirst co-founded Policy Analysis for California Education (PACE).

A prolific writer, Dr. Kirst has authored ten books, including The Political Dynamics of American Education (2005). As a policy generalist, Professor Kirst has published articles on school finance politics, curriculum politics, intergovernmental relations, as well as education reform policies.


Knoles, George Harmon 2010 Oct 26, Nov 4

Scope and Contents
George Knoles discusses his career in the Stanford History Department, the program in the History of Western Civilization, and his memories of Edgar Robinson, Rixford Snyder, Richard Lyman and J. E. Wallace Sterling. He also shares his observations on the campus antiwar protests in the 1960s, early faculty life, pivotal changes in the university, and the Hoover Institution and Library.
Knuth, Donald Ervin 2018-05  

Abstract: In this oral history interview Donald Knuth, Stanford University Professor of the Art of Computer Programming, Emeritus, reflects on Stanford University as the setting for his career in computer science. Topics include the early days of the Stanford Computer Science Department, his writing and work process, and the development of the TeX system. He also discusses his campus home, his views on the relationship between science and spirituality, and his recent composition for organ, Fantasia Apocalyptica.

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Knuth discusses the emergence in the 1960s of the new discipline of computer science, with its own concepts and language, and describes Stanford's Computer Science Department (CS) at that time, one of the first in the country. Recruited to Stanford by George Forsythe in 1968, Knuth deferred for one year “to finish writing his book.” He laughingly admits that fifty years later he is still writing that book, The Art of Computer Programming. He speaks warmly about his close collaboration with fellow computer scientist Robert Floyd, who came to Stanford at the same time he did, in a “package deal.”

When CS moved to the School of Engineering in 1986, Knuth says he was one of the main holdouts, as a pure scientist interested in the theoretical aspects of the field. Though he very much enjoyed teaching, he indicates that he retired officially in 1993 because he believed he could contribute more to the world by writing his books, and book sales were already bringing in a sufficient income.

Describing himself as a “geek,” Knuth suggests that geeks, with brains that organize information in a way that resonates with what we now call a computer, make up only a small percentage of the world’s population. A recipient of many honorary degrees and prestigious awards and prizes (including Abel, Turing, Kyoto), he donated the large monetary prizes to charitable organizations.

Knuth discusses his personal experiences with anti-Vietnam War protests on campus in the 1970s and his admiration for university president Richard Lyman’s handling of the disruptions. He and his wife Jill developed the layout for their campus home, with a room for Jill’s art projects and a room for his music, where eventually a custom-built pipe organ was installed. He explains that he felt driven to write a single, major piece of music for pipe organ based on the biblical book of Revelation. That piece, Fantasia Apocalyptica, premiered in Sweden on his eightieth birthday in January 2018.

Knuth discloses that writing has always been very important to him. As he worked on successive chapters of The Art of Computer Programming, the printing industry changed to the point where he says that his galley proofs “made him sick,” so he altered his life plan to work on digital typography, putting the system he developed, called TeX, into the public domain.

Knuth reveals that when he is writing he sits in the “perfect Dux chair” that he has owned since 1970, crossing out in pencil on paper, then later goes to his stand-up desk, wearing Sensi sandals, to enter text into the computer, editing as he types. He notes that he bikes to a campus pool four days a week, and as he swims laps he can often work out problems that he’s been wrestling with in his writing.

In addition to being a computer scientist, Knuth expresses the importance of the spiritual side of his life. He discusses his love of history and his exploration of original source materials in multiple languages in order to help him understand the process of scientific discovery.

Knuth also reflects on chairing the Computer Science Department’s graduate admissions and curriculum committees, the influence of the Stanford Library Associates group, the beauty of the campus and his pleasure walking or biking through it, the large expansion of the department to almost sixty regular faculty members, and the valuable synergy between Stanford and Silicon Valley.
Korn, David 2011-2013
Scope and Contents
David Korn came to Stanford in 1968 as professor and chair of the Stanford Medical School’s Pathology Department. In 1984 he was named Dean of the Medical School, and in 1986 Vice President for Medical Affairs, serving in both roles until 1995. He participated in a wide-ranging series of seven interviews conducted for this oral history. The interview topics are both broad and deep, including his early life, undergraduate and medical school education at Harvard, his career before joining the Stanford faculty, his recruitment to Stanford, his recruitment of the Pathology faculty, his selection as dean and the accomplishments and challenges during his deanship: curriculum change, medical student affirmative action, the UCSF-Stanford clinical merger, the financing of academic research, tensions between research and clinical practice, indirect cost rate controversy, patent revenues, rebuilding clinical departments one by one, to name a few. Korn also discusses issues regarding external organizations such as the American Association of Medical Colleges (AAMC), NIH funding, the National Cancer Advisory Board, lobbying in Congress and so on.

Kraemer, Helena C. 2014-10-29
Scope and Contents
In this interview, Helena Kraemer begins with stories about how her family background played an important role in motivating her to achieve college and career goals in math and statistics, an uncommon aspiration for women of her era. She talks about how she landed at Stanford and goes on to review her personal and professional life there, highlighting her accomplishments as a female statistician within the university’s School of Medicine. She relays many stories about her work and professional relationships in the Department of Psychiatry and speaks about how different department heads affected her career advancement. While she faced obstacles to tenure as a female in a predominantly male department, she overcame those obstacles through perseverance, high-quality research respected by peers, and sheer determination. As a co-author or contributor to literally hundreds of research articles, she speaks of one of her proudest accomplishment as the work she did on the latest edition of the Diagnostic and Statistical Manual of Psychological Disorders. Toward the end of the interview, she talks about the challenge of trying to balance family needs and career goals throughout her years at the university. Nevertheless, in looking back at her family and career, she would do it all again, having found great satisfaction in the research and teaching contributions she made while at Stanford and in raising two accomplished daughters.
Kruger, Charles H. 2015

Scope and Contents
Charles H. Kruger is professor emeritus in the Department of Mechanical Engineering at Stanford University. Kruger is an internationally recognized researcher of physical gas dynamics, partially ionized plasmas, plasma chemistry, and plasma diagnostics. He is also highly regarded for his transformational leadership as an administrator, having spent half his Stanford career in senior administrative positions, including Vice Provost and Dean of Research and Graduate Policy (1993-2003).

In the first interview, Kruger describes growing up in Oklahoma City, Oklahoma, rebuilding a Model A Ford while in high school, and his early interests in mechanical engineering. He relates his undergraduate experiences at the University of Oklahoma and at MIT, where he gained laboratory experience and was awarded a fellowship from the National Science Foundation. Kruger recounts his decision to use the fellowship at the Imperial College of Science & Technology in London where he was exposed to the field of biology, built his first computer, and developed his interest in fluid mechanics and thermal dynamics. Kruger, explains his decision to pursue his PhD at MIT, his thesis on the axial-flow compressor in the free-molecule range, and his transition from being an assistant professor at MIT to working for Lockheed.

Kruger relates the series of events that led him to join Stanford as an assistant professor in mechanical engineering in 1962. He depicts the state of the university and the Mechanical Engineering Department at the time and explains his research in magnetohydrodynamics in the High Temperature Gasdynamics Laboratory. He goes on to discuss teaching and working with students from a variety of backgrounds and emphasizes the value in learning to tackle new problems in new ways. Kruger speaks about the issue of having defense research on campus and his own research on air pollution.

In the next interview, Kruger talks about preparing the textbooks, Introduction to Physical Gas Dynamics with Walter G. Vincenti and Partially Ionized Gases with Morton Mitchner. He delves deeper into his inter-departmental collaborations, including his research with Richard Zare in the Chemistry Department. While serving as department chair of Mechanical Engineering from 1982 to 1988, he describes encouraging interaction between the divisions, dissolving the nuclear engineering program, and the evolution of the design division. Kruger also points to his involvement with air pollution as a discipline and experience on the hearing board of the Bay Area Air Pollution Control District. He explains how serving as senior associate dean of engineering led him to realize the importance of undergraduate teaching to the success of the university. Kruger alludes to the story of David Kelley, the founder of the D School, and his track to tenure at Stanford. He also briefly describes serving as chair of the Faculty Senate from 1990 to 1991 and the challenges he tackled, including the indirect cost crisis.

In the third and final interview, Kruger speaks of becoming Dean of Research and Graduate Policy in 1993, encouraging undergraduate research, and promoting collaboration between departments with the Graduate Fellowship Program. He describes the change within the administration at the time, working with the Office of Technology Licensing, and managing issues regarding federal funding. He then delves into the early stages of the Bio-X program when he worked with John Hennessy and others to bolster interaction between the Medical School and other parts of the university. The James H. Clark Center was one of the products of their efforts. Kruger concludes his interview with a discussion of the future directions of training and education, his experience running Bio-X after becoming emeriti faculty, and the overall strengthening of Stanford.
Lawrence, Mark C. 2016-10-24

Scope and Contents
In this oral history, Mark C. Lawrence, Chief Engineer at Stanford’s radio station KZSU for over fifty years, describes growing up in Gridley, California, his physician father’s purchase of a farm, his experience working with farm machinery, and how that experience led to a lifetime of building things with his hands and to an interest in radio. He recalls how that interest led him to volunteer at KZSU when he arrived at Stanford as a freshman in 1963 and eventually to work as its Chief Engineer to this day.
Lawrence recounts the history of KZSU, its gradual expansion, the development of its physical facilities, and its broadening areas of interest. He discusses how the focus of the Department of Electrical Engineering shifted from radio electronics to computing and the subsequent impact on the station. He recalls his employment at the Carnegie Institution of Washington Department of Plant Biology on the Stanford campus after his graduation, taking the first two undergraduate computer science courses in the 1960s, and working eventually in the Computer Center from 1972 to 2004 when he was laid off as a consequence of reorganization and the university’s move away from its homegrown mainframe computing system.
Along the way Lawrence describes Stanford’s steam tunnels through which the radio station’s transmission lines ran, the campus telephone system, the implementation of ASSU special assessment fees that he helped create, and the experience of broadcasting live via KZSU the speeches given by public figures, including Mikhail Gorbachev, Barack Obama, Al Gore and the Dalai Lama, on Stanford campus.

Leiderman, P. Herbert 2013-10-17

Scope and Contents
P. Herbert Leiderman talks about his decision to come to Stanford and his challenges managing both his professional and personal responsibilities. He shares his thoughts and views about the university in the late 1960s and early 1970s, specifically in relation to the Vietnam War and campus activism. He discusses in depth the topic of ethics as related to his experiences on the Judicial Council as well as his experiences as a professor.
Levy, Ronald 2016-2017

Abstract: In this oral history Ronald Levy, professor in the Division of Oncology at Stanford University School of Medicine, discusses growing up in Palo Alto, his education at Harvard and Stanford, and his career developing immunotherapy methods for treating lymphomas. Levy's work with monoclonal antibodies, antibodies produced in a lab from cloned immune cells, led to the groundbreaking cancer therapy Rituximab. During Part 2 of the interview, Shoshana Levy, his wife and scientific collaborator, offers insights into their research program and life together.

Scope and Contents

In this oral history Ronald Levy, professor in the Division of Oncology at Stanford University School of Medicine, discusses growing up in Palo Alto, his education at Harvard and Stanford, and his career developing immunotherapy methods for treating lymphomas. Levy's work with monoclonal antibodies, antibodies produced in a lab from cloned immune cells, led to the groundbreaking cancer therapy Rituximab. During Part 2 of the interview, Shoshana Levy, his wife and scientific collaborator, offers insights into their research program and life together.

Levy begins by discussing his family and their local family business, Edwards Luggage. He talks about his undergraduate experience at Harvard University and his time at Stanford University School of Medicine. Levy explains that, in the 1960s, Stanford offered a five-year program that encouraged students to pursue multiple interests. With that flexibility, Levy chose to further his immunology research at the Weizmann Institute in Israel. He reminisces about how deeply the trip affected him. He recounts meeting his wife Shoshana, getting caught up in the Six-Day War, and learning for the first time about monoclonal antibodies from Norman Klinman. Levy describes, in detail, Klinman's technique for cultivating cloned immune cells in the tissue fragments of mice.

Levy touches on other events between that visit to the Weizmann Institute and the start of his teaching career at Stanford. Some of those events include marrying Shoshana, having their three children, and working for the National Institutes of Health (NIH) during the Vietnam War.

During the second part of the interview, Shoshana Levy joins the discussion and she and Ronald talk about how their research overlapped at Stanford and some of the projects they have collaborated on, including recent efforts to develop an antibody against the human CD81 molecule, a project that involves the use of the CRISPR gene-editing technology. Topics include producing monoclonal antibodies to target lymphoma; Philip Rosenberg and Henry Kaplan, his approach to running a lab, funding and grant writing, and his twenty years of administrative service as the chief of the Division on Oncology.

Biographical / Historical

Dr. Ronald Levy is a professor of medicine and director of the lymphoma program at Stanford University. He obtained his bachelor's degree in biochemistry from Harvard University in 1963 and his medical degree from Stanford University in 1968. He is an elected member of the National Academy of Sciences and the Institute of Medicine.

Dr. Levy's research has focused for more than twenty years on monoclonal antibodies to B cells. He was the first to successfully treat human lymphoma with a monoclonal antibody, and went on to make important contributions to the development of rituximab (Rituxan®), for the treatment of patients with lymphomas. He is currently conducting clinical trials of a lymphoma vaccine. His research concentrates on the study of malignant lymphoma, using the tools of immunology and molecular biology to develop a better understanding of the initiation and progression of the malignant process. Dr. Levy is using lymphocyte receptors as targets for new therapies for lymphoma. He has published over 270 articles in the fields of oncology and immunology.
Lewenstein, Marion 2013-2017

Scope and Contents

In the first interview, Marion Lewenstein talks about her background and career trajectory at Stanford. She speaks about her family, her work at Women's Wear Daily and Fairchild Publications, and her work in Stanford's Department of Communication. She remembers many stories along the way and talks about people who were instrumental in her career, including the head of the communication department, Lyle Nelson, who hired her. She mentions people she has interviewed for her articles, including David Packard, co-founder of Hewlett Packard, and David Harris, the first husband of singer Joan Baez. She speaks fondly of Richard Lyman, president of the university when she arrived at Stanford, and of his wife Jing Lyman. She speaks of her cordial working relationship with Condoleezza Rice when Rice was Provost. She talks about how her supportive husband made it possible for her to juggle career with family responsibilities. Toward the end, she reminisces about one of the most memorable events in her Stanford career - her selection as a winner of the Lloyd W. Dinkelspiel Award for Distinctive Contributions to Undergraduate Education - a recognition she never anticipated but gratefully accepted.

In the second interview, Lewenstein goes into more depth about her remembrances of people within the communication department and how both the department and the university changed over time. She talks more about Jing Lyman's influence on the university and how Lyman encouraged the hiring and promotion of women because of her involvement in the women's movement. She speaks about President Lyman's role in keeping the university intact through the tumultuous years of protests on the campus during the Vietnam War era. Reflecting upon changes at Stanford over time, she delves into how the collaboration between and among departments has resulted in major innovations, including medical and technological breakthroughs that have profoundly changed today's society. Her personal relationship with Fred Terman, who supervised Bill Hewlett and David Packard while they were students, resulted in her having interesting insights into Hewlett's and Packard's influence on the practices of Silicon Valley companies. She mentions her interactions with President Donald Kennedy, whom she credits with continuing to encourage interdisciplinary collaborations that positively changed the university and resulted in popular new courses, like human biology. In speaking of her role as academic secretary, which gave her the opportunity to get to know many faculty members, she talks about meeting Nobel laureate Steven Chu and his wife in their home and their search for the Nobel Prize. As the interview concludes, she summarizes her thoughts about the greatest challenges and accomplishments of her life, and reflects upon the changes in society as a whole, especially with respect to technology.
Lewis, John W.

Scope and Contents

John W. Lewis, the William Haas Professor of Chinese Politics, Emeritus, established some of the first study programs in contemporary Asian politics in the United States. He founded or co-founded centers at Cornell University and Stanford University, helped to draft foreign policy for the federal government, and built cooperative relationships with leaders and scholars in China, Korea, Russia, and Vietnam. Although now retired, he continues to be active, writing books and giving lectures.

In this oral history interview, Lewis talks about his experiences working in a field that challenged deeply ingrained cultural and political beliefs. He describes what it was like to come to Stanford as an expert on the highly sensitive subject of China at the height of public unrest regarding the Vietnam War, and how that affected his relationships with both students and teachers. He recounts his recruitment to Stanford by J.E. Wallace Sterling, establishing the Center for East Asian Studies, the visit of the Chinese ping-pong team to Stanford in 1972, the climate of protest against the Vietnam War at Stanford, and the beginnings of the Center for International Strategic Arms Control (CISAC).

Lewis also discusses his experiences as an educator, including his involvement in an interdisciplinary course on nuclear arms and disarmament and conducting simulations of arms control talks with students. He describes some of his foreign policy work for the U.S. State Department and the Department of Defense. He reviews the impact his work has had on relations between the United States and East Asia, the current state of the field, and his ongoing work as an author, lecturer, and researcher.

Preferred Citation


Lindenberger, Herbert S. 2013-12-09

Scope and Contents

In his interview, Professor Lindenberger describes the process of establishing the Program in Comparative Literature and the challenges he faced; in particular his role in strengthening the language departments. Professor Lindenberger discusses his involvement in starting the Humanities Center at Stanford which he then directed for a year. He was an active participant in the Western Culture debate and in the changes in curriculum that followed. He also reflects on the evolution of the humanities at Stanford over the past forty-five years and on the changes in perception of the humanities over the years. Last but not least, he comments on his role mentoring graduate students with their dissertations.

Litt, Iris F. 2014-05-27

Scope and Contents

Iris Litt begins the interview by discussing where she grew up and her family background. She describes how she became interested in medicine and her father's initial reservations about her being a doctor because she was a woman. She explains her research on adolescent medicine and talks about how she worked at the Juvenile Detention Center after attending medical school in New York. She recreated a medical screening program for youths at the center and recreated it at the Rikers Island Prison. Litt explains that she came to Stanford University in 1976 to start the Division of Adolescent Medicine within the Department of Pediatrics.
Lyons, James W. 2012 Nov 15

Scope and Contents
In two interviews Jim Lyons describes his tenure as Dean of Students, the policies he tried to promote, and his approach to students in general. His focus is mainly on undergraduates. He discusses Residential Education at length and how he viewed it as an extension of academic education. He also discusses his expectations of student behavior and how he turned challenging situations into teachable moments. He describes the changes that took place in the make-up and culture of the student body (mostly the undergraduates) during his tenure as Dean of Students. Dean Lyons also talks about his work on the accreditation teams of a variety of colleges outside Stanford and his work with the National Association of Student Personnel Administrators. He opens the first interview by describing his personal background and his experience in the administration at Haverford College in Pennsylvania. He concludes with his work in the School of Education at Stanford.

Biographical / Historical
James W. Lyons holds a B.A. in economics and history from Allegheny College, a M.S. in counseling and guidance from Indiana University, and an Ed.D. in higher education, also from Indiana University. After serving as a residence counselor at Indiana, he was program coordinator of the Indiana Memorial union from 1957-1959, and later assistant director of the same program. From 1963-1972, Lyons was dean of students at Haverford College in Pennsylvania, before moving to be dean of student affairs at Stanford starting in 1972. In 1984, he became a lecturer in Stanford School of Education, eventually earning positions as senior fellow in the Stanford Institute for Research in Higher Education and director of the master’s program in higher education. Dr. Lyons retired from Stanford University in 1998.

Dr. Lyons' career has included active leadership in the National Association of Student Personnel Administration, and frequently speaking at national and regional conferences. A member of accreditation teams for 26 colleges and universities, he has also been a consultant to more than 75 academic institutions. Dr. Lyons has received numerous awards, including the Scott Goodnight Award for outstanding performance as a dean from NASPA. NASPA also designated him as a “Pillar of the Profession.” His extensive publication history includes many articles, chapters, and monographs. His tenure as Dean of Student Affairs at Stanford is remembered for its personal touch – Dr. Lyons made a point of walking around campus, talking to members of the community at all levels, and endeavoring to restore the damaged relationship between students and administration.
McAndrews, Rosemary 2012 Aug 12

Scope and Contents
Rosemary McAndrews describes her childhood growing up in Butte, Montana, and San Francisco. She speaks of her experiences as a young working woman in San Francisco and New York in the late 1930s and during World War II, when she held various administrative positions with the Arabian American Oil Company.

Rosemary McAndrews speaks of her return to the workforce in 1969, when she started as an administrative aide to the Manager of Real Estate at the Stanford Land Management Group, and her rise through the ranks to her appointment as the manager of the Stanford Research Park and of the Stanford Shopping Center. She became the Director of the Stanford Shopping Center in 1978.

Her development philosophy and methods for both the Shopping Center and Research Park are discussed in detail, particularly her development of the Inner Circle and Street Market concepts. She briefly touches on her position as one of the first female administrators at Stanford.

Biographical / Historical
Rosemary McAndrews was born in Butte, Montana and raised in San Francisco, California. She attended St. Paul High School in San Francisco and was valedictorian of her high school class. She was awarded the only college (San Francisco College for Women) scholarship offered. However, she had to give up the scholarship because her family could not afford to contribute to her college education. McAndrews has been an auto-didact all her life. She also studied at Miss Miller's Business College from 1938 to 1939, took classes and seminars at Foothill Community College, University of California-San Francisco, Cal Poly-San Luis Obispo and enrolled in the Michigan State Shopping Center Marketing Courses. During her years at Stanford, she met with MBA candidates and occasionally was a guest lecturer at the Graduate School of Business.

Rosemary McAndrews worked at Stanford University for 24 years. Before that, she had worked for the Metropolitan Insurance Company, Standard Oil of California (now Chevron), and the Arabian American Oil Company.

In 1968, Rosemary McAndrews went to work at Stanford as secretary to the assistant manager of real estate. Her supervisor soon became manager of real estate and she became his administrative aide. Not long after, he left the university and McAndrews became assistant manager, then manager of all of the university's non-academic properties, including the Industrial (now Research) Park and the Stanford Shopping Center. After a few years, she was appointed Director of the Stanford Shopping Center.

Rosemary McAndrews served as president of the Stanford University Faculty Club, 1990-91 and as president of the Stanford Historical Society, 1994-95. She was named a Lifetime of Achievement Honoree by Avenidas in 2001. She was also named "one of Stanford's most unforgettable personalities in last 25 years" in a poll of Stanford Historical Society's members.

Rosemary McAndrews also served in the Allied Arts Guild Advisory Group, the North Bayshore Development Advisory Committee, the Visual Arts Committee for the City of Mountain View, the Palo Alto Economic Advisory Committee, the Steering Committee for the Downtown Environmental Action Plan – Palo Alto, the Executive Committee of the Merchant’s Association Stanford Shopping Center, the Avenidas Executive Board, and the Palo Alto Chamber of Commerce.

McCarty, Perry L. 2014-02-11

Scope and Contents
Perry L. McCarty, the Silas Palmer Professor Emeritus of Civil and Environmental Engineering at Stanford University, shares his personal recollections of the choices he made and challenges he faced during his time at Stanford. He discusses his pre-Stanford history and how he was recruited to Stanford to help develop the environmental engineering and science program. He discusses the development and growth of the program with recollections about adding faculty, developing facilities, obtaining grants and contracts, interdisciplinary collaborations, and university politics. He shares his recollections as the chair of the Civil and Environmental Department as well as the creation and growth of the Western Region Hazardous Substance Research Center which he directed. Professor McCarty discusses how Stanford became a leader in creating processes to clean up contaminated groundwater and the impact his research has had on dealing with the development of biological processes for the control of environmental contaminants around the world.

Maccoby, Eleanor Emmons 2011 Feb 16

Scope and Contents
In this interview, Eleanor Emmons Maccoby offered great insight into her career in the Psychology Department at Stanford University. Much of the conversation focused on her research into behavior, gender, and linguistic development, from the study of how young children behave to the ways in which language changes based on circumstance and age. She described the Psychology Department's faculty and administration, as well as the ways in which it has changed over the years. Dr. Maccoby also spoke of the interdisciplinary research efforts that took place on campus during her tenure, and briefly touched on the difficulties faced by female faculty in the middle of the 20th century.

Biographical / Historical
Born in Tacoma, Washington, in 1917, Eleanor Emmons Maccoby attended Reed College and the University of Washington in Seattle, obtaining her BS from the latter. She earned her MS and Ph.D. from the University of Michigan in experimental psychology, focusing on topics related to the psychology of gender differentiation. Her research has encompassed the socialization of children, developmental change in personality and behavior, relationships of couples after divorce, parent-child interactions, and child-rearing practices. While working at Harvard, she conducted some of the first studies on the impact of television on families and children.

In 1958, Dr. Maccoby transferred to Stanford, where she became a Professor of developmental psychology and chaired the department from 1973-1976. In 1966, along with Robert Oetzel, Maccoby published her first book on sex-based differences, The Development of Sex Differences. Her most influential book was published in 1974, entitled The Psychology of Sex Differences, co-authored with Carol Jacklin. These publications stressed biological, rather than cultural, influences. Dr. Maccoby has published many books, articles, and papers on her research, and has received awards from the American Psychological Association, the Society for Research in Child Development, and the American Educational Research Association. She is a member of the American Academy of Arts and Sciences and was elected to the National Academy of Sciences in 1993. Division 7 of the American Psychological Association offers The Maccoby Award to the author of a book making contributions to developmental psychology.
Macovski, Albert 2016-02-02

Scope and Contents

Albert Macovski, the Canon USA Professor of Engineering, Emeritus has been affiliated with Stanford since 1960, first as a research engineer and staff scientist at the Stanford Research Institute (SRI) and then as a faculty member with expertise in medical imaging and a joint appointment in the Department of Electrical Engineering and the Department of Radiology.

In this oral history, Macovski talks about his family background and growing up in New York City in the 1930s. Among other things, he describes his father's work as a jeweler, the impact of the Great Depression on his family, attending the New York World's Fair, and his interest in ham radio.

Macovski recalls his studies in electrical engineering at City College of New York during the immediate post-war period and the significant change in his life occasioned by meeting his future wife, Adelaide “Addie” Paris. He describes obtaining a job at RCA Laboratories upon graduating from college and what it was like to work in the early television industry, including trying to solve problems related to synchronization and color television broadcasting.

Macovski talks about pursuing his master's degrees at the Polytechnic Institute of Brooklyn and then working as an assistant professor there. He relates the factors that influenced his decision to accept a job at SRI: a desire to get his PhD, wanting to be where the action in electronics was, and the favorable climate.

Describing the environment at SRI in the 1960s, Macovski discusses his work on the Nimbus weather satellite and his invention of the single tube color camera. He describes the process of earning his PhD through Stanford's Honors Coop Program, his dissertation on holography, and a post-doctoral fellowship from the National Institutes of Health that allowed him to study in the Department of Radiology at the University of California San Francisco. He goes on to describe joining the faculty at Stanford and his varied research projects, including work on ultrasonic array, recording images of the beating heart, and developing techniques to differentiate between hard and soft tissue. He also discusses a project to image the coronary arteries. Macovski recounts the story of how a sabbatical year offered him the chance to study magnetic resonance imaging (MRI) and to work with Godfrey Hounsfield at the Medical Physics Department of Hammersmith Hospital. He describes obtaining an MRI system from General Electric and the process of getting it installed on campus.

Macovski also discusses his approach to working with graduate students and offers reflections on the process of commercializing technology and obtaining patents. He concludes the interview with comments on new directions in the field of medical imaging and on his decision to endow a chair in the Electrical Engineering Department.
McDevitt, Hugh O. 2015-07-23

Scope and Contents

Hugh O. McDevitt is Professor of Microbiology and Immunology and of Medicine, Emeritus
known for his work on major histocompatibility complex (MHC) and its role in various
autoimmune diseases. McDevitt discusses his critical research in proving the genetic
basis for our bodies’ ability to recognize and defend against pathogens, both from a
scientific and personal perspective.

He begins the interview by describing his early life and how his father, a surgeon,
influenced his decision to pursue medicine. He discusses his undergraduate career in the
late 1940s at Stanford University, described by others as a “good solid provincial
university,” and his undergraduate work in Raymond Barrett’s genetics lab where he
mapped the location of a fungus gene involved in metabolism. While the results of this
research were not groundbreaking, he stresses the importance of this technique to his
later immunology research. Beyond his academic experiences, he speaks about his
student life, the jobs he took to help cover his tuition and board, and the death of his
father.

McDevitt goes on to discuss his medical education and training at Harvard Medical
School, his internship at Bellevue Hospital in New York—during which he rode the “home
care ambulance” all over the city—and his military service in Japan. He recounts his
research in Albert Coons’s lab at Harvard and his decision to come to Stanford School of
Medicine as a faculty member in the Department of Immunology and Microbiology.

McDevitt explains how, prior to Stanford, he had observed a difference in the immune
system’s reaction to a synthetic peptide between two mice strains. He goes into detail
about how, at Stanford, he took a genetic approach to solving this problem and, through
selective and extensive breeding, was able to identify the genes (later called the major
histocompatibility complex) responsible for the strains’ different reactions. McDevitt gives
a technical account of this research, the technical constraints of the day, and the
research’s effects.

He goes on to talk about setting up and running his lab and his experiences teaching,
practicing medicine, and chairing his department. At the end of the interview he gives his
perspective of how Stanford changed from a “solid provincial regional university” to a
“first-class university.”

Mark, James B. D. 2015-09-14

Scope and Contents

James B. D. Mark discusses his childhood and early influences in choosing his medical
profession. He discusses how he was recruited to the Stanford Medical School and the
departments in which he served. He was Acting Chairman of the Department of Surgery
in 1974 and in 1988 became the Chief of Staff of Stanford University Hospital. He talks
about the move of the hospital from San Francisco to the Palo Alto campus, and the
relationship between the hospital administration and the medical faculty. He discusses
the changes in the field of surgery and the medical student population. He also shares his
thoughts on academic medicine and on the current state of primary care in the United
States.
Merigan, Thomas C. 2015-02

Scope and Contents

Thomas Merigan discusses his upbringing and education in the San Francisco Bay Area (Berkeley and UCSF) and his practice in infectious disease at Stanford, which spanned 45 years, including many years as chair of the infectious disease department. He introduced the use of human interferon into the United States in the late 1970s as a treatment for viral diseases. He was also involved in interferon trials for treatment of cancer and multiple sclerosis. Merigan later became an expert in HIV/AIDS, taking care of patients at a time when the options were few. He saw many patients die of the disease. He founded the Center for AIDS Research and the AIDS Clinical Trial Unit, which was involved in testing of a number of promising new treatment options. These drugs became the mainstay of AIDS treatment at the time. Merigan also testified before Congress on the need for science funding. Merigan discussed his most famous patient – Pope John Paul II. He was called in to treat the Pope following an assassination attempt in 1981.
Miller, Arjay R. 2012 Apr 11

Scope and Contents
In the interview, Arjay Miller recalled his childhood growing up on a family farm near Shelby, Nebraska, and talked about his family history and origin of the family name. He described his life on the family farm with his seven siblings and all of their experiences and adventures, including games they played, songs they sang, toys they made, favorite foods, crops they raised, self-sufficiency and even a few close calls. In addition, he described the local community (churches, social events and schools) and the influences that farm life and growing up during the Depression had on him. He discussed the values he was given by his parents, including finding out how things work, making the most of what you have, and the love of reading and gardening. He covered books he read and radio programs, songs, and newspapers of the day. The interview included many stories and anecdotes that he told as a legacy for his great-grandchildren.

Biographical / Historical
Arjay Miller was born in Shelby, Nebraska, in 1916 and earned a Bachelor of Science degree from UCLA in 1937. After working as a part-time teaching assistant at UCLA, he worked as an economist for the Federal Reserve Bank of San Francisco. He then served in the U. S. Air Force before joining Ford Motor Company in 1946 as part of a group of young military veterans who became known as the “Whiz Kids” for their role in retooling the auto giant's business operations following World War II. He remained at Ford until he accepted the position of Dean of the Stanford Graduate School of Business in 1969.

Dean Miller served as the fourth Dean of the Stanford Graduate School of Business (1969-1979). Under his leadership, the School rose to the top ranks of management education institutions, expanded its endowment and created the Public Management Program. It was his experiences while at Ford, including communications with government regulators of the auto industry and failed efforts to bring jobs to the inner city in Detroit, that were the foundation for establishing the Public Management Program at Stanford. Through the program, Dean Miller sought to educate students in the concerns of government and society, and government in the needs of business. Within five years, the Stanford Graduate School of Business was voted the number one business school in the country. He was quoted in 1969 as saying, “The problems facing our society today are what I call public goods.”

The Dean was characterized as a serious, practical, and goal-oriented dean, but he was far from stiff. He enjoyed meeting with young MBAs. There was even a beer-drinking club dubbed the “Friends of Arjay Miller” – FOAM. Under Dean Miller’s leadership, student and faculty diversity in the GSB increased, with the number of African American students increasing from five to 24, Hispanics from zero to 34, and Asian American from four to 27. In his tenure at Stanford, Arjay Miller was able to bring the lessons learned from private industry and create an environment for not only academic excellence, but also an awareness of and ability to influence the business world and government for the public good. Arjay Miller is Dean Emeritus of the Graduate School of Business at Stanford University. He is also an Honorary Trustee at The Brookings Institution.
Miller, William F. 2009 Jul 10-Aug 5

Biographical/Historical note

Dr. William F. Miller has spent about half of his professional life in business and about half in academia. Dr. Miller came to Silicon Valley from a position as Director of the Applied Mathematics Division at the Argonne National Laboratory where he worked after receiving his PhD in Physics from Purdue University in 1956. At the Argonne National Laboratory Dr. Miller conducted research in basic atomic physics and in computer science. He and his colleagues began early work in what is now called computational science.

Dr. Miller was the last faculty member recruited to Stanford University by the legendary Frederick Terman who was then Vice President and Provost of Stanford. He was recruited to help form the Computer Science Department at Stanford and to direct the Computation Group at the Stanford Linear Accelerator Center (SLAC). He led the computerization of SLAC and later as Associate Provost for Computing he led the computerization of the Stanford campus. He carried out research in computer science and computer systems and directed the research of many graduate students. As Vice President for Research and later as Vice President and Provost Miller championed the establishment of the Office of Technology Licensing which has become the model for such activities at other universities here and abroad. He actively facilitated the establishment of a number of interdisciplinary programs such as the Human Biology Program, the International Security and Arms Control Program, and the Values Technology and Society Program. In 1978 he negotiated and brought to Stanford the first students from the Peoples Republic of China. In 1979 he was named the Herbert Hoover Professor of Public and Private Management at the Graduate School of Business.

In 1968 Dr. Miller also played a role in the founding of the first Mayfield Fund (venture capital) as a special limited partner and advisor to the general partners.

As President and CEO of SRI International Miller opened SRI to the Pacific region, he established the spin-out and commercialization program at SRI and established the David Sarnoff Research Center (now the Sarnoff Corporation) as a for-profit subsidiary of SRI. He became the Chairman and CEO of the David Sarnoff Research Center.

In 1997 at the 10th anniversary of the founding of the David Sarnoff Research Center, Dr. Miller along with Jack Welsh, Myron DuBain, and James Tietjen received the Sarnoff Founders Medal.

In 1982 Miller was appointed to the National Science Board; additionally he served on the Computer Science and Telecommunications Board of the National Research Council. He has served on the board of directors of several major companies such as Signetics, Fireman's Fund America, Wells Fargo Bank, Pacific Gas and Electric Company, Varian Associates, and Borland Software Corp.

In 1990 Dr. Miller retired from SRI International and returned to Stanford half time where he taught technology-related courses, carried out research on the IT industry and on the characteristics of entrepreneurial regions. He also spent about half of his time working with start-ups and non-profits in Silicon Valley. He helped organize Joint Venture Silicon Valley Network and served on the board of directors for three years. He co-founded and served as Vice Chairman of SmartValley, Inc. Additionally he aided the formation of CommerceNet and served on the board of directors. Dr. Miller was a founding director and served as Vice Chairman of the Center for Excellence in Nonprofits, and was a Founding Member and Chair of the Campaign Cabinet (1992-1994) of the Alexis de Tocqueville Society of Santa Clara. He currently (in 2010) serves as Chairman of the Board of Sentius Corp, Nanostellar, Inc., and Lumiette, Inc. and is a Partner in Actium Ventures (Venture Capital).

Dr. Miller co-directs an international research project called the Stanford Program on Regions of Innovation and Entrepreneurship and he co-directs an Executive Education program on Strategic Uses of Information Technology.

Additionally, Dr. Miller worked with foreign countries helping them establish their technology policies and practices, notably Singapore, Malaysia, Japan, and Korea. He served on the International Panel of the Singapore Science and Technology Board, and currently serves on the International Advisory Panel for the Multimedia Super Corridor in Malaysia.

Dr Miller has received a number of awards and honors:

Milton, Catherine H. 2014-05-06

Scope and Contents
Catherine Milton begins by describing her career trajectory in Washington, DC. She continues with how she met Stanford president Donald Kennedy in Washington and her subsequent recruitment to Stanford as Special Assistant to the President for Public Policy. She describes her efforts in that role, including the formation of Stanford in Washington and the formation of the Haas Center for Public Service. She explains how her experiences and professional contacts in Washington benefitted her work at Stanford, and later how her experiences and relationships at Stanford influenced her in other public service endeavors outside Stanford, such as AmeriCorps.

Miner, Anne S. 2014-06

Scope and Contents
Anne S. Miner, a professor emeritus known for her research on management and organizational learning, worked at Stanford University in the 1970s as a consultant to the president on affirmative action for women and as the university's affirmative action officer. She is recognized for her work in designing and implementing the hiring policies and practices related to under-represented minorities. This oral history focuses on the employment status of women faculty at Stanford and, to some extent, throughout academia from the 1970s to the present.

The first interview session revolve around Miner's early life and education, her first job at Stanford in the Development Office, her involvement in the burgeoning "women's movement," and her work as consultant to the Stanford president on affirmative action for women in 1971. She discusses policy issues that affected women faculty and the formation of the Women's Forum and the Committee on the Education and Employment of Women.

In the first and second interview sessions, Miner talks about her role as consultant to the president and the issues she handled, including Stanford's policies regarding married couples' faculty appointments, maternity and paternity leaves, the "tenure clock" as it affected women, and part-time employment of faculty. She also discusses the government regulations being passed in the 1970s that required affirmative action programs for all federal contractors and the pressure these regulations put on American universities.

Miner details issues such as salary equity for staff; training programs for faculty and staff to increase awareness of affirmative action requirements and procedures; child care needs, policies and practices; her role in ensuring that academic searches included women and minorities; and the creation of the Stanford Center for Research on Women in 1974 (now the Michelle R. Clayman Institute for Gender Research). Miner then recalls her decision to leave her job in order to pursue doctoral study at the Stanford Graduate School of Business, her life as a female student with a small child, and the impact affirmative action had on her life as a student.

In the third and final interview session, Miner discusses her job as a professor of business at the University of Wisconsin and her primary focus and impact in the field of organizational behavior. Looking back, Miner reflects on how her Stanford experience in affirmative action has impacted the rest of her career. She also reflects on the progress women have, and have not, made over the past forty-three years, as well as the issues that still remain. As the interview concludes, Miner offers advice to young women embarking on their academic careers today.
Moulton, Robert Harrison 2007 Apr 2

Scope and Contents
Moulton revealed that he was hired specifically to do a survey of Stanford's financial needs over the next 5 or 10 years. This was to be the prelude to a big fund drive, the first in Stanford's history. It was clear from this oral interview that Sterling and Terman (President and Provost) were both optimistic about Stanford's fundraising capacity. The Board of Trustees, however, was somewhat frightened at the magnitude of the proposed fund drive. Moulton had nothing to do with the Ford Foundation visiting and suggesting the utility of a survey of Stanford's future financial needs. It was truly a coincidence that Moulton, who previously worked for the Ford Foundation, had already done the survey. Ford Foundation was going to give money to five major private universities, and Stanford was the only one west of Chicago. Given Moulton's early work, the Stanford grant from Ford ($25m. to be matched by $75m. from other donors to Stanford) was the first from the Ford Foundation to any university filed earlier than grants to the other private institutions. That $100m. was to be raised over a three-year period and, to my great surprise, Sterling and Terman, and Cuthbertson, were sure that the momentum already present at Stanford and environs would produce an additional $200 m. Thus the PACE Campaign sought to raise $300m. The trustees chipped in heavily, but some of them doubted Stanford could raise the $300m. Moulton was originally tapped to be the head of the fundraising campaign, but he and the trustees did not get along politically. He therefore switched to Project M, the future SLAC.

Biographical / Historical
Robert Harrison Moulton, Jr. was born in 1918 in Los Angeles, California. He was student body president at Beverly Hills High School before graduating Phi Beta Kappa and summa cum laude in Economics from Stanford University in 1940. His career in business was cut short in 1941 with the attack on Pearl Harbor, after which he enlisted and served as a lieutenant in the Navy during World War II, finishing his tour as an Intelligence Officer to an admiral in the Atlantic fleet.

Moulton returned to San Francisco after the war to work with his father at RH Moulton & Company, and he married Helen Elizabeth Bowman in 1946. In 1952, Moulton went to work for the CIA as an administrator in Virginia, a position he later left to join the newly-formed Ford Foundation, working as Assistant to the President. In 1958, he and his family returned to Stanford so that Moulton could direct his energy into helping get SLAC up and running. He served for seventeen years as an Associate Director of SLAC, after which he spent eight years as the Executive Director of the Mid-Peninsula Housing Coalition.

Though he was part of a family of successful businessmen, Moulton believed in working hard to help the less fortunate, as evidenced by his leadership of an organization dedicated to building affordable housing for families and seniors. As written by the obituary published on May 12, 2008 in SLAC Today, "He strongly believed that honesty, integrity and justice had to be practiced and not just preached."

Robert Harrison Moulton, Jr. passed away in April, 2008, and was survived by his wife, his four children, three grandchildren, and one great-grandchild.
Nix, William D. 2013 Jan 7

Scope and Contents
A native of California, William D. Nix, Lee Otterson Professor of Engineering, Emeritus, received his baccalaureate degree from San Jose State in Metallurgy and came to Stanford in 1959 for his doctoral work. He worked his way through Stanford while teaching at San Jose State. Strong growth in federally funded research resulted in several additional billets in Material Sciences and led to an invitation to join the Stanford faculty in 1963.

Professor Nix was involved in the materials research at Stanford throughout his career and served in leadership roles at Stanford and in professional societies for more than forty years. In the interview, he describes his seminal contributions to understanding the mechanisms of high temperature deformation and fracture in the early part of his career and a transition over the last two decades to create of an entirely new field of materials science, specifically, thin-film mechanical behavior and scale effects in small volumes.

Professor Nix is an award-winning teacher and researcher who has trained nearly 80 PhD students, an unusually large number of whom have remained in academia and hold leadership roles around the world in major research universities. In addition to describing his own work, Professor Nix discussed the early history of materials research at Stanford and the players who were formative in the field.

Biographical / Historical
Professor Nix obtained his B.S. degree in Metallurgical Engineering from San Jose State College, and his M.S. and Ph.D. degrees in Metallurgical Engineering and Materials Science, respectively, from Stanford University. He joined the faculty at Stanford in 1963 and was appointed Professor in 1972. He was named the Lee Otterson Professor of Engineering at Stanford University in 1989 and served as Chairman of the Department of Materials Science and Engineering from 1991 to 1996. He became Professor Emeritus in 2003. In 2001 he was awarded an Honorary Doctor of Engineering Degree by the Colorado School of Mines and in 2007 an honorary degree of Doctor of Engineering by the University of Illinois. He received an honorary degree of Doctor of Science from Northwestern University in 2012.

In 1964 Professor Nix received the Western Electric Fund Award for Excellence in Engineering Instruction, and in 1970, the Bradley Stoughton Teaching Award of ASM. He received the 1979 Champion Herbert Mathewson Award and in 1988 was the Institute of Metals Lecturer and recipient of the Robert Franklin Mehl Award of the Metallurgical Society (TMS). In 1995 he received the Educator Award from TMS. He was selected by ASM International to give the 1989 Edward DeMille Campbell Memorial Lecture and in 1998 received the Albert Easton White Distinguished Teacher Award in 2002 and the Albert Sauveur Achievement Award in 2003, both from ASM. He also received a Distinguished Alumni Award from San Jose State University in 1980. In 1993 he received the Acta Metallurgica Gold Medal and in 2001 he received the Nadai Medal from the American Society of Mechanical Engineers. He was elected Fellow of the American Society for Metals in 1978, Fellow of the Metallurgical Society of AIME in 1988 and Fellow of the Materials Research Society in 2011. He received the von Hippel Award from the Materials Research Society in 2007 and in 2011 was awarded the Heyn Medal of the German Society of Materials Science. In 1987 he was elected to the National Academy of Engineering and in 2002 was elected as a Fellow of the American Academy of Arts and Sciences. Prof. Nix was elected to the National Academy of Sciences in 2003.

In 1966 he participated in Ford Foundation's "Residence in Engineering Practice" program as Assistant to the Director of Technology at the Stellite Division of Union Carbide Corporation. From 1968 to 1970 Professor Nix was Director of Stanford's Center for Materials Research. Professor Nix is engaged in research on the mechanical properties of solids. He is principally concerned with the relation between structure and mechanical properties of materials in both thin film and bulk form and is also engaged in research on the mechanical properties of materials for lithium-ion batteries. He is co-author of 450 publications in these and related fields and he has trained 77 Ph.D. students in these subjects in his years at Stanford. Professor Nix teaches courses on dislocation theory and mechanical properties of materials. He is co-author of "The Principles of Engineering Materials", published in 1973 by Prentice-Hall, Incorporated.
Noddings, Nel 2016

Scope and Contents
Nel Noddings, the Lee Jacks Professor Emerita of Education at Stanford University's Graduate School of Education, is a philosopher and educational researcher best known for her ethics of care theory which she described in her 1984 book, Caring: A Feminine Approach to Ethics and Moral Education. Her care theory and educational philosophy is informed both by her graduate studies at Stanford in the 1970s and her long career, beginning in 1949, as a teacher and school administrator. She returned to Stanford as an associate professor in 1979 where, in addition to teaching and her research, she ran the Stanford Teacher Education Program (STEP) and filled in as acting dean of the Graduate School of Education in the mid 1990s. In this interview she speaks about her professional and research career, set against the backdrop of her life as a wife and mother of ten during a time of tremendous cultural shifts in the country.

Noddings begins the interview describing her working-class upbringing in New Jersey during the Great Depression and World War II. She confides that as a seven-year-old, she identified more with her school than home, despite being raised in a loving and safe environment. She reminisces about her elementary and high school experiences, the classes she took, the school culture, and uses her academic training to assess how progressive they really were. She contrasts the substance of her high school education with the redundancy in her undergraduate education at Montclair State Teachers College.

Noddings describes her relationship with her husband, James Noddings, whom she met in high school, their courtship that began after they graduated, and early marriage after he returned from military service in Korea. She explains the ease with which they became parents and the reasons, after having three biological children, that they chose to adopt several Korean-American children. Noddings describes the educational and professional compromises she had to make because of motherhood and her husband's profession. To balance this out, she shares several examples when her children participated in the educational programs she administered, as well as recollections of when the family moved so she could pursue her career goals.

She spends some time describing her first teaching position in Woodbury, New Jersey, where she spent three years with the same class of middle school students, and how this unique experience profoundly shaped her thinking on teaching, educational administration and academic research. She gives the example of how later, during the civil rights movement, if a protest or other incident affected the lives of her student, she'd take time off from her math lesson plan to help them understand and process the events.

Noddings explains how she initially approached her graduate school at Rutgers and Stanford as a means to advance as a school administrator. While she found pursuing math at Rutgers frustrating because of gender imbalances in the department, she describes her time at Stanford as transformative. Noddings explains why she switched from the educational administration track to philosophy of education after taking two philosophy courses. She notes how the learning and collaborative environment at Stanford supported her research and focus.

She discusses her thesis on constructivism in education and how her care theory became entwined with feminist theory. She expands on education theory, her frustration with the current emphasis on standardized testing, the pros and cons of high concept-based math programs like “new math,” the difficulties of teaching atheism, and the benefits of a more holistic approach to education.

Noddings describes the jobs she held after graduating: an academic position at Penn State, consulting in the Menlo Park area, and directing the Laboratory School at the University of Chicago. She explains how she landed the position of associate professor at Stanford running the STEP program in 1983 and later the Upward Bound summer program. She gives her impression of these programs and the changes they underwent. She describes her roles in Stanford's administration: serving as the first female acting dean of the School of Education (now Graduate School of Education), working on Stanford's Institutional Review Board for human subject research and serving on the faculty senate. It was in this last position that she argued for leniency towards a group of students who had barricaded themselves in the Dean's office, an episode for which she explains her reasoning and results of her efforts. She describes her work after leaving Stanford, serving as president for the Philosophy of Education Society and chairing the ethics committee for the American Educational Research Association. She closes the interview by discussing her life after returning to the East Coast and the direction of her current research.
Northway, William H. 2016

Abstract: In this oral history William H. Northway Jr., Professor of Medicine, Emeritus, discusses his family's relationship to Stanford, his days as an undergraduate and medical student at Stanford in the 1950s, and his career in pediatric radiology.

Scope and Contents
In this oral history William H. Northway Jr., Professor of Medicine, Emeritus, discusses his family's relationship to Stanford, his days as an undergraduate and medical student at Stanford in the 1950s, and his career in pediatric radiology.

Northway grew up in Palo Alto, attended Palo Alto schools, lived on the Stanford campus as an undergraduate, and attended Stanford Medical School in San Francisco. Upon graduation, he interned in radiology at Cornell University Hospital in New York City. He then joined the U.S. Air Force and was stationed in Biloxi, Mississippi, where he practiced diagnostic radiology and with a colleague initiated a program in nuclear medicine at Keesler Air Force Base Hospital. There he met and married his wife, Linda, and they later lived in Paris, France, for a year, where Northway was a medical resident in pediatric radiology at L'Hôpital des Enfants-Malades.

Northway returned to Stanford in 1964 as an instructor in Pediatric Radiology, and was later awarded a joint appointment to the faculty in Pediatric Medicine. He describes working with prematurely-born infants and his research on the detrimental effect of supplemental oxygen therapy on newborns. He also discusses the relocation of the Stanford School of Medicine from San Francisco to the Stanford campus and comments on the school's culture and the effect of new technology on the specialty of radiology. In describing the expansion of the Department of Radiology, he emphasizes the importance of good clinical practice, research, and teaching, and notes the importance of the 1991 opening of the Lucile S. Packard Children's Hospital.

In closing, Northway discusses his role as an administrator and comments on Stanford's growth in size and stature since his student days.

Biographical / Historical
William H. Northway Jr., Professor of Radiology and Pediatrics, Emeritus, has been around the Stanford School of Medicine for his entire life. Raised in Palo Alto, Northway's father commuted to work at the medical school in San Francisco where he was a professor in the Department of Physical Medicine.

Northway attended Palo Alto High School and followed his father to Stanford upon his graduation. He earned a BA in 1954 and was an active member of the Phi Kappa Sigma fraternity.

Northway stayed at Stanford to attend the School of Medicine, graduating in 1957. Following his post-graduate training at Cornell University and Stanford, he worked in the Department of Radiology at the US Air Force Hospital at Keesler Air Force Base in Biloxi, Mississippi, during the 1960s. After a position at the L'Hôpital des Enfants-Malades in Paris, France, Northway returned to Stanford in 1964 as an instructor in radiology.

Since his return to Stanford, he has been an active member of the faculty in the Department of Radiology at Stanford and at the Lucile Salter Packard Children's Hospital. He has also served as the president of the Stanford Faculty Club and as a member of the Stanford Medical Alumni Association. Northway retired in 1999 after a long career in pediatric radiology.
Olkin, Ingram 2014-07-08  
Scope and Contents
In this interview, Professor Ingram Olkin, emeritus professor of education and of statistics, shares his experiences of growing up in New York, his interrupted undergraduate education at the City College of New York while enlisted in the Army Air Force during World War II, his marriage while in the service, his graduate school years at the Columbia University and his exhilarating PhD graduate school experiences at the University of North Carolina at Chapel Hill. He describes how the University of North Carolina at Chapel Hill, under the tutelage of his professor, Harold Hoteling, was a fertile ground both for the development of multivariate statistics and for the inter-institutional and international collaborations that marked the rest of his career.
After two assignments at Michigan State University and at the University of Minnesota, Ingram Olkin was recruited to Stanford with half time positions in the School of Education and the department of Statistics. He discusses his role in shaping both disciplines at a time when decisions were being made to turn both into world-class centers of excellence. He also shares his views on the hiring of women in mathematics and statistics, and the changing face of Stanford.

O’Neill, Marshall D. 2014-02-10  
Scope and Contents
Marshall D. O’Neill worked at Stanford from 1952-1990 and was the Associate Director of the W.W. Hansen Laboratories. The award in his name allows faculty to honor staff for their administrative contributions to faculty research activities. He discusses the development and structure of independent laboratories at Stanford with all the attendant problem of establishing new management systems for these programs, including contracts, indirect cost recovery, and royalties. He was involved in the beginnings of SLAC, SSRL and worked closely with Robert Hofstader, Wolfgang P.F. “Pief” Panofsky, and William Fairbanks among other Stanford luminaries.
Packer, Nancy Huddleston 2012-03-19

Scope and Contents note
The audio file has been edited to remove certain portions of content, which may affect listenability.

Scope and Contents
Nancy Packer begins her interview with references to her family and early years in Washington, DC. She credits her father with helping her develop an interest in politics. She talks about her undergraduate and graduate education as a time of maturing into a responsible student who studied theology as an intellectual pursuit rather than a religious one. Her early years as a writer were highlighted by a publication in Harper's magazine. Arriving at Stanford, Packer characterizes herself as a newlywed who was somewhat adrift in the unfamiliar world of the university. She recalls her development as a writer by noting the influences that Wallace Stegner had on her career. She shares the struggles she had with procrastination, the processes involved in developing a short story, and her growing self-confidence. Packer also acknowledges that opportunities were extended to her as her husband, an attorney, went from being a faculty member in the law school to an administrator at Stanford.

Packer describes her teaching career as being focused on the needs of students. In developing the freshman English composition course, she speaks of creating a class for the instructors of freshman English and her role in reducing class size. She also relates the history of the Creative Writing Program and her role in its development. Her publications range from books involving teaching to collections of short stories. Packer notes that her efforts to be a good citizen of the university resulted in her receiving all three awards the university bestows.

Biographical / Historical
Nancy Huddleston Packer was born in Washington, D.C. and grew up in Birmingham, Alabama. She was a Wallace Stegner Fellow in the Creative Writing Program at Stanford University after which she joined the faculty. She served six years as Director of Freshman English (1983-87) and four as Director of Creative Writing (1989-93), and retired in 1993 as Melvin and Bill Lane Professor in the Humanities.

Packer has published seven books. Small Moments received the Commonwealth Club of California Award for fiction. In My Father's House is a nonfiction work in stories about Packer's growing up among boisterous siblings and a strong-willed father who was a member of Congress. The Women Who Walk chronicles the lives of women in midlife travails. Jealous-Hearted Me, which received the Alabama Library Association Award, tells the story of the opinionated, outrageous Momma and her long-suffering daughter and son-in-law.

Packer's stories have appeared in numerous journals, such as Harper's, Yale Review, Virginia Quarterly, Epoch, and Sewanee Review. Her stories have been widely anthologized, including in O. Henry Prize Stories and Best American Stories. She has also co-authored two textbooks, The Short Story: An Introduction and Writing Worth Reading, both published in multiple editions.

Packer is the recipient of several awards from Stanford, including the Lloyd W. Dinkelspiel Award For Outstanding Service to Undergraduate Education, Dean's Award for Distinguished Teaching, and the Richard W. Lyman Award for exceptional volunteer service to the university. Twice she served on the Pulitzer Selection Committee for fiction.

Packer is the widow of Herbert Packer, who was a professor of law and vice provost at Stanford. Their two children, Ann and George, are both writers.
Parkinson, Bradford 2015-05-12

Scope and Contents

The interview begins with a discussion of Bradford Parkinson's childhood in Madison, WI, followed by an education in Minneapolis after a family move. He recalls the influence of his father and the self-discipline learned at the Naval Academy.

Parkinson tells of his move from the Navy to the Air Force, his time studying control theory and the maintenance of airborne electronics at MIT, where he forged a personal relationship with the inventor of inertial navigation system, Charles Stark “Doc” Draper. He talks about his decision to pursue doctoral studies at the University of Michigan, until a last minute “miracle” saw him heading for Stanford.

Parkinson discusses his next move, heading to Edwards, CA to work as an academic instructor at an Air Force test pilot school. He recounts his move to the Air Academy and his research into inertial guidance systems. He goes into great depth on his time developing the digital fire control systems and flying the planes in North Vietnam.

Parkinson then recalls his work at the Pentagon, working with Advanced Ballistic Reentry Systems in Los Angeles, and the joys of working again in research and development. He worked alongside the Army and the Navy on Operation 621B. Parkinson discusses the origins of GPS and his experience at the Department of Defense.

Parkinson describes the latter years of his career, teaching at Colorado State and then working in corporations such as Rockwell and Intermetrics. He details his return to Stanford, first as a consultant—alongside his work at Intermetrics—on Gravity Probe B, and then as head of the project. Parkinson discusses his years at Stanford and the changes that have taken place throughout the decades, including gender equality in academia and multi-disciplinary teaching. He recalls fondly taking over at the Trimble Navigation project in its time of need, overseeing the assembly of a new executive team and the soaring of the company's stock prices.

As the interview draws to a close, Parkinson discusses his family and his passion for olive-growing.
Pencavel, John H. 2018-07

Abstract: In this oral history, John Pencavel, Stanford Professor of Economics, Emeritus, describes his youth in post-World War II England, his education, and his research in labor economics. He also discusses chairing the Department of Economics, service on various university committees, and participating as an expert witness in employment discrimination cases.

Scope and Contents
Youth in England during World War II • Education at Drayton Manor and University of London • Interest in political economy • Graduate studies at Princeton with Albert Rees • Labor economics • Coming to Stanford in 1969 • Stanford Department of Economics • Vietnam War-era changes in the composition of the Economics faculty • Labor unions • Administrative interactions at Stanford • Service on the Appointments and Promotions Committee • Raising children at Stanford • Service on the Presidential Committee on Workplace Policies and Practices • Discussion of the concept of a living wage • Role as fact-finder for the provost in faculty grievance cases • American Economic Association • Testifying in employment discrimination cases, including Bockman v. Lucky Stores, Inc. • Working with the World Bank on reform of labor markets in developing countries • Discussion of labor unions demand that employers pay workers for strike time • Research on workers cooperatives and a study of plywood manufacturing companies in the Pacific Northwest • Recent book on the productivity impact of long working hours

Biographical / Historical
John H. Pencavel was the Pauline K. Levin, Robert L. Levin and Pauline C. Levin, Abraham Levin Professor in the School of Humanities and Sciences at Stanford University. He joined the Stanford faculty in 1969 and served as chair of the Department of Economics from 1997 to 2000 and from 2002 to 2004.

Professor Pencavel is an internationally recognized economist known for his research on labor markets. During the early part of his career, he focused on differences among workers in the hours they work and especially on the effects of welfare programs on their hours. He has had an enduring interest in workers’ organizations such as trade unions and cooperatives. He has advised the World Bank and governments on the regulation of collective bargaining and labor unions. This interest in workers and workers’ associations arose from his childhood experiences living on a working class housing estate in London.

Professor Pencavel received a bachelor’s degree and a master’s degree from University College, University of London (UCL). He is now a Fellow of UCL. He received a PhD degree from Princeton University.

He has been president of the Society of Labor Economists, president of the Western Economic Association, a distinguished fellow of the American Economic Association, and a fellow of the Econometric Society. He has served as an expert witness in a number of employment discrimination cases.

Professor Pencavel enjoys hiking, reading (fiction, non-fiction, and poetry), and following soccer. He is married to Louise Smith, a video-maker, and he is the father of three children.
Peters, P. Stanley 2015-2016

Scope and Contents

P. Stanley Peters, Director Emeritus of the Center for the Study of Language and Information (CSLI) and a Professor Emeritus of Linguistics, is known for his work in the logical analysis of meaning in natural languages and computational linguistics. In the first interview, Peters discusses his career trajectory beginning with his undergraduate studies in mathematics and his graduate study of linguistics with Noam Chomsky at MIT. He reflects upon his path to becoming a professor at the University of Texas at Austin and describes how his mathematical background allowed him to create a more scientific approach to research in linguistics. He describes a formative time at the Institute for Advanced Study in Princeton, New Jersey and recounts his decision to move to Stanford after a term as a fellow at the Center for Advanced Study in the Behavioral Sciences where he made fruitful connections that ultimately resulted in the formation of CSLI.

Peters discusses the growth of the Department of Linguistics at Stanford and his time as chair of the department and comments on Stanford's approach to its faculty and students, its willingness to engage with industry, and the support the university gives to interdisciplinary research. He explains some of his research contributions including work on presupposition, quantifiers, and the formal properties of Chomsky's transformational grammars. He also discusses his research on electronic tutors, or computers than can converse with humans, including work with the Office of Naval Research to develop electronic tutors that could teach ship handling. He converses about developments in machine learning that have led to programs such as Google Translate and Siri.

In the second interview, Professor Peters elaborates on the evolution and impact of CSLI, and discusses the creation of the interdisciplinary Symbolic Systems major at Stanford, which has become popular with students interested in the intersections of cognitive science, computer technology, math, and linguistics. He also discusses his work on the Committee for Technology and Learning, which the university convened to develop Stanford's strategy for online learning. He talks about his family, his love of music and playing the organ, and his hobby of aerobatic flying, which he began to learn in his forties when he got his pilot's license. He concludes the interview by offering advice to young people who are just beginning their careers, espousing the value of a liberal arts education rather than a strictly defined career goal at too early an age. He talks about the importance of teamwork, flexibility, doing something one loves, and having broad rather than narrowly focused interests.
Pizzo, Philip A. 2016

Scope and Contents
In his 2016 oral history, Philip A. Pizzo, MD, former dean of Stanford's School of Medicine, describes the long career in pediatrics and AIDS treatment that led him to California in 2001 and his mission to reinvigorate the university's medical establishment.

Pizzo begins his narrative in New York City, where he was the first in his working-class family to graduate from high school. Like many first-generation Americans, Pizzo says, his family encouraged him to become a doctor and to "become something." His reading, especially the book Microbe Hunters by Paul de Kruif and biographies of great scientists and thinkers, also drew him to the field of medicine, as did the historical context of the Vietnam War. Recounting the challenges and contributions of his years at Fordham University, the University of Rochester Medical School, and the elite Boston Children's Hospital, Pizzo outlines how his career embraced both research and clinical practice in pediatric oncology and infectious disease.

Pizzo describes receiving a summons to join the National Institutes of Health in 1973 and devotes considerable attention to his two decades there and especially to the young patients who influenced the direction of his research. First came ten-year-old Ted DeVita, who was confined to an isolation room because of a severely compromised immune system. That relationship, Pizzo points out, prepared him for the challenges of HIV and AIDS. By then the NIH chief of pediatrics, Pizzo explains that research in pediatric AIDS led to the development of continuous infusion therapy, which "made a pretty big splash" at the International AIDS Meeting in Stockholm in 1988. His growing reputation drew Elizabeth Glaser to Pizzo and NIH. He describes treating her two AIDS-infected children, as well as collaboration with Elizabeth and his admiration for her work as founder of the Pediatric AIDS Foundation.

Seeking a new direction for his career as he turned 50, Pizzo discusses his brief return to Boston Children's Hospital before Stanford made an irresistible offer in 2000. Pizzo recalls the long deliberative process that resulted in his acceptance of the job as dean of the School of Medicine. The school and the two hospitals were experiencing considerable divisiveness at the time because of the failed merger with the University of California, San Francisco. Healing the wounds of that venture is what Pizzo sees as his first major challenge at Stanford, and he identifies the faculty's revolt against the UCSF project as the most important element in its failure. He recounts in detail the issues involved in reconciling the School's academic and clinical perspectives and his successful efforts to rebuild faculty morale and create an agenda to focus their energy toward the future.

Pizzo also discusses outreach to the other academic schools at Stanford, resulting in the founding of the Department of Bioengineering. He describes initiatives that brought needed resources to the medical facilities and revitalized the way they worked together, including the beginning of the institutes, diversity initiatives, and fundraising programs.

Pizzo declares himself proud of the community that now exists in Stanford's medical establishment, the care it provides to patients, and the national recognition it has achieved.

Quinn, Helen R. 2014-10-07

Scope and Contents
Helen R. Quinn begins with her childhood growing up in Australia and how that experience, including intellectual discussions with her father and brothers, influenced her in life. Her family moved to the United States when she was college age. Quinn continues with her experiences at Stanford as a student and her decision to pursue a degree in physics. She talks about being a female in a largely male world. She recalls her experiences as a married student and as a post-doctoral fellow in Germany, followed by her experience at SLAC on her return to Stanford. She covers a variety of other topics, including the Pacciel-Quinn Symmetry, tenure track issues, family life, women's issues, salary inequities, her contributions in the field of physics and her awards. She concludes with her work in K-12 science education.
Raffel, Sidney 2012 Apr 15

**Scope and Contents**

Over the course of three interviews, Dr. Sidney Raffel discussed much of his professional and personal life. He began with his parents' immigration stories from Riga, Latvia, and outside Vilnius, Lithuania, and a brief description of his own early education. Dr. Raffel then spoke about his educational experiences at Johns Hopkins and Duke, before moving to Stanford for further medical training and a career teaching, researching, and practicing medicine in Stanford's Medical school. During his tenure at Stanford, he was Dean of the Medical School and Chairman of the Department of Medical Microbiology. He discussed some of his research topics, like poliomyelitis, tuberculosis, and mononucleosis. The interviews also encompassed some of his publications and work off-campus during sabbaticals and fellowships. The conversation concluded with a look at some of his activity during his lengthy retirement, including a passion for painting.

**Biographical / Historical**

Born in 1911 in Baltimore, MD, to immigrant parents, Sidney Raffel graduated from Johns Hopkins University with a Bachelor of Science degree in 1930. In 1933, he added a ScD. in Immunology, also from Johns Hopkins. He initially came to Stanford in 1935 with a one-year fellowship to study poliomyelitis, but he stayed on as an assistant instructor in the Medical School, completing his MD at Stanford in 1942. His career at Stanford lasted until his retirement around the years of the Vietnam War Protests on campus, though it also included sabbaticals to teach at prestigious international institutions like the University of Edinburgh, University of Kyoto, and the University of Shiraz. In 1949 he had a Guggenheim Fellowship in Basel, Switzerland. Dr. Raffel's career at Stanford included over twenty years as Chair of the Department of Medical Microbiology and Immunology and two years as Acting Dean of the Medical School.

Among his many honors are a 1988 Society of Scholars Award and a 1992 J.E. Wallace Sterling Award for Distinguished Teaching. Dr. Raffel also wrote many articles, lectures, and editions one and two of the textbook Immunity. He has participated in NIH advisory panels, the Stanford Faculty Senate, and many other important organizations.

Dr. Sidney Raffel married Yvonne Fay (1909-2001) in 1938. She was a Public Health Nurse for Stanford at the time. They had five daughters. Dr. Raffel continues to live on the Stanford campus, and spends his time reading scientific journals and enjoying painting with oils.

**Access to Collection**

Audio restricted until 2033.
Ramsaur, Michael F. 2010 Oct 14

Scope and Contents

Professor Ramsaur begins his story with his recruitment to Stanford in 1971 as a young man of 23 with a wife and child. His personal development, changes and growth from 1971 to the time of his oral history interviews are parallel in many ways to the changes and shifts of the MFA program at Stanford. He starts by describing the program in 1971, the abrupt shift in focus when Professor Charles Lyons was appointed chair, and the social and technological issues that influenced him, his students, and the department over the years. He discusses the differences between the undergraduate and graduate programs. He mentions the role of the Stanford Institute for Creativity and Arts and how it has funded various projects, including a recent project in a small village in Uganda.

Professor Ramsaur discusses his participation in international projects, including projects in Prague and China. He also talks about the history of the Committee for Black Performing Arts and the Institute for Diversity in the Arts.

In the second interview, he gives fuller insight into the topics covered in the previous interview. He concludes with a discussion of the influences of new technologies and changes in thinking about performing arts, including aerial dancing and experiential performing.

Biographical / Historical

Michael F. Ramsaur is a professor at Stanford University serving as Director of Production. In addition to teaching regularly at the Bavarian Theater Academy Munich, he is a guest professor at the University of Arts Belgrade in the Interdisciplinary M.A. Program in Theater, and an honorary professor at the Central Academy of Drama Beijing. He serves as President of OISTAT (the International Association of Scenographers, Theater Architects, and Technicians), and is a long-time active member of USITT, as well as a member of the United Scenic Artist Association (Lighting Design USAA Local #829), the International Alliance Theatrical Stage Employees (Stage Hands IATSE Local #16), the Illumination Engineering Society of North America (IESNA), and the International Association Lighting Designers (IALD).

Ramsaur has had a forty-year career in theater including serving as a lighting designer for many theater companies internationally and locally, including Broadway by the Bay, where he is Resident Lighting Designer. Examples of his designs have been displayed at two United States Institute of Theater Technology Design Expositions, a theater design exhibit at the Triton Museum San Jose, and at theatrical design exhibitions in Prague and Shanghai.

He has been awarded Outstanding Lighting Design awards from the San Francisco Bay Area Critics Association, Dean Goodman Award, and Drama Logue Award as well as receiving a Fulbright grant. His articles on lighting techniques have been published in three countries and he has created a computerized software program to aid lighting designers.
Reaven, Gerald M. 2015

Scope and Contents
The first part of the interview begins with Reaven's decision to attend the University of Chicago for his undergraduate and medical degrees and what drew him to research. He recounts how the military's use of the draft to recruit doctors influenced his decision to take a research fellowship at Stanford and recalls his, and his family's, experiences when he was stationed in Germany.

He contrasted his impressions of Stanford's hospital (then located in San Francisco) with the University of Chicago's medical program and why he chose to do his residency at the University of Michigan. However, the change in direction of the Stanford medical school program -- both in the five year curriculum for students and the recruitment of full time professors to teach and see patients -- and the relocation of the hospital drew him back. He reminisces on the atmosphere at Stanford during this time as well as how he set up his lab and collaborated with fellow Stanford professor, Charles Lucas.

Reaven discusses what led him to his experiments that proved type II diabetes was due to insulin insensitivity, as opposed to lack of insulin in the blood, and how his research progressed. He recalls how he chose the topic of his famous Banting Lecture and the resulting awareness into the link between insulin insensitivity and increased risk of the individual to strokes and heart attacks.

The second interview focuses on Reaven's administration experience with several divisions within the medical school and how he came to be the director of the Geriatric Research, Education and Clinical Center at the VA hospital, where he was able to implement “unconventional medical training.” He discusses his wife's academic career (Eve Reaven holds a PhD in anatomy and worked as a professor at Stanford) and how they balanced careers and family. Reaven also recounts his work with committees to promote gender equality in medical admissions and tenure appointments, and what Stanford was like in the 1960's.

Preferred Citation

Rebholz, Ronald A. 2013 Jun 5, 18

Scope and Contents
Professor Rebholz opens the first session by briefly discussing his early life in St. Louis, his family and their importance in his life, his education in both public and catholic schools, and his time in the army. He discusses his year of graduate study at Stanford before entering the army, and his time as a Rhodes Scholar at Oxford, where he eventually earned his D.Phil. He goes on to cover his arrival at Stanford in 1961, and his frustration over the firing of Bruce Franklin, a colleague in the English Department. He discusses faculty members and the departmental culture of the time, his classes and teaching, and his experience as department chair.

The second session starts with Professor Rebholz noting the importance of departmental administrative staff. He goes on to recount his time on Stanford's Academic Senate, including his interactions with university presidents. He discusses his work with John Manley and their shared disapproval of the Hoover Institution and vehement opposition to the Reagan Library and Research Center. He also discusses his involvement in instituting the Western Culture courses and the need for students to develop both analytical and writing skills. Professor Rebholz notes other issues he raised on campus, including the university's relationship to Webb Ranch and unionizing Stanford employees. The interview moves on to awards Professor Rebholz received, as well as his thoughts on both the growth of and changes at Stanford in terms of the campus and the community.
Reimers, Niels J. 2015-07-02

Scope and Contents

Niels J. Reimers, founder and former director of Stanford University's Office of Technology Licensing (OTL), begins his interview describing his family and living in Norway and Carmel, California. He describes his student days at Stanford and Oregon State as a mechanical engineering major, and he reflects on the three years he spent in the Navy on the USS Bon Homme Richard.

Reimers also discusses his experience as an industrial engineer at Ampex and his transition into marketing at Philco Western Development Laboratories (later Philco-Ford) where he learned about contract law and how to develop new products from scratch. Reimers recounts his work as lead negotiator for Ford Aeronutronic on a contract change to the Reentry Management Program with the US Air Force and his departure from industry.

Reimers describes his return to Stanford as Associate Director of Research Administration and his early interest in commercializing research inventions. He speaks of the system present at Stanford when he arrived in which there was no organized patent program. Inventions were sent to an outside company, Research Corporation, for licensing, and Stanford received minimal royalty income. Reimers describes the creation and approval of the pilot program for the Office of Technology Licensing and the development of a new royalty distribution system.

He remembers the inventors and inventions he worked with, including Bill Johnson's synthetic juvenile growth hormone for pest control, John Chowning's work with altering the perceptual location of sound in space for electronic keyboards, Stan Cohen's plasmid and Herb Boyer's restriction enzyme which led to recombinant DNA, and Art Schawlow's lasers for erasing.

Reimers goes on to describe the autonomy he had managing OTL, his relationship with various deans of research, and working through potential conflicts of interest for inventors. He also discusses how OTL's entrepreneurial model set it apart from other universities.

Reimers recounts his involvement with the Bayh-Dole bill, which gave universities the right to the results of their research. He later reflects on his time spent at MIT, the University of California, Berkeley, and the University of California, San Francisco (UCSF) working to help them reform their technology licensing programs.

Reimers concludes the interview by summarizing his experience at Stanford, reminiscing about the research discoveries he came across, and reflecting on changes in the administration at Stanford, his retirement, and his activities after he left Stanford.
Rice, Condoleezza 2017

Abstract: Condoleezza Rice is a long-standing member of the Stanford community, having served as a professor of political science and as provost of the university. She left Stanford to serve in George W. Bush's administration as a national security advisor and later as secretary of state. She has since returned to Stanford as a professor in the Graduate School of Business and at the Hoover Institution. Key topics discussed include the strong role her parents played in her life; her time in Washington DC under two presidents; her time as provost at Stanford; and her current work.

Scope and Contents

Condoleezza Rice is a long-standing member of the Stanford community, having served as a professor of political science and as provost of the university. She left Stanford to serve in George W. Bush's administration as a national security advisor and later as secretary of state. She has since returned to Stanford as a professor in the Graduate School of Business and at the Hoover Institution. Key topics discussed include the strong role her parents played in her life; her time in Washington DC under two presidents; her time as provost at Stanford; and her current work.

In the first part of this oral history, she covers her personal history; how she came to Stanford as a fellow and then an assistant professor; the emphasis her parents placed on education; and her childhood in segregated Birmingham, Alabama.

In the second part of the interview, Rice discusses her family's history and how experiences in her youth came to influence her personal political views, as well as how those views have changed over time. Rice recalls her responsibilities as provost at Stanford under Gerhard Casper; managing Stanford's budget; restoring the historic four Quad corners; and working with the Faculty Senate. She also describes her role as a White House Soviet specialist under President George H.W. Bush and gives perspective into how the administration handled the fall of communism in Europe. She ends with discussing her current appointments in the Hoover Institution and Graduate School of Business and her courtesy appointment with the Department of Political Science at Stanford.

In the third and final part of her interview, Rice begins by discussing her love of piano and her involvement with the Department of Music at Stanford. She concludes her recollections of her time as provost by discussing her responsibilities overseeing deans and athletics. She also talks about her efforts with the Partners in Academic Excellence program. Rice describes her work as a National Security Advisor under President George W. Bush, the challenges he faced following 9/11, and her work as Secretary of State. She discusses her return to Stanford, changes on the campus, the courses she teaches, and her students. She concludes the interview by reflecting on her current administration in the White House, as well as academia and Stanford.

Biographical / Historical

Condoleezza Rice is currently the Denning Professor in Global Business and the Economy at the Stanford Graduate School of Business; the Thomas and Barbara Stephenson Senior Fellow on Public Policy at the Hoover Institution; and a professor of political science at Stanford University. She is also a co-founder of RiceHadleyGates, LLC.

From January 2005 to 2009, Rice served as the sixty-sixth secretary of state of the United States, the second woman and first African American woman to hold that position. Rice also served as President George W. Bush's assistant to the president for national security affairs (national security advisor) from January 2001 to 2005, the first woman to hold the position.

Rice served as Stanford University's provost from 1993 to 1999, during which time she was the institution's chief budget and academic officer. As provost, she was responsible for a $1.5 billion annual budget and an academic program involving 1,400 faculty members and 14,000 students. In 1997, she also served on the Federal Advisory Committee on Gender-Integrated Training in the Military.

From 1989 through March 1991, Rice served as President George H.W. Bush's National Security Council staff, serving as director; senior director of Soviet and East European Affairs. In 1986, while an international affairs fellow of the Council on Foreign Relations, Rice also served as special assistant to the director of the Joint Chiefs of Staff.
Richter, Burton 2014 May 5-8

Scope and Contents
Burton “Burt” Richter begins his interviews by discussing his childhood in the boroughs of New York City and his early education at Mercersburg Academy in Pennsylvania. He then moves on to his time as an undergraduate and graduate student at Massachusetts Institute of Technology (MIT) as well as his academic turn toward physics under the tutelage of Francis Bitter and Francis Friedman. He discusses his brief stint at Brookhaven National Laboratory and his return to MIT, where he completed his evolution into a particle physicist and carried out his PhD research.

Richter next discusses his recruitment to a postdoc position at the High Energy Physics Lab at Stanford by Wolfgang Panofsky. Richter describes his role in the design and construction of the first electron-electron colliding beam machine at Stanford and his early years as a postdoc and later an assistant professor in the Physics Department at Stanford. Richter goes on to discuss the technical and bureaucratic challenges that ultimately led to the construction of the electron-positron collider and the resulting watershed research in November 1974 that led to his Nobel Prize in Physics. He also discusses the foresight of Sebastian Doniach and William Spicer to request the electron-positron collider be constructed in such a way as to release the x-rays and in so doing create a line of research that grew to become the Stanford Synchrotron Radiation Laboratory (SSRL). He further notes that their research not only revolutionized condensed matter physics, but also birthed Keith Hodgson’s structural biology program.

Richter also discusses his yearlong sabbatical at CERN and the research that led up to the construction of the Linear Collider Project. He then elaborates on this time as lab director at SLAC under Panofsky mentorship, and finally his years as Director of the Stanford Linear Accelerator Center (SLAC). He also comments on the variety of research programs which were started during his time at Stanford, including, the Linac Coherent Light Source (LCLS), the Fixed Target Program, the Stanford Synchrotron Radiation Lightsource (SSRL), and the Positron-Electron-Proton (PEP) Storage Ring. Richter concludes the interview by discussing his interest and recent work in climate and energy policy, which began in the mid-1990s and expanded when he stepped down as Director of SLAC in 1999.
Rosenberg, Saul A. 2016-03-09

Scope and Contents
Saul A. Rosenberg pioneered treatments for lymphoma and other cancers in the early 1960s, and his work helped to establish the field of medical oncology. He collaborated with Henry Kaplan to run the first random clinical trials for lymphoma and Hodgkin's lymphoma. Rosenberg gives a candid interview about the setbacks and serendipitous opportunities in his pursuit of a medical career in internal medicine and oncology that culminated in a decades-long career at the Stanford University School of Medicine.

He begins the interview by describing his background as a poor Jewish kid growing up in Cleveland, Ohio, the first of his family to go to college. Rosenberg recounts his plan to enter medical school at the age of 18 to avoid being drafted for World War II and the personal and bureaucratic obstacles that caused him to drop out as an undergrad. This apparent misfortune, he explains, led to a lab technician position in Hymer Friedell's Atomic Energy Medical Research Project, which in turn gave him unique and sought-after skills in radiology and put him in contact with numerous researchers when he did enter medical school at Western Reserve University.

He recalls another seeming setback--being drafted to serve as a marine doctor--which interfered with his pursuit of a PhD but made him realize that he wanted to practice clinical medicine. He discusses his residency at Peter Bent Brigham Hospital, where he was made chief resident and spent a year researching lymphomas in Lloyd Craver's lab. He goes into detail about an influential paper he wrote: a statistical analysis of 1,269 lymphomas, which was made possible by an early IBM punch-card computer.

Rosenberg discusses how, despite these accomplishments, he had a difficult time finding an academic position that would allow him to work with radiotherapies and internal medicine until Kaplan and Halsted Holman made a place for him at Stanford where he eventually held professorships in both medicine and radiation.

He began working at Stanford just as the medical school was relocating from San Francisco to the Stanford campus. He describes how his hospital experience was put to use by Holman as they developed their clinical program and how he eventually took over the role of physician-in-chief. He opines about what made the new medical school such a delight to work in and how more recent changes have diminished it. He talks about job offers he did not take and the failed merger with the University of California San Francisco, as well as his position on Stanford's Advisory Board.

Rosenberg then goes into detail about the work that made him famous: his collaboration with Kaplan that revolutionized lymphoma--and specifically Hodgkin's lymphoma--treatments, turning a terminal diagnosis to one of hope. He describes how Kaplan's cutting-edge linear accelerator, as well as his own clinical expertise, improved patient care and allowed them to begin randomized clinical trials. Rosenberg muses on his personal relationship with Kaplan and mentions Kaplan's children and their careers.

Finally, Rosenberg deliberates about what he feels are his real contributions: his children, his students, and his patients. He describes himself as a tree trunk that supports the beautiful leaves and flowers that are his former students' accomplishments and careers. And he takes humble joy in knowing that through his medical administrations, his patients have lived longer, and often remarkable, lives.

Ryan, Lawrence V. 2009 Feb 13

Scope and Contents note
Professor Lawrence V. Ryan discussed his career at Stanford University from 1952 to 1988 as a professor of English. At the time of his retirement, he was also the Atha Professor of the Humanities. Professor Ryan specialized in the study of Renaissance literature, primarily that of England but also with a secondary emphasis on Medieval and Renaissance Italian humanism. Professor Ryan also discussed his work with John Goheen, Professor of Philosophy, and Mark Mancall, Professor of History, to found the Structured Liberal Education program, an intellectually rigorous interdisciplinary program at Stanford. Professor Ryan was awarded the Lloyd W. Dinkelspiel Award for 1974-75 for outstanding service to undergraduate education.
Schimke, Robert T. 2012 Mar 12

Scope and Contents
During the interview, Professor Schimke discussed his early life and family background, and continued with a description of his education. He described classmates, courses, and colleagues from his time as an undergraduate at Stanford and on through his time in medical school and residency at Massachusetts General. From there, Professor Schimke explained how he came to return to Stanford in the department of Pharmacology and later, his move to the department of Biological Sciences. The interview included Professor Schimke's assessment of the medical school and the academic departments in which he taught, and he pointed out both strengths and weaknesses, charting the progress over time. He explained some of his research on cancer, including explorations of proteins in egg whites and also the chemical methotrexate, used in chemotherapy. The interview concluded with a discussion of Professor Schimke's art, from his earliest endeavors back in grade school to the development and experimentation in the years since being hit by a car while biking in 1995, an accident which left him with limited mobility.

Biographical / Historical
Robert T. Schimke was born in Spokane, Washington on October 25, 1932. He received both undergraduate (B.S. '54) and graduate (M.D. '58) degrees from Stanford University. After 2 years of medical residency at the Massachusetts General Hospital (1958-1960), he spent the next 6 years at the National Institute of Health (1960-1966) where his ground-breaking research showed that proteins were continuously both synthesized and degraded (first clear evidence for protein turnover). That the rate of turnover was important in regulation of biological processes and that the rate of degradation of a protein can be regulated.

He returned to Stanford University in 1966 where he was chairman of the Department of Pharmacology ('69-'72) and subsequently chairman of the Department of Biological Sciences ('78-'82. For the next 10 years, his research concentrated on how steroid hormones regulate the synthesis of specific proteins. On the cusp of the development of gene cloning, these studies helped develop many of the "new" techniques. In 1977, Schimke made another ground breaking discovery, gene amplification in mammalian cells. This discovery has been important for understanding genomic instability in cancer and in initiating the study of resistance mechanisms in cancer chemotherapy. Additionally, gene amplification is employed in the biotechnology industry for the synthesis of highly important protein products including erythropoetin (EPO), tissue plasminogen activator (TPA), and hemophiliac factor (HF).

The last 10 years of his research career were devoted to understanding how perturbations of cell cycle progression/regulation led to genomic stability (gene amplification and aneuploidy) or cell death (apoptosis). His publications can be found at Pub Med.

Schimke has received many honors for his research, including the Sloan Prize from the General Motors Cancer Research Foundation, and an American Cancer Society Research Professorship. He is a member of the American Academy of Arts and Sciences, the Institute of Medicine and the National Academy of Sciences. He has served as President of the American Society for Biochemistry and Molecular Biology. He has also served on editorial boards of various biochemical and molecular biology journals for over 34 years and has served on various scientific advisory boards. In addition, some 100 scientists have been trained/worked in Schimke's laboratory, many of whom have gone on to make significant contributions to biochemistry and molecular biology.

Schimke actually started painting in 1976 while on sabbatical in London, following the sudden death of his wife, Mary. Upon return to California he continued to paint for the next year. His paintings in oils depict scenes from London and California examples are presented (from about 20 paintings).

He "returned" to science in 1977 with the discovery of gene amplification, but in the mid-1980's Schimke has a second "burst" of art, focusing on natural products placed on canvas, emphasizing 3 dimensional qualities (representative works from that time are shown from about 15 pieces).

In February of 1995 Schimke's life changed dramatically and abruptly. While riding a bicycle in the bike lane on Sand Hill Road in Woodside, CA, he was struck by a car from behind and became a quadriplegic. He has fought back from total unconsciousness and total paralysis to the point where, although confined to a powered wheelchair, he has recovered sufficient motor function to allow limited use of arms and legs. Four years ago he started to express his creative and innovative talents with various forms of art... it is his new passion.

Eight years following his accident in 1995 he began a remarkable "burst" of creativity...
Schrier, Stanley L. 2015

Scope and Contents

Stanley L. Schrier recalls his early life growing up in the East Bronx during the Great Depression. He decided he wanted to become a doctor by age six and eventually attended Bronx High School of Science where he was intellectually challenged and encountered excellent teachers. Schrier talked about his education then at New York University and at the University of Colorado where he transferred. In spite of rejections by medical schools due to Jewish quotas, Schrier was eventually accepted at Johns Hopkins where he found his way to hematology.

Schrier discusses his career at Stanford since 1959 when he became an instructor of medicine and hematology, just when the Stanford Medical School was moving from San Francisco to Palo Alto. He speaks with satisfaction all aspects of his role at Stanford, including research, patient care and mentoring, as well as his role as Chief of the Division of Hematology for over 26 years, during which he focused on developing expertise in the division and developing good teachers.

Schrier discusses his research focus on the red blood disease, Thalassemia, and the sabbaticals he took in Italy, Israel and Thailand in order to study the disease. He also discusses his research in anemia in the elderly since retirement.
Schwartz, John J. 2011 Apr 6

Scope and Contents
The primary focus of the interviews with John J. Schwartz was his tenure as Stanford's first General Counsel. In that capacity he served the full terms of Stanford presidents Richard W. Lyman and Donald Kennedy. The conversation ranged from Stanford's handling of the student protests of the 1960s and 1970s to the Indirect Costs scandal of Kennedy's term. Schwartz spoke of such complicated topics as Affirmative Action, the government's anti-trust case against universities, and the ROTC. He also talked about the Stanford Judiciary Committee and the Stanford law enforcement, and the university's relationship to outside organizations, like the Department of Defense and Military Research.

Biographical / Historical
John Schwartz was born in Brooklyn, in 1934, and grew up in White Plains, New York. He obtained his A.B. in physics from Cornell University, graduated from Harvard Law School in 1958, and practiced tax law in Phoenix until 1961. He then obtained a doctorate in physics from the University of Rochester in 1965, joined the Stanford Department of Physics in 1968 as a research associate, and was an appointed Assistant Professor of Physics in 1969.

At that time, Stanford, as many universities, had to cope with significant unrest over the Viet Nam War and responsibility for student discipline resulting from campus disruptions rested with a faculty-student disciplinary committee. At the request of Acting President Richard Lyman, John Schwartz agreed to serve on that committee and, a year later, became chair of the committee. In 1970, President Lyman asked him to join the university administration as Special Assistant to the President. The responsibility of the position was to be the coordination of all responses to campus unrest. Over the next two years, he re-wrote and managed Stanford's student disciplinary procedures, guided the creation of the University's own police force with peace officer powers, and oversaw the University's handling of all campus disruptions. He decided when certain buildings would be closed to prevent sit-ins or other occupation, and when and where sit-ins would be permitted; and he determined when police would be called, and how the University would interact with local law enforcement authorities and the courts if arrests were made.

By 1972 the level of campus disturbances had decreased, and John Schwartz was appointed Associate Vice-President and Counsel for Medical Affairs, responsible for all legal matters arising in the Medical Center. There, he created the first full service in-house legal office at Stanford. The Office counseled, negotiated, prepared documentation, and litigated matters for the Medical School, Hospital and Clinics. This approach was different from that used in various legal offices elsewhere in the University, where it was common to retain outside law firms to do a good deal of the legal work.

In 1978, President Lyman chose to extend this approach to the entire University, and John Schwartz was appointed as Stanford's first 'University Counsel'. In 1981, he was named Vice-President and General Counsel, by President Donald Kennedy. The purpose of this centralization was to ensure that legal positions taken by attorneys throughout the University were internally consistent and in the best interests of the University as a whole, and to improve the cost-effectiveness and quality of legal services by leveraging the talent of the University's own attorneys who had an intimate knowledge of the University.

From 1978, throughout the terms of Presidents Lyman and Kennedy, John Schwartz, and his two senior colleagues, Mike Hudnall, Deputy General Counsel, and Iris Brest, Associate General Counsel, steered the consolidation of all University legal services under the umbrella of the General Counsel's Office, and created a fully functional, centralized, legal office providing services ranging from real estate, corporate, labor, intellectual property, tax, hospital, trust and estate law to academic freedom of the faculty and student admissions.

During that period, Stanford was faced with many legal issues of potential significance for years to come. There was considerable labor strife throughout the campus and it would be necessary for the University to present its views in unionization elections of all of its clerical workers, and unionization elections among interns and residents at the Hospital; it would be necessary to find a solution to historically failed discussions between Stanford and the Lucille Packard Children's Hospital and to effect a consolidation of their operations; the further surge in real estate prices would require the development of an innovative shared appreciation mortgage program to facilitate the purchase of homes by new faculty and senior staff; the expansion of Stanford's Overseas Studies programs to Asia would require a tax exemption never previously granted in Japan to a foreign educational institution; the University would refuse to accede to government efforts to prevent the dissemination of faculty research in cryopatology; the bull run in stocks and...
Scott, W. Richard 2016

Scope and Contents

In this oral history, W. Richard Scott, Stanford Professor of Sociology, Emeritus, discusses his early years in Kansas, graduate education at the University of Chicago, his academic career in the Stanford Department of Sociology, and his pioneering work in the field of organizational studies.

Scott describes his childhood and teenage years in Parsons, Kansas. He cites the stability provided by his father's work at the post office during the Great Depression, his mother's influence, and childhood bouts with asthma as formative factors in his life. He discusses his extracurricular interests during high school, his two years of junior college in Parsons, and his early interest in becoming a minister. Scott describes entering Kansas University as a junior, discovering his love of sociology, and earning his PhD at the University of Chicago, where he worked with Otis Dudley Duncan, Peter Blau, and Everett Hughes Cherrington.

Scott recalls his path to joining the Stanford Department of Sociology in 1959 shortly after Fred Terman had recruited Sanford Dornbusch as a promising junior faculty member to chair and "restart" the department, which had been granted additional billets to fill. He describes the highly collaborative nature of the department, as five newly-hired, young sociologists crafted the curriculum, designed a new graduate training program, and worked together on an NSF grant. By the end of the 1960s, Scott recalls, it felt like things were really happening academically at Stanford.

Turning to his research on organizations, Scott recounts seeking out faculty from across the university who were studying different aspects of organizations. They formed a community, secured critical funding from the National Institute of Mental Health, and proceeded to develop an exciting new field of organizational studies. Organizational studies flourished at Stanford for twenty years and three of the most important theories in the field were developed here during that period.

Describing the trajectory of his research, Scott explains that he has worked on widely divergent topics over his career: authority and control systems in multiple settings, the effectiveness and quality of care in hospitals, organizational structures in K-12 education, changing health care delivery systems, global infrastructure construction projects, and the San Francisco Bay Area system of higher education. He also mentions serving on government grant peer review panels for many years, an experience which he found intellectually rewarding.

Scott, who won the H&S Dean's Award for Distinguished Teaching in 1987, stresses the importance of teaching and extolls the virtues of the doctoral oral examination. He relates the thinking that went into the writing of his three core textbooks on organization studies and the influence the books have had. He comments on four of his most meaningful professional awards and reflects on some of the Stanford leaders he knew and admired: Dick Lyman, Al Hastorf, Ray Bacchetti, and Ken Cuthbertson. As an observer of Stanford as a bureaucracy for over fifty years, Scott notes a recent movement away from the collegial structure in which departments serve as the primary units, setting a disciplinary-centered agenda. Scott closes the interview by commenting on the benefits of living on the Stanford campus since 1962 and his active involvement with Avenidas Village, a system that supports seniors who want to stay in their own homes as they age.
Seaver, Paul S. 2016-05-25

Scope and Contents
Paul S. Seaver, Professor of Early Modern English History, Emeritus, begins his interview by discussing his childhood on his family's dairy farm in a Quaker community in rural Pennsylvania. He discusses being a conscientious objector, refusing to register for the draft for the Korean War, and consequently serving time in prison in Danbury, CT. He recalls his years as an undergraduate at Haverford College and as a graduate student at Harvard University. He recounts his early career at Reed College in Portland, Oregon, and how he later came to Stanford University. He describes evolutions in the Stanford undergraduate curriculum related to the teaching of western civilization and changes in the faculty in the Department of History, as it slowly became more inclusive of women and minorities. He pays particular attention to the radicalism on campus during the civil rights movement and Vietnam War, and his involvement as a draft counselor, which causes Seaver to segue into further reflection on his time at Danbury penitentiary. Seaver comments on the exclusion of minorities in admission processes until 1964 when, with the hiring of a new dean of admissions, he immediately began to see changes in the student population.

Seaver discusses his research for the book Wallington's World and his fascination with working-class and urban life in seventeenth-century England. He briefly relates his research to the radicalization of societies more generally and comments on modern politics. He also touches on what he appreciates about his career at Stanford and raising his family in Palo Alto. Seaver concludes his interview by discussing his Jewish immigrant heritage, his parents' early life and eventual conversion to the Quaker religion, and his father's work with the American Friends Service Committee.
Shah, Haresh C. 2011 Dec 20

Editorial Note
Significant editing was done to the interview transcript. Hence, the audio does not match up against the transcript.

Scope and Contents
Haresh C. Shah recalls his experience of the Loma Prieta Earthquake on the Stanford campus. He discusses the importance of risk management for the university and his role in establishing a system for risk management on campus. He also discusses how he applies his risk analysis expertise to global issues, especially in the poorer part of the world in order to improve the livelihood of the people in those countries.

Biographical / Historical
Haresh C. Shah is the Obayashi Professor of Engineering, Emeritus at Stanford University. He has been a pioneer in the fields of risk analysis, earthquake engineering, and probabilistic methods for over 35 years. He has served Stanford University in many capacities, including Chairman of the Department of Civil Engineering and Founding Director of the John A. Blume Earthquake Engineering Center.

Haresh C. Shah is the author of one book, has contributed to chapters in many books and has been an author or co-author of more than 350 technical papers and reports. He has been keynote speaker at many national, international conferences and has been a regular keynote invited speaker for many corporations. He is a member of many editorial boards of professional journals and professional societies.

Haresh C. Shah was the founder and senior advisor of Risk Management Solutions, Inc; the founding director and chairman, World Seismic Safety Initiative (WSSI); a member of the Board of Trustees, Nanyang Technological University, Singapore; the chairman of the Academic Affairs Committee of the NTU Board of Trustees; the founder and advisor of the Singapore-NTU Alliance for Micro-Insurance; and the Chairman of the Board, Asia Risk Centre, Inc. He was also elected as honorary member to various boards.

Haresh C. Shah received a B.E. degree (1959) from Poona University, India, and degrees of M.S. (1960) and PhD. (1963) from Stanford University. Shah has received many awards, including the John S. Bickley Gold Medal for Excellence Award from the International Insurance Society for his sustained and outstanding contributions to the insurance industry.

He was given a unique award as the "Top Seismic Engineer of the 20th Century" by the Applied Technology Council/Engineering News Record in 2006. He was the 2011 recipient of the Alfred Alquist Medal, awarded by the Earthquake Engineering Research Institute. This award recognizes Professor Shah for his substantial contributions to the field of seismic safety and earthquake risk reduction, having directly benefited the seismic safety of the general population.

Index
Shapiro, Lucy 2016-05-12-2016-05-13

Biographical / Historical

Lucy Shapiro, a renowned developmental biologist, begins her oral history interview by discussing her childhood in New York City, her early educational focus on the arts, and the importance of her family life and Jewish heritage in shaping her character. She explains her transition to scientific research after graduating from Brooklyn College, attributing much of the credit to her mentor, Ted Shedlovsky.

Shapiro details her time as a lab technician and a graduate student and describes her rise in the field, from her graduate school discovery of what viruses in double-stranded RNA look like to how she came to research the Caulobacter bacterium, the defining research of her career.

Throughout the interview, Shapiro discusses the importance of science and how vital it is to encourage young people to pursue science. She believes both science and the humanities are valuable and beautiful, and she explains how her two passions—biology and painting—inform each other. Shapiro discusses the role of family in her life extensively, explaining how she has balanced her working life and her family life throughout her career. She also discusses the importance of mentors and how she incorporates the lessons she has learned from those who guided her into her own mentoring.

Shapiro, the first woman to chair a department in the Stanford University School of Medicine, comments on how her identity as a woman has affected her work. She recalls some previous sexist incidents, but she concludes that the confidence she has in her work and herself, along with the strategies she has developed to command respect, have caused gender to have very little effect on her ability to achieve success.

Shapiro discusses leaving Columbia University for Stanford University in 1989 when she was invited to establish the Department of Developmental Biology. She explains what she believes sets Stanford apart from and above other peer institutions, particularly its non-hierarchical atmosphere of communication and collaboration. She describes the research she and Harley McAdams completed together and her passion for interdisciplinary scientific research, as exemplified by the establishment of Stanford Bio-X.

Shapiro discusses the development of her career since arriving at Stanford, including improving her ability to speak to non-scientific audiences in a comprehensible manner. She explains how this has served her in meetings with high-ranking political figures, including Bill Clinton and George Shultz. She also discusses advising pharmaceutical companies, becoming the director of the Beckman Center, and winning the Canada Gairdner International Award and the National Medal of Science.

In conclusion, Shapiro reflects on how her personal background has influenced her professional accomplishments and explains why she is passionate about science.

Sher, Byron D. 2014-09-14

Scope and Contents

Byron Sher talks about his background and how he was recruited to Stanford Law School. He reminisces on law school colleagues including Carl Spaeth, Bayless Manning and Herbert Packer, and the growth of the Stanford Law School under Spaeth and Manning. He also discusses his involvement in local politics in the city of Palo Alto and his experience at Stanford during the civil rights era of the 1960s.
Sheehan, James J. 2012 Oct 15

Scope and Contents
James Sheehan discussed how Stanford changed in the period 1954 - 2013, with particular reference to the Department of History and to the role of humanities in undergraduate education. He talked about how the student activism of the 1970s affected the Western Civilization program and the development of the program in Culture, Ideas and Values. James Sheehan also shared his recollections of Stanford University's Commission on Undergraduate Education in the 1990s, which he chaired.

Biographical / Historical
James J. Sheehan is the Dickason Professor in the Humanities at Stanford, a professor of history, and an FSI senior fellow by courtesy. He is an expert on the history of modern Europe. He has written widely on the history of Germany, including four books and many articles. His most recent book on Germany is Museums in the German Art World: From the End of the Old Regime to the Rise of Modernism (Oxford Press, 2000). He has recently written a new book about war and the European state in the 20th century, Where Have All the Soldiers Gone? addressing the transformation of Europe's states from military to civilian actors, interested primarily in economic growth, prosperity, and security. His other recent publications are chapters on "Democracy" and "Political History," which appear in the International Encyclopedia of the Social and Behavioral Sciences (2002), and a chapter on "Germany," which appears in The Encyclopedia of the Enlightenment (Oxford University Press, 2002).

Sheehan is a member of the American Academy of Arts and Sciences and the American Philosophical Society. He has won many grants and awards, including the Officer's Cross of the German Order of Merit. In 2004 he was elected president of the American Historical Association. He received a BA from Stanford (1958) and an MA and PhD from the University of California at Berkeley (1959, 1964).

Shulman, Lee S. 2015-05-14

Scope and Contents
Lee S. Shulman discusses his childhood and his education at the University of Chicago, his long tenure at Michigan State University and his decision to join the Stanford faculty. He recalls the early challenges he faces at Stanford and how he applies his research in medical decision thinking to solving the problems. He also discusses his experience at the Carnegie Foundation for the Advancement of Teaching.

Siegel, Charlotte 2013

Scope and Contents
Charlotte Siegel discussed her childhood, her education, her family and her aspirations. She recalled how she met her husband Bernard Siegel, Stanford Professor of Anthropology, and the many trips they took, in particular, to São Paulo and Florence. She discussed her work in student services at Cowell Health Center and at Bechtel International Center, recalling how she counselled women considering abortion, and how she and her colleagues tried to address the needs of the "whole student." She was an observer of the university at a time of growth and changes, sharing many memories of the academic community.
Simoni, Robert D. 2014 Feb 21, Mar 11

Scope and Contents
In the first interview session, Robert D. “Bob” Simoni, holder of the Donald Kennedy Chair in the School of Humanities & Sciences and professor of biology, speaks about his education at San Jose State University, his marriage while still an undergraduate and the early addition of three children to their family, Ph. D. graduate work at U. C. Davis, and five years as a postdoc at Johns Hopkins in Baltimore. On the Stanford faculty for 42 years, since 1971, Bob discusses the biology department, which he chaired multiple times (a total of 17 years), his areas of research. He also talks about the role and importance of the university’s Advisory Board on which he was elected to serve four different terms of three years each.

In the second interview session, Bob discusses his 31 years of service on the Faculty Senate, the value he sees in the Senate, and some of the issues that arose during his time, including Western Civ-Western Culture debates, grade inflation, and the failed attempt to implement a Science Core curriculum. He describes the university’s budget process, in which he has participated, and speaks about the indirect cost crisis in the late 1980s-early 1990s. He offers views on student athletics, Title IX, fund raising, the School of Humanities & Sciences, the current emphasis on interdisciplinary research, Stanford’s rise “from good to great,” his hobby as a winemaker, and plans for retirement.
Smith, Marshall S. 2016

Scope and Contents
Marshall Smith, professor and dean of Stanford University’s School of Education from 1986 to 1993, helped shape American education policy through his broad academic research and his service in three presidential administrations. At Stanford, he guided the school through a budget crisis, augmented its academic curriculum with practical applications, and increased the diversity of both faculty and students.

Smith begins the interview with a brief overview of his childhood spent moving between New Jersey and several other states due to his father’s job as a military psychologist during World War II. He relates how an early stint as a computer programmer gave him the technical expertise to perform the automated analysis of textual content, which became his initial research focus as a graduate student at the Harvard School of Education.

Smith describes his shift into the study of education policy. He explains his role in the review of the Coleman Report, a massive survey of educational conditions in the United States undertaken in the mid-1960’s, and how he joined the project through his connection with Pat Moynihan, then a professor at Harvard. Smith speaks about his faculty appointment at Harvard, founding the Center for Education Policy Research with Christopher Jencks and David Cohen, and the work he did to analyze the initial results from the Head Start program.

Smith then explains his entry into government work, discussing how he ran the reading program at the National Institute of Education and then advised on educational policy in the Carter administration. He explains how his advancement to a senior leadership position in the newly formed Department of Education was initially derailed by the conclusion drawn in his book, Inequality, that there was not a strong correlation between student achievement and school desegregation. While he defends his statistical finding, he relates his own personal distaste for school segregation, formed during his youth when his father took him to see the rundown conditions in a nearby African American school, when his family lived in Georgia.

After touching on his time as a professor at the University of Wisconsin-Madison and his participation in an educational delegation to China in 1980, Smith details how he was recruited to Stanford in 1986 to be dean of the School of Education. Ruminating on his deanship, Smith talks about efforts to increase student diversity in the Stanford School of Education and at the university level through his work with the University Committee on Minority Issues. He discusses efforts to improve faculty diversity as well.

Smith recalls some of his other goals as dean including expanding the school’s influence in policy and practical applications. He explains how establishing national and state level policy centers at the university facilitated these changes, and he runs through the many retirements and hires during his tenure. He discusses how budget issues in 1989 involved him in a university-wide administrative reorganization and drove him to implement changes to his own school, including starting a financially lucrative master’s program and a training program for school principals. He talks about his research work with Jennifer O’Day on primary education standards and testing, the results of which eventually made their way into national standard discussions.

Smith explains the events that again drew him into government: his work with the Democratic-controlled Congress under the first Bush administration and his friendship with then Arkansas governor Bill Clinton. He speaks about requesting a break from Stanford to serve on Clinton’s presidential transitional team, which became permanent when he was given the job of Under Secretary of the Department of Education, and tells the story of his return to Stanford in 2000.

Smith then speaks about his later career and projects: directing the Education Program at the William and Flora Hewlett Foundation, developing resources for early online courses, advising the Obama administration on distributing primary education stimulus money, and his non-profit work in Pakistan. He gives his impressions of the political environment when he worked with different administrations.

Smith closes the interview talking about cooperative learning theory, his optimism that programs like Common Core and Social Emotional Learning will improve educational outcomes, and his thoughts on charter schools.
Somero, George N. 2016

Biographical / Historical

George Somero's pioneering research with marine animals living in extreme conditions revealed the biochemical and genetic changes that allow them to thrive under these conditions and has increased our understanding of how a changing climate could affect marine life. In this interview he discusses his career at various research facilities including Stanford's Hopkins Marine Station.

He begins the interview by briefly recalling his childhood and undergraduate education at Carleton College in Minnesota before describing his graduate studies at Stanford University. Somero details his time as one of the first researchers at the Antarctic McMurdo station where he studied fish that could survive in near-freezing water. He explains how he became a postdoctoral fellow at the University of British Columbia and his relationship with his lab's primary investigator, Peter Hochachka.

Somero discusses his work as a professor at the Scripps Institution of Oceanography, how he met his second wife, and their work exploring newly discovered hydrothermal vents as part of an Alpha Helix expedition. He relates why he left Scripps for the University of Oregon and why he then chose to go to Stanford.

Somero talks about his experiences at the Hopkins Marine Station, both as a graduate student and as a professor. He relates the unhappy circumstances that required him to take over directorship from his friend Dennis Powers, as well as career highlights, such as when he found out he had been elected to the National Academy of Sciences. He describes his own unsuccessful retirement, his current position at Hopkins, and his current interests -- working with the Big Sur Land Trust, the Monterey Bay Aquarium Research Institute, and writing his third book.

Throughout the interview, Somero touches on how his research, teaching, and outreach are important to understanding the effects of global warming. He maintains that it is a balancing act between recognizing scientific realities while maintaining hope that humans can change our present trajectory.
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Stansky, Peter 2012-2013

Scope and Contents
Peter Stansky, Francis and Charles Field Professor of History, Emeritus, came to Stanford in 1968 as a modern British historian. He served as Chair of the History Department, Associate Dean of Humanities and Sciences, and Chair of the Faculty Senate. His interests included the Bloomsbury Group, William Morris, George Orwell and Julian Bell. He discusses in detail the lessening of student interest/majors in history and the other humanities; discrimination against Catholics, Jews, gays, and women in academic life; Stanford's overseas program; and programs of the Stanford Historical Society.

Stone, Wilfred 2010

Scope and Contents note
Oral history interview conducted in June 2007 pertaining to Stone's involvement with and ideas about residential life at Stanford in the 1950s and 1960s. Topics include his time as faculty resident at Stern Hall, interactions between students and faculty in the dorms, fraternities, the issue of diversity, and the early years of the Overseas Studies program.

Biographical/Historical note
Wilfred Stone joined the Stanford faculty in 1950 and served as director of freshman composition from 1962 to 1964. His published works include PROSE STYLE, A HANDBOOK FOR WRITERS and THE CAVE AND THE MOUNTAIN; A STUDY OF E. M. FORSTER. He retired in 1986 as professor emeritus.

Subjects and Indexing Terms
Stone, Wilfred Healy
Mitchell, David W.

Stone, William E. 2012-08-02

Abstract: William E. (Bill) Stone, AB '67 and MBA '69 from Stanford, is emeritus president of the Stanford Alumni Association. In this interview he speaks about his family and early life, his student days at Stanford, and his 32-year career in the Stanford administration. Stone was Assistant Dean of Students 1969-1971, Assistant to President Richard Lyman 1971-1977, and president of the Stanford Alumni Association 1977 to 2001. He reminisces with humor about memorable individuals and events during his career.

Biographical / Historical
Bill Stone became an instant California native when the SP train pulled in at the Palo Alto station at the end of Palm Drive at the start of his freshman year in 1963. He has renounced his previous Peoria, IL, Deerfield, MA and Exeter, NH citizenships despite demands from the Birthers to validate his checkered ancestry.

Thanks to a series of compound-complex misunderstandings, he managed to do the next best thing to being a permanent Stanford student by finding employment opportunities at 94305 starting in 1969, which had the advantage of shifting the cost of attendance slightly in his favor after B-School. When finally timed-out in 2001, he joined a consulting partnership which "screws up other schools" and affords him the chance to trade lies with several Ivy-Plus moguls who are his fellow eAdvancement principals.

His only claims to respectability are (1) his supremely talented and wonderful spouse Debbie (Duncan '76); (2) three terrific and inspiring adult kids, Jennifer, Allison and Molly and (3) the legions of dedicated staffers and volunteers for LSJU -- and its extraordinary alumni organization -- who have signed-on for the duration despite having to deal with him over the years.
Scope and Contents

This oral history interview with Robert Street begins with his description of how three things came together to place him on his career path at Stanford: excellent high school (Beverly Hills), undergraduate degree program at Stanford, and his Navy training (both ROTC and active duty). He was “in the right place at the right time” to be appointed assistant executive head of the civil engineering department in 1962 – the beginning of a dual path of both academic and administrative careers. He became department chair in 1972. Street talks about his academic and administrative experiences throughout the interview, often giving credit to the management and leadership skills he acquired in the Navy. He talks about teaching elementary fluid mechanics and statics. He also describes the changes in the campus, from being surrounded by farms when he arrived to being surrounded by what is now known as Silicon Valley today, from being a “very good” private school to a “much stronger technical university.” He discusses how Stanford engineering graduates are distinct from those of other schools as they tend towards policy or leadership or management roles as opposed to technical engineering roles. He mentions his fellowships and sabbaticals and also his efforts to maintain his research pursuits along with his management and administrative responsibilities.

Street traces the evolution of the computer from IBM punched cards to PCs and Apples (including negotiations with Steve Jobs) to current computer technology. He talks about the evolution of information systems and his responsibilities as the Vice President for Information Resources (later as Vice Provost and Dean of Libraries and Information Resources). He oversees various information systems such as LOTS and SPIRES, as well as various computer languages such as ALGOL and FORTRAN. He describes Stanford’s relationships with some Silicon Valley companies such as Sun and Cisco, as well as his relationships with many people including Ralph Goren, Bill Yundt and Michael Carter.

Street eventually returned from administrative duties to teaching and he describes the significant changes in teaching methodologies that had taken place due to changes in technology. He also describes the change from the “just do it” management approach of earlier years to the consensus styles of later years. He details his experience with information systems and his emphasis on protecting the acquisitions budgets of the libraries. Street has a high regard for the quality of students at Stanford, describing them as “superb on every level” and giving numerous examples. The interview concludes with a discussion of his retirement in 2004, his ongoing interests and contacts, and his wife and family.

Biographical / Historical

Robert L. Street was the William Alden and Martha Campbell Emeritus Professor in the School of Engineering, Emeritus, Professor of Fluid Mechanics and Applied Mathematics in the Departments of Civil and Environmental Engineering and (by courtesy) Mechanical Engineering.

Street was a Stanford faculty member from 1962-2004; he became an emeritus professor from 2005. Street focuses on numerical simulations related to geophysical fluid motions. His research considers the modeling of turbulence in fluid flows, which are often stratified, and includes numerical simulation of coastal upwelling, internal waves and sediment transport in coastal regions, flow in rivers, valley winds, and the planetary boundary layer.

Street authored The Analysis and Solution of Partial Differential Equations and co-authored Elementary Fluid Mechanics. In addition, he is the author or co-author of one translation and about 230 archived proceedings and journal articles. Street received the American Society of Civil Engineers Huber Prize for distinguished research (1972), the American Society of Mechanical Engineers R.T. Knapp Award (1986, jointly with Jeffrey Koseff), and the ASCE Karl Emil Hilgard Hydraulic Prize (2002; jointly with Dr. Emily Zedler). He is the recipient of the 2005 Hunter Rouse Hydraulic Engineering Lecture Award of ASCE’s EWRI and was elected a Distinguished Member of ASCE in 2009. He is a member of the Beverly Hills High School Hall of Fame (2005).

He held a National Center for Atmospheric Research Senior Post-doctoral Fellowship in 1978 and a Faculty Fellowship in 2007; he was a Queen’s Senior Post-doctoral Fellow in Marine Science (Australia) in 1985. He is a Fellow of the American Association for the Advancement of Science (1993) and Member of the National Academy of Engineering (2004). He has served as civil and environmental engineering department chair, associate dean of engineering, and vice provost and dean and vice president in the university. At the University Corporation for Atmospheric Research, he has served as a Member of the UCAR Board of Trustees from 1983-1994 and as Chairman from 1987-1991. He is currently a member of the UCAR President’s Advisory Committee on University Relations.
Strober, Myra H. 2014

Scope and Contents
Myra Strober is Professor of Education, Emerita at the Stanford Graduate School of Education and Professor of Economics (by courtesy) at the Stanford Graduate School of Business. Her research and consulting focus on gender issues in the workplace, the economics of work and family, and multidisciplinarity in higher education. Her two-part interview begins with her early years in Brooklyn, New York, where her interest in economics formed. Strober recalls her undergraduate education at the School of Industrial and Labor Relations at Cornell University, her master’s program at Tufts University, and her doctoral studies at MIT, where she was one of only two women in her class. She relates how she eventually made her way to California, teaching as a lecturer at the University of California at Berkeley before taking an assistant professorship at the Stanford Graduate School of Business.

Strober discusses her initial experiences teaching on the virtually all-male faculty at the Business School, her attempt to secure tenure there, and how she became a tenured faculty member at the School of Education. She recounts the events that led to the creation of the Center for Research on Women at the university and how she became its founding director. She discusses fundraising for the center and the lecture series that attracted overflowing crowds from the campus and neighboring areas. In addition, she discusses her service on the Committee on Recruitment and Retention of Women Faculty at Stanford and her experience as a sexual harassment advisor counselling female faculty members. She shares her perspectives on the challenges facing women in academia, such as a low percentage of women on the tenured faculty, salary disparity, and a lack of support.

Strober also relates the story of how Stanford successfully competed to host and edit the preeminent women’s studies journal, Signs and its impact on the faculty and students involved. She discusses her research on occupational segregation, including her theory of how the relative attractiveness of occupations impacted work opportunities for women, and her research on childcare. Strober concludes with an assessment of some of the ways Stanford has changed over time.

Sunshine, Philip 2014 Mar 31, Apr 21

Scope and Contents
Philip Sunshine talks about his decision to pursue medicine, his education and his joining the Stanford medical school. He discusses the move of the medical school from San Francisco to Stanford and Robert Alway’s leadership. His also discusses the emergence of neonatal care as a discipline and the evolution of obstetrics-gynecology at the medical school. He shares his views on the state of neonatal care to date as well as on the anti-war student protests on campus.
Suppes, Patrick 2010-2014

Scope and Contents note
Oral history interview conducted in May 2007. Topics include his activities with Dr. Fred Terman; Stanford's development into a major research university; his interests in logic, computers, learning theory and brain function; and the teaching of math.

Biographical/Historical note
Patrick Suppes, Lucie Stern Professor of Philosophy Emeritus, was also director of Stanford's Institute for Mathematical Studies in the Social Sciences from 1959 to 1992.

Scope and Contents
In his 2014 interview Patrick Suppes begins his interview with his recollections of Stanford and the philosophy department upon his arrival in 1950, including the influence of Frederick Terman on the direction of the university and across the departments. He continues with his interests in behavioral sciences and statistics and his responsibilities in the School of Humanities and Sciences. He discusses the developments in behavioral sciences and various events over the years, mentioning colleagues like Philip Rhinelander, John Goheen, Wallace Sterling and Paul Grice.

Subjects and Indexing Terms
Mathematics -- Study and teaching.
Mitchell, David W.
Terman, Frederick Emmons, 1900-1982
Suppes, Patrick

Thompson, George A. 2016-01-27

Scope and Contents
George A. Thompson, Otto N. Miller Professor of Earth Sciences and Dean of the School of Earth Sciences, Emeritus, begins his interview describing his early life in Swissvale, Pennsylvania, his family, and early inclinations toward science. He continues on to his time as an undergraduate and master's student at Penn State and MIT respectively, his work with the U.S. Geological Survey in West Texas, and his time spent in the navy before coming to Stanford to pursue his PhD under the mentorship of Professor Aaron Waters.

Thompson also discusses his early teaching experiences at Stanford and the atmosphere of the newly formed Geophysics Department. Thompson goes on to describe going back to work with the U.S. Geological Survey in Nevada after graduating and later returning to Stanford as a professor. He further discusses his approach to teaching and his role in shaping the School of Earth Sciences as chair of the Department of Geophysics and Department of Geology. He notes his interactions with the administration after succeeding Allan Cox as dean of the School of Earth Sciences, appointing and evaluating junior faculty, and working with university donors such as Cecil Green.

Thompson also discusses Earth Sciences' connections with the oil industry and his memories of the Loma Prieta earthquake. He speaks of the consolidation of departments and changes in the School of Earth Sciences under new dean Gary Ernst. He then delves into his research in transition between the Sierra Nevada and the basin ranges, his time at Lamont Geological Observatory of Columbia University, fieldwork experiences in New Zealand, and the evolution of the disciplines of geology and geophysics. He describes his time on the USGS Advisory Panel and discusses issues of nuclear waste disposal and fracking. Thompson reflects on his involvement with geophysics and geology organizations, including the Geological Society of America and American Geophysical Union, and speaks about the notable awards he has received in his career. Thompson concludes the interview by discussing his family life, forestry work, and continued involvement at Stanford as an emeritus professor.
Traugott, Elizabeth C. 2012 Jun 5

Scope and Contents
Elizabeth C. Traugott discussed her education and career in linguistics and English at Stanford, as well as her administrative career as the vice provost and dean of graduate studies. She discussed her experience working on the status of woman faculty at Stanford in terms of recruitment and promotion, the recruitment of ethnic minorities and women in graduate education, and the university's growth to prominence since 1970s. She also compared her experience teaching at University of California, Berkeley and at Stanford.

Biographical / Historical
Elizabeth C. Traugott is Professor Emerita of Linguistics and English at Stanford University. Traugott has done research in historical syntax, semantics, and pragmatics, lexicalization, sociohistorical linguistics, and linguistics and literature. Her current research focuses on ways to bring the theories of construction grammar, grammaticalization and lexicalization together in a unified theory of constructional change; she is working on a book on constructionalization with Graeme Trousdale. She is also coediting the *Oxford Handbook of the History of English* with Terttu Nevalainen.


She has been an American Council of Learned Societies Fellow, a Guggenheim Fellow, a Fellow at the Center for Advanced Study in the Behavioral Sciences, and is a Fellow of the American Association for the Advancement of Science.

Elizabeth C. Traugott received her PhD degree from the University of California at Berkeley in 1964.

Trimpi, Helen A. Pinkerton 2016-03-17

Scope and Contents
In this oral history, the writer Helen Pinkerton Trimpi recounts the path that led her to study English and poetry at Stanford University in the late 1940s and describes her experiences as a student of Ivor Winters and a lecturer in the Stanford Department of English. She reads her poem Autumn Drought (1976), which she wrote about Stanford and Winters.

Trimpi begins with an account of her childhood in Butte, Montana and Mount Vernon, Washington. She recounts how Ray Cowell, her high school teacher and a Stanford alum, sparked her interest in journalism and encouraged her to apply to Stanford. Trimpi describes how her interest in English and creative writing, especially poetry, evolved at Stanford as she studied with the poets Ivor Winters and J. V. Cunningham. She describes being a student in Winters' classes and speaks about the early days of the Stanford Creative Writing Program, which was founded by Wallace Stegner. Trimpi also describes student life at Stanford during the post-WWII period, including her experience writing columns for both the Stanford Daily and the Palo Alto Times while an undergraduate.

Trimpi talks about meeting fellow Stanford student, Wesley Trimpi, whom she married in 1950. She recounts details of their travels in Europe, attending graduate school at Harvard, and their return to Stanford when Wesley joined the faculty of the Stanford English Department. Trimpi describes the culture of the department and talks about being a faculty wife and a lecturer in the English Department from 1962 to 1975. She discusses her opinion of curricular changes at Stanford and the women's movement of the 1970s.
Turner, Paul Venable 2012 Mar 5

Biographical/Historical note
Paul V. Turner is the Phyllis Wattis Professor of Art, Emeritus, in the Department of Art & Art History at Stanford University since 1996. Professor Turner joined the Stanford faculty in 1972. He was chairman of the art department from 1991 to 1995, director of the Stanford Program in Paris, 1989-90, and chairman of the Hanna House Board of Governors, 1991-2006. Professor Turner also chaired the University Committee on Land & Building Development for several terms.

Among the awards Professor Turner received are the Dinkelspiel Award for teaching from Stanford in 2001, and an Excellence in Education Award from the American Institute of Architects in 1993. Professor Turner also received grants from the N.E.H. Fellowships in 1977-78, 1985-86, the Graham Foundation in 1991, the Pew Foundation in 1983, and the Mellon Foundation in 1975.

Professor Turner received his M.A. in 1963 and PhD in 1971 in fine art from Harvard University. He also received a master's degree in architecture in 1969 from Harvard Graduate School of Design.

Scope and Contents note
Paul V. Turner discusses early influences on his pursuit of architecture and how he became an architectural historian instead of a practicing architect, his research in Le Corbusier, his recollections of Lorenz Eltner, Al Eisen, John LaPlante and others, the evolution from the Department of Art and Architecture to the Department of Art and Art History, the challenges and accomplishments of the architecture program, his thoughts on Stanford's campus plan, his reflections on the Hanna House and Frank Lloyd Wright, and the challenges facing campus planning as the university continues to grow and expand physically, as well as academically.
**Tversky, Barbara Gans 2017-2018**

Abstract: In this oral history, Barbara Tversky, professor emerita in psychology at Stanford University and a highly regarded expert in visual-spatial reasoning and collaborative psychology, shares recollections of her life in both Israel and the United States, her wide-ranging research in cognitive psychology, and her marriage to the late Amos Tversky.

Scope and Contents

In this oral history, Barbara Tversky, professor emerita in psychology at Stanford University and a highly regarded expert in visual-spatial reasoning and collaborative psychology, shares recollections of her life in both Israel and the United States, her wide-ranging research in cognitive psychology, and her marriage to the late Amos Tversky.

After a caveat about the nature of memory drawn from her own research, Tversky recounts her rich family history, her father's relatives fleeing pogroms in Russia and her mother's family rooted in an upper-class Jewish community in Sweden. Her parents' household, she says, was socialist or communist and Yiddish was among the several languages spoken in an intellectual atmosphere that embraced art, politics, and literature.

Tversky explains how she came to attend the University of Michigan and was drawn to cognitive psychology and research. She recalls her ambivalent participation in the university's turbulent political scene in the 1960s, including collecting signatures to support the development of the Peace Corps and presenting the petitions to then-presidential candidate John F. Kennedy. As she moved from undergraduate to graduate studies, she met Amos Tversky, a native Israeli, and she tells how their relationship grew when she worked as a cook in the co-op where Amos lived. Barbara discusses the evolution of her dissertation experiments on the role of visual memories.

That work was interrupted when Amos took a job in Israel, she says, and they decided to marry and go together. She offers a kaleidoscopic description of her life in Israel: learning Hebrew, getting her footing in an argumentative and egalitarian culture, finding safety during the Six-Day War—and later the Yom Kippur War—while Amos was away fighting. It was a disorienting time, as Barbara describes it, divided between the United States and Israel and between her teaching and research and her growing family.

During those years, the Tverskys also spent more than one sabbatical at Stanford University, she says, and Amos began to work with Daniel Kahnemann on their groundbreaking work about how people think—a relationship so close even their toddler son noticed the connection. As she tells the story, their work determined much about her family's life in the next decades. In 1977, she and Amos took fulltime positions at Stanford, and she describes the foreign culture the university represented as she restarted her career yet again.

She discusses at length her relationships with graduate students and her strategy of allowing them to define their own research questions—opening her own work to many aspects of cognitive psychology: spatial thinking, time and gesture, the theory of maps, symbolic systems, and storytelling. Following Amos's death in 1996, she moved to New York and Teachers College, Columbia University.

Barbara devotes the last part of her interview to Amos and their life together, as well as a critique of the book The Undoing Project by Michael Lewis that engages the Tversky-Kahnemann relationship and work. Now president-elect of the Association for Psychological Science, she briefly outlines her plans.

Biographical / Historical

Barbara Tversky studied cognitive psychology at the University of Michigan. She held positions first at the Hebrew University in Jerusalem and then at Stanford, from 1978-2005 when she took early retirement. She is an active Emerita Professor of Psychology at Stanford and Professor of Psychology at Columbia Teachers College. She is a fellow of the Association for Psychological Science, the Cognitive Science Society, the Society for Experimental Psychology, the Russell Sage Foundation, and the American Academy of Arts and Science. She has been on the Governing Boards of the Psychonomic Society, the Cognitive Science Society, the International Union of Psychological Science, and the Association for Psychological Science. She has served on the editorial boards of many journals and the organizing committees of dozens of international interdisciplinary meetings.

Her research has spanned memory, categorization, language, spatial cognition, event perception and cognition, diagrammatic reasoning, sketching, creativity, design, and gesture. The overall goals have been to uncover how people think about the spaces they inhabit and the actions they perform and see and then how people use the world,
Van Slyke, Lyman P. 2016

Scope and Contents
Lyman P. Van Slyke is an emeritus history professor at Stanford University. His contributions range from developing innovative courses to leading study trips for alumni. In his oral history, Van Slyke, known as “Van” to many, recounts his life and career, the bulk of which—beginning in 1963—were spent at Stanford as an historian of modern China. He discusses the socio-political setting of his career and the impact of global events on the campus community.

Van Slyke grew up in a mining town in the Mesabi Iron Range of Minnesota where his father was a mining engineer. He attended Carleton College as an undergraduate and graduated with an “accidental” major in mathematics. Here, as elsewhere, Van Slyke stresses how many important junctures in his life were the results of accident or happenstance. After graduation, Van Slyke applied to the naval officer candidate program. He describes his military experience as life changing.

The Navy assigned Van Slyke to the aviation intelligence division. He recounts his introduction to Asia during the Korean War and his decision to pursue a master's program in East Asian Studies at the University of California, Berkeley. Although Van Slyke intended to specialize in Japan, he took a Chinese class first and became thoroughly engaged. He recalls with great enthusiasm of his PhD studies at Berkeley, including two years on Taiwan.

After five years in Berkeley, Van Slyke moved to Taiwan to improve his language abilities and conduct research. He recalls fondly the time he and his family spent there. And he soon became involved with what was later known as the Inter-University Language Program, an important training ground for East Asian specialists across the country. As his PhD program in history concluded, Stanford offered Van Slyke a position as assistant professor.

Van Slyke arrived at Stanford in 1963. He discusses the makeup of the department and some of the programs he assisted. He worked in varying capacities for over thirty years with the Inter-University language center. It began as a Stanford-only program but quickly expanded to a consortium of eight universities aimed at providing a language learning program for intermediate to advanced students. Van Slyke also explains the origins of Stanford's Center for East Asian Studies, of which he was the first director, “warming the seat” for Prof. John Lewis of political science, who came to Stanford from Cornell in the late 1960s. He discusses the difficult politics surrounding a multidisciplinary center like this one.

Having served on the Reserve Officers’ Training Corps (ROTC) committee at Stanford, Van Slyke describes how the committee debated the future of ROTC on campus, with the main issues being faculty appointments, the academic level of courses, and the enlisting requirement for those who failed to complete the program. Van Slyke highlights that shifting attitudes towards the Vietnam War and unrest unfolding around campus greatly affected this process, particularly the discovery of the university’s involvement with the Department of Defense and the Stanford Research Institute.

Van Slyke also describes an innovative course called World Outside the West that was created by three Stanford professors including him. It was a two-quarter course that focused on China, Mesoamerica and Nigeria, using a thematic approach. Van Slyke explains how this unconventional model could be applied to study any culture and that it changed how students could fulfill their undergraduate breadth requirements for coursework.

Van Slyke concludes his oral history by discussing two additional projects significant to him: Yangtze River research and the Stanford Travel/Study trips he led to introduce alumni to the complexity of China. Van Slyke concludes his interview with a discussion of his research since his retirement of an enigmatic character named Chi Liang (Liang Chi in Chinese) and the impact Liang’s ideas and suicide had on China.
Vincenti, Walter G. 2011

Scope and Contents
Walter G. Vincenti discussed his career at Stanford University where he was one of the first professors hired for the Aeronautics and Astronautics Department and a cofounder of the Values, Technology, and Society program. He recalled his experience with Stephen Timoshenko, Stephen Kline, Robert McGinn, Nicholas Hoff, Edwin Good, and Nathan Rosenberg.

Voll, Peter R. 2011 Oct 24

Scope and Contents
In this interview, Peter Voll recalled the origin and development of the Stanford Alumni Association's Travel Study Program, 1968-1993. He touched upon the growth of the travel industry worldwide, and on the way the Stanford Alumni Association made use of the University’s growing connections with international leaders who had at one time or another been Stanford students. Individuals mentioned include Alice Coogan, Rixford K. Snyder, Tom Newell, Della van Heyst, Don Kennedy, and David Packard.

Biographical / Historical
In 1972 Peter (Stanford, 1965) joined the Stanford Alumni Association as a marketing consultant for the Stanford Alpine Chalet and soon after became the business/advertising manager of the first seven issues of Stanford magazine. In 1974 he took the reins of the Association's fledgling Travel/Study Program, which he spent the next 18 years developing it into one of the premier alumni travel programs in the United States. Under Peter's leadership, the Travel/Study Program expanded from 3 programs in 1973 to more than sixty in 1992. He established Peter Voll Associates (PVA) in 1983 as an independent venture and in 1993 left Stanford to devote himself full time to PVA. A significant amount of his business was in the Middle East, and after 9.11. 2001, Peter merged his company with High Country Passage.

For PVA and High Country Passage Peter organized, marketed, and managed educational tours for alumni associations, museum memberships, and special interest groups and corporations. Clients included Smithsonian Associates, American Museum of Natural History, National Parks and Conservation Association, National Audubon Society, National Geographic Expeditions, and National Trust for Historic Preservation; the Harvard, Princeton, Yale, Smith, Columbia, Stanford, MIT, Northwestern, Rice, University Chicago, UC-Berkeley, Cal Tech, UCLA, and USC alumni associations; and the Hoover Institution at Stanford University, Common Wealth Club of California, and the California Academy of Sciences.

During his career Peter has designed and implemented more than 200 different educational tours to U.S. and worldwide destinations, by land, ship, train, riverboat, and private jet charter. He launched a number of travel industry firsts: tourist trips to the People's Republic of China in 1978, and alumni tours to Burma (now Myanmar) in 1979, cruise tours to the Kingdom of Saudi Arabia in 1992 and land tours to the Kingdom of Saudi Arabia in 1997; in 1995 the first cruise ship voyages to the Arabian Gulf between Kuwait and Oman; in 1992 the first university alumni association charter of a Russian nuclear-powered icebreaker to reach the North Pole; the first private 727 expedition jet trip in 1991 to remote kingdoms in Africa. Peter has also served as a consultant in developing itineraries and educational tours for a number of tour companies, including Special Expeditions (now Lindblad Expeditions), Clipper Cruise Line, TCS Expeditions, and Zegrahm Expeditions. In addition, he has served as a consultant to the National Geographic Society and the Discovery Channel in the development of their travel programs.

At a celebration of Peter Voll's career, shortly before his untimely death in 2012, Linda Burek of Palo Alto's Criterion Travel declared, "The program Peter developed (at Stanford) is the strongest in the business. It was ahead of its time. Now it's the mainstream. He set the benchmark. He brought everybody up." Steve Ridgeway, who looked upon Peter Voll as a mentor and with Voll helped establish Educational Travel Consultants, an annual conference of travel providers, said, "He really was a trailblazer."
Weiler, Hans N. 2016

Scope and Contents
Hans N. Weiler, Professor of Education and Political Science Emeritus and the current Academic Secretary to the University, has had a distinguished career as an educator and administrator. In addition to his work at Stanford, Weiler served as the first president of Viadrina European University Frankfurt/Oder in Germany, and he also conceptualized the Hertie School of Governance in Berlin and served as its first leader.

Weiler begins the interviews by clarifying that, although he began his career as a political scientist with a particular interest in Africa, he has had a foot in two camps at Stanford— the School of Education (later renamed the Graduate School of Education) and the Department of Political Science. He describes how he came to Stanford, citing the efforts of Professor of Education Paul Hanna, a visionary in international development education, and what Stanford was like in the mid-1960s. Weiler talks about Hanna's role in the creation of the Stanford International Development Education Center (SIDEC) and the change in its leadership. He describes the interesting and significant work he did at SIDEC and the influential educators the center produced when its students went back to their home countries in Africa and Asia. He notes the connections that he developed in the field when he was on leave from Stanford for three years to direct the International Institute for Educational Planning, a UNESCO organization in Paris. He discusses his involvement with the Center for European Studies at Stanford and the challenge to area studies as a legitimate field.

Weiler recounts other career milestones, including two very critical years in the 1980s as Associate Dean for Academic Affairs in the School of Education, when he placed graduate student funding in Education on a firm footing for the first time. Another milestone was his gradual transition out of African studies and into European studies amidst post-colonial reverberations in Africa and the reunification of Germany in 1989. Weiler recalls his work in remaking higher education in what had been East Germany, which eventually led to his early retirement from Stanford and becoming the first president of Viadrina. There, during two terms and in the face of various challenges, he tried to apply lessons regarding best practices in university education and administration he had learned at Stanford and in his research.

Weiler goes on to talk about his retirement from Viadrina and taking on a unique task—the conceptualization and realization of the Hertie School of Governance, the first privately funded public policy institution in Germany. He recalls his decision, after nurturing the Hertie School to prominence, to come back to Stanford, and to the challenge/opportunity that he is still discharging, that of Stanford's Academic Secretary. In addition to explaining his own role, Weiler discusses the origin and development of Stanford's strong faculty governance system, the Faculty Senate, though he muses that it may be in need of redefinition at this point. He comments on the changes at Stanford since the 1960s, in particular the expansion of the university’s administration, the “gentrification” of the university, changing campus architecture, and the re-emergence of student activism.

Having shared recollections of his career, Weiler talks about what it was like to grow up in Nazi Germany, describes his initial pursuit of Jesuit priesthood, and recounts his experience in the newly independent countries of Africa in the late 1950s that culminated in his devotion to African studies.

Finally, Weiler compares Stanford and US higher education to European higher education, noting the ironic decline of liberal arts education in America at a time when it is gaining popularity in Europe and commenting on recent efforts in American postsecondary education.
Weissman, Irving L. 2014-04-02

Scope and Contents
Irving “Irv” Weissman is a developmental biology professor at Stanford, where he is the Virginia & D.K. Ludwig Professor for Clinical Investigation in Cancer Research and the director of Stanford’s Institute for Stem Cell Biology and Regenerative Medicine. He was instrumental in the isolation and characterization of the first blood-forming stem cells, which give rise to all blood and immune cells in the body, and the cancer stem cells found in leukemia. In addition to his research activities, he founded three stem cell therapy companies, was involved in the formation of the California Institute for Regenerative Medicine (CIRM), and served on the National Academy of Science’s panel on human cloning in 2001. He earned his medical degree from Stanford University School of Medicine in 1965 and has held an academic position at Stanford since 1969.

Weissman begins the interview by recounting his childhood in Great Falls, Montana and relating how, as a high school student, he was mentored by organ transplant pioneer, Ernst Eichwald. He describes his undergraduate studies at Montana State College and the research opportunities he had access to as a student in Stanford’s five-year medical school program.

Weissman conveys his excitement with the immunology research done at Stanford in the 1960s, focusing on Henry Kaplan’s work with leukemia and the thymus, which led to Weissman’s own research focus. He recounts the experience of attending a meeting at the New York Academy of Sciences where James Gowans presented his findings on lymphocyte development, and the research he did in Gowans’s lab in Oxford to prove that lymphocytes migrate to the thymus where they develop into T-cells.

His research experiences, Weissman says, led to petitioning Stanford dean Sidney Raffel to allow him to forgo his residency requirements in order to take a position in Kaplan’s lab, which led to his appointment as an associate professor in the Pathology Department. He describes the experiments that led him to conclude that T-cells mount an immune response to viruses through activation of a cell surface receptor. Weissman also speaks about his professional and social connections to his research collaborators, Ronald Levy and Leroy Hood.

Weissman discusses events that could have set back his career: his decision to publically oppose the Vietnam War draft, and his then-controversial receptor-mediated leukemia hypothesis, which nearly caused him to be passed over for tenure.

He discusses his work with Mike McEwan on creating a humanized mouse to study HIV infection and blood-forming stem cell regeneration, and the legal and bureaucratic obstacles that led them to form the company Systemix to continue this research.

Weissman explains his support for translating scientific discoveries for use in drug development and cancer treatment and goes into detail about the technologies, funding, business strategy, and politics of the many companies—DNAX, Systemix, Sandoz Pharma, Novartis, Cellerant Therapeutics, StemCells Inc., and Amagen—in which he has played a role. He speaks about a specific clinical trial that used isolated blood-forming stem cells in the treatment of metastatic breast cancer, defends its findings, and speaks optimistically about a new Stanford clinical trial to confirm the original results. He also discusses his work with Mike Clarke and Steve Quake to identify and isolate cancer stem cells and the underlying biology of how a blood-forming stem cell turns cancerous.

Weissman talks about serving on the human cloning panel and the reasons behind the panel’s conclusion that, at the time, clinical cloning was unacceptable but that research on nuclear transfer to create embryonic stem cell lines should continue. Following the Bush administration's decision to follow the panel's recommendation on the former but not the latter, Weissman recounts his involvement in the pushback that resulted in California's Proposition 71 and the formation of CIRM. He details the legislation he helped to write that regulates how CIRM handles grants, clinical trials, and industry collaboration.

He goes on to discuss his CIRM CD47 clinical trial, explaining the research characterizing the cell surface marker done with Ravi Majeti, why they decided to partner with England’s Medical Research Council and Oxford University, and how CD47 communicates a “Don’t eat me” signal to immune cells.

Weissman explains how he came to head the Institute of Stem Cell Biology and Regenerative Medicine and discusses two recent hires: Hiro Nakauchi and Maria Grazia Roncarolo. He concludes the interview with his thoughts on the changes at Stanford during the past fifty-two years, and how his time at Stanford has influenced him.
White, Robert L. 2015

Scope and Contents

Robert L. White, the William E. Ayer Professor of Electrical Engineering and Professor of Materials Science and Engineering, Emeritus, chaired the Stanford Department of Electrical Engineering from 1981 to 1986. He is an expert on the medical electronics of the artificial ear, magnetic materials, and the atomic origins of magnetic properties. In this two-part oral history, he reminisces about his childhood in Plainfield, New Jersey and offers memories of his public school education and his parents and siblings. He also discusses his experience at naval radio training school during World War II and his undergraduate education at Columbia College, which he pursued with the help of scholarships and the G.I. Bill.

White recalls his experience at graduate school at Columbia University where his advisor was physicist Charles H. Townes. He describes Townes's personality, his system for training graduate students, and the intense work regimen of graduate school. White also describes his thesis on microwave spectroscopy and gases and the apparatus on which he performed his research. White explains how he met his future wife, Phyllis Arlt, when they were both in high school and how their relationship evolved while he was studying at Columbia.

White recounts the positive post-WWII conception of physicists and the rich job market available to physics PhDs. He discusses his recruitment by Hughes Research Laboratories in southern California, the management environment there, his research on magnetic materials, and the ironic consequences of another scientist's successful research on the material, ruby. White also details his move to the laboratories of General Telephone & Electronics (GTE) in Palo Alto. He recounts his team's discovery of a red phosphor useful in color television technology and the difficulties the company encountered in having two laboratories—one in Bayside, New York and the other in Palo Alto, California.

White relates his decision to leave industrial research for academia and the factors that influenced his decision to join Stanford University's School of Engineering, including his interaction with Fredrick Emmons Terman. He describes the growth and character of the Electrical Engineering Department, the process of obtaining grant funding, the benefits of academia for family life, and a memorable sabbatical at Oxford University.

White discusses the shift in his research agenda around 1970 when he began to work on the development of a cochlear prosthesis or cochlear implant for the deaf. He describes the engineering challenges involved, the way his group's device worked, and interactions with other groups doing similar research. He also recounts the resistance to his work on cochlear implants from some segments of the deaf community.

Reflecting on his chairmanship of the department, White describes the factors he looked for when admitting graduate students, how faculty recruitment worked, the changing student population, and some of the memorable faculty and alumni of the department, including John Hennessy, James H. Clark, and William Shockley. White describes teaching quantum mechanics to engineers and his approach to mentoring engineering graduate students. He also discusses the impact that the founding of the Integrated Circuits Laboratory had on the department and describes how he handled the situation when Vietnam War protestors visited the department.

White comments on the time he spent as director of the Exploratorium, an interactive science museum in San Francisco, and he describes his involvement with the early venture capital industry in Silicon Valley as an investor in and consultant for the Mayfield Fund. He concludes the oral history with a description of what his company, MagArray, Inc., is working to accomplish and some reflections on his career at Stanford.
**Whittemore, Alice S. 2015-05-11**

Scope and Contents

Alice S. Whittemore talks about her education in mathematics and her eventual career switch to epidemiology. She discusses her career milestones at Stanford and her accomplishments in research, as well as what it was like for her to pursue a professional career as a woman.

**Wright, Gavin 2016-08**

Scope and Contents

In this 2016 oral history, Gavin Wright, Stanford University’s William Robertson Coe Professor in American Economic History, Emeritus, discusses his family background, his political organizing activities during the 1960s and 1970s, and his research interests, especially in the economy of the American South. Wright provides an eyewitness account of the development of Cliometrics, or the New Economic History, and describes his experiences as a faculty member and chair in the Department of Economics at Stanford.

Briefly describing his suburban childhood in a Quaker family, Wright says he brought an interest in history to Swarthmore College, where he discovered economics. He speaks about his engagement with civil rights issues during this period and highlights two summer projects in which he participated. The first was a 1963 voting registration project in North Carolina, sponsored by the American Friends Service Committee. Wright explains that it raised questions that eventually culminated in Sharing the Prize (2013), his award-winning analysis of the economics of the civil rights movement in the South. In 1964, a Swarthmore project to inform an integrated group of local teenagers about opportunities for college education introduced him to his future wife, Cathe. He shares a vivid memory of one instructor in the program, Fred Hargadon, who later became a legendary dean of admissions at Stanford.

Turning to his doctoral studies at Yale University, Wright discusses his opposition to the Vietnam War, his support for the presidential candidate, Eugene McCarthy, and his involvement in local New Haven politics, especially the effort to elect Hank Parker as mayor. He attributes his choice of economic history as a career field to Yale professor William Nelson Parker, whose research project in North Carolina provided data for Wright’s dissertation project. Characterizing the key players in the emerging field of Cliometrics, he describes how his research involved him in debates over the emerging methods of quantitative analysis and controversies surrounding the economics of slavery and Fogel and Engerman’s book, Time on the Cross.

Wright describes the first decade of his career at the University of Michigan, where he continued to investigate the economic history of the South and where his family enjoyed a “golden age” of sorts, given the presence of other faculty families with young children there. He talks about his rationale for moving to the Stanford faculty in 1982, commenting especially on the strength of the graduate students here. He explains his involvement with the publication of the Historical Statistics of the United States and research with Paul A. David that attributed the technological leadership of the United States not so much to having natural resources as to knowing how to exploit them.

Focusing on the Department of Economics, Wright discusses its culture, his two terms as department chair, fund-raising and physical plant issues, and the visit of Soviet leader Mikhail Gorbachev to campus. Wright also reflects on his teaching strategies, the popularity of the economics major, and the unequal representation of women in economics. Recalling work on campus committees, he gives special attention to changes in student evaluation processes, the East Asian Library, the growth of the Summer Institute for High School Economics Teachers, and his role in averting the closure of Gunn High School.
Scope and Contents
Ernlé W.D. Young's two-part interview covered many topics and times in his professional life. The first interview began with his early education in South Africa and early employment in his uncle's printing business. From there, his education took him to Chicago and Dallas, studying theology and theologians. His return to South Africa began his long effort to counteract Apartheid from his position as a minister, work which eventually got him in trouble with the government, causing Young and his family to flee to the United States. It was at this point that he began his work at Stanford, working as a chaplain for the university hospital, a minister for Memorial Church, and an instructor in bioethics at the medical center.

Both interviews spent a great deal of time examining Young's position in and relationship with the university, especially as related to his lifelong focus on morals and ethics. The discussion encompassed his service on various committees, including the Disinvestments and Divestments Committee, the Chaplaincy Advisory Committee, the Physicians Well-Being Committee, and the Medical Center Ethics Committee. Young discussed his efforts, frustrations, and hopes regarding the ethics curriculum of the Medical School, especially his hope that Stanford will someday offer a graduate degree program in bioethics. The two-part interview as a whole illustrates Young's relationship with the Stanford University administration and his relentless efforts to make the world more considerate and more just.

Founding Grant Project Series 6 2009-2011

Bradley, Judith Lynn 2009 Apr 30
Coblentz, Jean 2011 Apr 5
Docter, Stephen D. 2009 Apr 30
Ely, Leonard W. 2009 Apr 3
Farrar, Nancy L. 2009 Apr 30
Farrar, William R. 2011 Apr 5
Maveety, Patrick J. 2009 Apr 30
Narver, Ellen 2009 Apr 30
Rehmus, Frederick P. 2009 Apr 30
Rehmus, Frederick P. 2011 Apr 5
Rensselaer, Cortlandt Van 2009 Apr 30
Ritchie, Milton Hoke 2009 Apr 30
Rodgers, Joseph L. 2009 Apr 30
Spaeth, C. Grant 2009 Apr 30
Telleen, L. Sherman and Telleen, Marjorie Horcuitz 2009 Apr 30
Wells, Alison Dice 2009 Apr 30
Wells, Edwin A. 2009 Apr 30

Peace Corps 50th Anniversary Oral History Project Series 7 2011-04-15

Scope and Contents note
On April 15, during the Peace Corps 50th Anniversary Celebration on Stanford University campus, 14 return Peace Corps volunteers were interviewed by representatives of the Stanford Historical Society.

Bishop, Jonathan 2011 Apr 15
Booker, Jayne 2011 Apr 15
Butler, Lew 2011 Apr 15
Butler, Suzanne 2011 Apr 15
Consear, Pam 2011 Apr 15
Duff-Brown, Beth 2011 Apr 15
Horley, Al 2011 Apr 15
Le, Yen 2011 Apr 15
Mukoyama, Wesley 2011 Apr 15
Parker, George 2011 Apr 15
Scope and Contents

Judy Sterling Plunkett, the youngest of three children of Wally and Ann Sterling, moved to Stanford with her family at age 5. She speaks fondly about growing up in Hoover House and reminisces about both of her parents, the house itself, house staff, childhood activities, and the family dog. She mentions discussions with her father about campus disruptions in the 1960s at the end of his presidency.

Biographical / Historical

Judith Sterling Plunkett, the youngest child of Stanford President J. E. Wallace Sterling, spent much of her childhood on Stanford Campus, living in Hoover House. She grew to know the Hoover House and Stanford support staff, from the Hoover House butler to the owner of Piers Dairy, and became known to the Stanford population in general as “Wally’s Dolly.” Because President Sterling’s position required a great deal of entertaining, Plunkett frequently found herself, while still a child, at formal dinners with a variety of notables and Stanford donors. She and her sister and brother all attended Stanford Elementary School.

Judith Plunkett eventually attended Stanford University for her BA and then for a MAT from the Stanford School of Education. She used the degree to teach, but also branched out into wider efforts for social service. Her resume demonstrates a passion for social improvement, including work to improve public health, human services, and youth services in her community. She was also a public member of the Federal Advisory Board on Child Abuse and Neglect, and published articles on youth and families in Pasadena and the importance of children’s exposure to art.

More recently, Judith Plunkett has worked as Executive Director for the California Arboretum Foundation and as the Director of the Society of Fellows for the Huntington Library, Art Collections, and Botanical Gardens. Honors bestowed upon her include Stanford Cap and Gown, Outstanding Young Woman of America, Volunteer Service Award from Pasadena Council of Women’s clubs, and the Community Service Award for Exemplary Activist and Leader in Public Policy from the Alano Club.

Stanford Arts Initiative Project Series 9 2012
Planting, John 2012 Oct 19 - 2013 May 3

Scope and Contents
In his first interview, John Planting discusses his arrival at Stanford as a student in 1948, his role as an assistant in the newly established music department, and his subsequent responsibilities as the department administrator in 1957 - 1996. He addresses the changes in the music department during his years at Stanford through his retirement from the department. He talks about how he provided administrative and logistical support for numerous performances over the years, often moving equipment and instruments himself from storage areas to concert locations.

Planting reminisces about music department directors, professors, teachers, conductors, and concert performers, including Jan Popper, Leonard Ratner, Sandor Salgo, Loran Crosten, Albert Cohen and Wolfgang Kuhn. He also shares memories of places such as Dinkelspiel Auditorium, Braun Music Center, Cubberley Auditorium, The Knoll, and Memorial Auditorium. Planting talks about the relationships between the music department and other parts of the university, such as the School of Education and the School of Humanities and Sciences. He describes the development of the degree programs such as the D.M.A. (Doctor of Musical Arts). Other topics covered include visiting artists, Friends of Music, Committee on Public Exercises, Stanford Lively Arts and ASSU (Associated Students of Stanford University). He also talks about turning points in the history of the department: the establishment of the music department, having their own building (Dinkelspiel), and the effects of the BAP (Budget Adjustment Program) in the 1980s. Throughout, he discusses the issues between musicology (theory) and performance (conservatory) and how his expertise was utilized in the planning of both Dinkelspiel Auditorium and Braun Music Center.

John Planting's second interview follows up on several topics discussed in the first interview. He describes the contributions of Wolfgang Kuhn in two areas: degree programs (M.A. plus Teaching Credential; D.M.A. plus Ed.D.) and community outreach (contacts with schools and the Summer Youth Orchestra). He continues with several other topics, including Woodpecker Lodge, Dinkelspiel Auditorium, Music Educators National Conference (significance to Stanford), and the Stanford jazz program.
Wolff, Tobias 2012 Oct 24

Scope and Contents
The oral history interview with Tobias Wolff focuses on his experiences at Stanford University, first as a Stegner Fellow, then as a lecturer and graduate student, and finally returning some years later as a member of the faculty. Wolff covers the evolution of the Stegner Fellow program, the relationship of the Creative Writing Program to the English Department, the various faculty members and department heads who influenced him, and his own development as a mentor and faculty member. He discusses the Stegner Fellowship, Mirrielees Fellowship and Truman Capote Fellowship, and provides general comparisons of creative writing approaches and traditional and current approaches to English Literature. He also discusses the importance of giving and receiving feedback and criticism in a productive manner. He credits the Stegner Fellowship program with doing that for him.

Wolff describes the contributions of various people over the years in enhancing the quality of the Creative Writing Program and the Stegner Fellowship today. He concludes by mentioning his participation in collaborative, inter-departmental programs, such as Thinking Matters.

Biographical / Historical
Tobias Wolff is the author of the novels The Barracks Thief and Old School, the memoirs This Boy’s Life and In Pharaoh’s Army, and the short story collections In the Garden of the North American Martyrs, Back in the World, and The Night in Question. His most recent collection of short stories, Our Story Begins, won the Story Prize for 2008. Other honors include the PEN/Malamud Award and the Rea Award – both for excellence in the short story – the Los Angeles Times Book Prize, and the PEN/Faulkner Award. He has also been the editor of Best American Short Stories, The Vintage Book of Contemporary American Short Stories, and A Doctor’s Visit: The Short Stories of Anton Chekhov. His work appears regularly in The New Yorker, The Atlantic, Harper’s, and other magazines and literary journals.

Tobias Wolff has been at Stanford since 1997.

Stanford Athletics Oral History Project Series 10 2016

Scope and Contents
The Stanford Athletics Oral History Project examines the evolution of Stanford University’s athletic program from the 1960s to the present day. The project endeavors to understand how the program went from “good to great,” illuminate the individuals and institutional factors contributing to program stability and change, and situate Stanford’s program in the broader context of collegiate athletics. Interviewees include former Stanford athletic directors, staff members, coaches, faculty athletic representatives, and alumni. The series consists of audio and/or video recordings and transcripts of oral history interviews conducted by the Stanford Historical Society Oral History Program beginning in 2016.
Chu, Jean H. 2016-09-02

Scope and Contents

In this oral history, Jean (Fetter) Chu, who served as Dean of Undergraduate Admissions at Stanford for seven years, discusses the relationship between admissions and athletics at the university.

Chu begins with an account of her own athletic career at Oxford University, playing “attack” on the varsity “net ball” team—a basketball forward in American English. She says it was a highlight of her time at Oxford, where women’s sports were not regarded as highly as men’s teams. She describes the distinction between men’s and women’s sports by noting that male athletes were awarded a Blue letter, while women got a half-letter or Half Blue.

At Stanford, Chu found herself in the athletics spotlight when she was named Dean of Undergraduate Admissions in 1984. Athletics coaches and alumni were extremely concerned that having a woman—and a British woman who had a PhD in physics—in the admissions role would negatively affect the athletic program. Chu recalls that one faculty member even felt the need to take her aside to explain—unnecessarily, of course—what the Pac-10 was.

Chu describes her great respect for the athletic coaches at Stanford as well as her determination to admit only students she was confident would succeed academically. That resolve, she says, led her to refuse admission to prized basketball recruit, Chris Munk. Her decision led directly to the angry resignation of basketball coach, Thomas Davis. She recalls the wave of criticism she received and reviews the factors she weighed when making her decision.

Chu turns from the Munk incident to describe her strong belief in the need to maintain the integrity of the admissions process. She provides a sense of the constant observation she was under from coaches, high school counselors, faculty, and alumni; the unfounded rumors that tended to swirl around the admissions process at Stanford; and both the opposition and support she experienced in the role. She describes the important role that the admissions liaisons to the Department of Athletics played in screening potential recruits and addresses concerns that these staff members might become too closely personally with coaches they befriended. The emotional agony of the admissions decision-making process, she confesses, and the changes it was making in her personal outlook, were important factors in her decision to resign the position.

She credits faculty athletic representatives with helping her navigate the occasionally stormy seas and discusses her service on a committee that selected football coach Denny Green. Chu concludes with some kudos for the many star athletes who spent time at Stanford and shares some remarks and anecdotes related to the Stanford Band.
Geiger, Ferdinand A. 2017-04-09

Abstract: In this oral history, Andy Geiger describes his family, educational, and athletic background and his career in coaching and athletics administration. He focuses primarily on his decade as Stanford University's athletic director, describing his management philosophy and innovations in facilities, fundraising, and recruiting that contributed to twenty-seven NCAA championships in thirteen different sports for Stanford during his tenure.

Scope and Contents
In this oral history, Andy Geiger describes his family, educational, and athletic background and his career in coaching and athletics administration. He focuses primarily on his decade as Stanford University’s athletic director, describing his management philosophy and innovations in facilities, fundraising, and recruiting that contributed to twenty-seven NCAA championships in thirteen different sports for Stanford during his tenure.

Geiger begins the interview by describing how his parents' divorce impacted his childhood. He recalls an important turning point in his life when members of the rowing team at Syracuse University spotted the 6' 4" freshman during registration and encouraged him to join the team. He describes how he acquired a love for the values of discipline, community, and teamwork embodied in the sport, prompting him to switch his goal from a career in the railroad industry to athletics administration. After working as the rowing coach at Dartmouth College, Geiger explains, he returned to Syracuse where he learned the fundamentals of college sports management as assistant to Athletic Director James H. Decker, an early mentor.

Geiger then recounts his move to Brown University as the athletic director and speaks of some of the challenges he faced there, including merging the men's and women's athletic programs to comply with Title IX and strengthening a moribund football program. He briefly recalls his move to the athletic directorship at the University of Pennsylvania and his work with the NCAA, where he was integral in forging a compromise with the big football schools, known as the Ivy Amendment.

Recruited to Stanford in 1979, Geiger describes the state of the program as he found it and his vision for improving it. He recalls how he established a partnership with Silicon Valley developer John Arrillaga, who built athletic offices, a new stadium, and eventually a chain of new structures across the campus.

Turning to women's sports, Geiger describes his approach to Title IX and the opposition of some Buck Club members to using their contributions to support women's activities. He discusses how he worked to change those attitudes and the array of alternative fundraising techniques that occurred during his tenure, including endowments for named athletic scholarships, unique fundraising events sponsored by the Cardinal Club, and an investment fund to support athletics spearheaded by Frank Lodato and other venture capitalists.

To demonstrate the exceptionally challenging recruitment environment at Stanford, Geiger recounts a conversation he had with former admissions director Fred Hargadon who vividly illustrated the difficulties of gaining acceptance to Stanford. He tells how he passed the story on to his coaches, urging them to be resourceful and open-minded about the places where they might find athletes who also met the highest academic standards.

Geiger talks about the qualities he looked for when hiring coaches; the difficult job of having to fire a coach; and some of the coaches with whom he worked at Stanford, including Tara VanDerveer, Dick Gould, and Mark Marquess. Geiger's account also includes stories about the 1985 Super Bowl at Stanford; the 1989 Loma Prieta earthquake and its aftermath; The Play, which led to Stanford's last-minute defeat in the 1982 Big Game; and a Stanford gymnast who suffered a paralyzing injury. Throughout the interview, Geiger insists that the client of college sports is the student athlete, who needs both superb coaches and safe facilities to achieve excellence.

He concludes the interview with a discussion of his decision to leave Stanford, brief comments on his ensuing work at the University of Maryland and Ohio State, thoughts on why Stanford's program has been so successful, and an assessment of the future of college athletics.

Guide to the Stanford Historical Society Oral History Program Interviews SC0932

Biographical / Historical

Andy Geiger has been a prominent figure in college athletics in the United States for over fifty years, serving as the athletic director at six universities.

Born in 1939 in Syracuse, New York, Geiger graduated from Syracuse University in 1961 with a degree in physical education. At Syracuse, he was on the crew team and represented the United States at the 1959 Pan American Games. Before entering college athletics.
Gould, Richard 2016

Scope and Contents
Dick Gould, the John L. Hinds Director of Tennis at Stanford University, the men's tennis coach for thirty-eight years, and a Stanford alum, discusses his student days at Stanford, highlights from his years as a tennis coach, and the evolution of the Stanford tennis program and the Department of Athletics, Physical Education, and Recreation.

Gould begins his interview by describing the extensive connections between Stanford University and five generations of his family. He speaks about his early life in Ventura, California, and discusses Stanford student life in the 1950s, playing on the men's tennis team, and his decision to pursue a master's degree in education and become a teacher and tennis coach. He describes his first teaching and coaching position at Mountain View High School and working as the head tennis coach at Foothill Junior College, where his teams won two state team championships.

Hired as the Stanford men's tennis coach in 1966, Gould explains the factors that led him to believe that the men's tennis team could attract top quality players and win national championships. He describes the steps he took to build intercollegiate championship tennis teams at Stanford, emphasizing the primary role of recruiting and the methods he used to attract the top tennis players in the country to Stanford, successes that led to Stanford's first NCAA Men's Tennis Championship in 1973. Gould reflects on factors common to the seventeen NCAA championship teams he coached and memorable performances by his players and teams. He also talks about his transition in 2004 from the men's head tennis coach to the John L. Hinds Director of Tennis.

Reflecting on his style of coaching, Gould talks about the challenges of coaching high-level players, the interplay between professional and collegiate tennis, and the values he tried to impart to his players.

Women's involvement in collegiate athletics changed substantially during Gould's lifetime, and he discusses the significant impact Title IX had on Stanford's athletics programs in general and the Stanford tennis program specifically, ultimately resulting in the merger of the men's and women's tennis programs. Gould talks about hiring Anne Hill (who later became Gould's wife) as the women's tennis coach, and her success in building championship women's tennis teams at Stanford.

Describing Stanford's athletic programs more generally, Gould offers his opinion on how the successes of the men's and women's tennis teams in the 1970s, coupled with the football team's 1971 and 1972 Rose Bowl victories, helped launch the “decades of excellence” of Stanford athletics that have continued up to this day. He discusses the contributions of Stanford coaches in other sports and offers his impressions of the various athletic directors with whom he worked.

Turning to the financial and entrepreneurial aspects of athletics at Stanford, Gould describes his methods of fundraising for the tennis program and some of the sports-related innovations he pioneered, including personal seat licensing and high tech scoreboards. Gould also talks about the tennis facilities at Stanford, describing their evolution from his student days to the construction of the Taube Family Tennis Center.

Gould concludes the interview by commenting on some of the current problems facing college athletics, the most significant changes in Stanford athletics since he joined as coach in 1966, and the contributions for which he would most like to be remembered.
Stanford Trustees Oral History Project Series 11 2016

Scope and Contents

The Stanford Trustees Oral History Project documents the background of members of Stanford University's Board of Trustees, their experiences serving on the board, and their perspectives on university governance. Under the provisions of Stanford's Founding Grant, the Board of Trustees of the Leland Stanford Junior University acts as custodian of the university's endowment and properties, administers invested funds, determines budget and operational policies, and appoints the university president. The series consists of audio and/or video recordings and transcripts of oral history interviews conducted by the Stanford Historical Society Oral History Program beginning in 2016.

Meier, Linda R. 2016

Scope and Contents

In this oral history, Linda Meier, a Stanford University alumna, former trustee, and a dedicated university leader and benefactor, provides anecdotal details and reflections on some of the iconic Stanford fundraising and outreach events that she spearheaded. She also discusses her student days at Stanford, the essential elements of her career in philanthropy and fundraising, and lessons learned during a lifetime committed to volunteer leadership.

Born and raised in Los Angeles, Meier credits her interest in volunteerism to her parents, her study of sociology at Stanford, her strong motivation, and a desire to make an impact. In high school, she volunteered at inner-city camps and became involved in student government and the honor society. As a young mother, Meier volunteered with the Junior League, as well as with her children's schools and extracurricular activities.

Meier's first major engagement with Stanford was in the formation and growth of the Cardinal Club, a group devoted to funding scholarships for women athletes. She describes the hurdles the group overcame, its innovative and successful fundraising events, and the strong impact it made. Meier describes other fundraising and outreach efforts in which she worked alongside some of the most important leaders in Stanford history, serving as either the chair or co-chair of events and programs. Such engagements include the 100th Big Game auction, the Centennial Campaign, the Stanford Challenge, and the Campaign for Undergraduate Education. She also describes her service on the Stanford Athletic Board, the boards of the Stanford University Hospital and the Lucile Packard Children's Hospital Stanford, and the Stanford University Board of Trustees.

Through these experiences, Meier developed the concept of "friend raising," essentially deepening the awareness and enthusiasm of alumni and volunteers around the world. She proved the positive connection between "friend raising" and fundraising, through such programs as Leading Matters, Think Again, and Humanities Forum. In addition, former colleagues recruited Meier to serve on the boards of local organizations, where for many years she was often a board's only female member. Some of these enterprises include University National Bank and Trust, California Water Service Company, and the Peninsula Center for the Blind and Visually Impaired now called Vista. Meier built a reputation for producing successful events, creating a reliable constituency, and bringing women into leading advisory roles.

Meier comments that particularly challenging experiences, such as the Buck Club's resistance to the Cardinal Club, lead to the best opportunities to be creative and have the most impact. She also deems it essential to choose strong personalities to work on purposeful ventures, in order to be successful. Meier credits the university presidents, provosts, the administrative personnel in the Alumni Association and Development Office, as well as her fellow volunteers, for the opportunities she was afforded. She feels privileged to have worked on great causes with such dedicated people over the course of her career.

Stanford Community Oral History Project Series 12

Stanford Faculty Senate Oral History Project Series 13
Schofield, Susan W. 2018-02-26

Scope and Contents
Susan Schofield served as Stanford University's academic secretary from 1996 to 2002. Describing the role of the academic secretary as a “facilitator of faculty governance,” Schofield provides details on the day-to-day operations of the Office of the Academic Secretary and the Faculty Senate. She describes the election process, the role of the Steering Committee in setting the agenda for the body, meeting procedures and traditions, and the work of the Committee on Committees (or nominating committee). She also offers insights on the manner in which senior administrators interact with the Faculty Senate and describes two key aspects of the academic secretary’s job: persuading faculty members to serve on or chair committees and authoring the minutes of Faculty Senate meetings.

Stansky, Peter 2017-05-15

Scope and Contents
In this interview, Peter D. L. Stansky, Field Professor of History, Emeritus, and a former chair of the Faculty Senate, delves into the establishment of the Faculty Senate, including the initial memo written by Herbert Packer outlining the plan for the body. He explains the roles of the Academic Council and its Executive Committee, the Faculty Senate Steering Committee, and the Committee on Committees, as well as the rules and procedures surrounding elections. Stansky discusses how he became chair of the Faculty Senate, and he reflects on some of the issues that came before the body, including land and buildings, the proposed Reagan Library, the Western Culture curriculum requirement, ROTC, and the involvement of administrators and students in the senate.

Walecka, J. Dirk

Scope and Contents
J. Dirk Walecka, a former chair of the Stanford Faculty Senate, recalls the impact of the anti-Vietnam War movement in the 1960s as a factor leading to the creation of the senate. He explains the role of the Senate Steering Committee and how its work facilitated important legislative decisions. He describes the major issues during his term as senate chair from 1973 to 1974: a petition to reinstate ROTC on campus; legislation concerning teaching evaluations; the creation of a statement on academic freedom and a set of grievance procedures; and the implementation of a framework that defines faculty ranks, rights, privileges, responsibilities, and appointment criteria. Walecka also discusses the relationship between the senior administration and the Faculty Senate, as well as the role of the Advisory Board.
Packer, Nancy H. 2017-05-16

Scope and Contents

Nancy Packer, the Melvin and Bill Lane Professor in the Humanities and Professor of English, Emeritus and a former member of the Faculty Senate, reflects on the career of her husband Herbert L. Packer, who proposed the idea of the Faculty Senate, comments on the campus climate in the 1960s and 1970s and briefly recounts her own experience as a member of the Faculty Senate. Packer begins the interview by recounting some details of her early life in Washington, DC as the daughter of a congressman and her courtship with Herb Packer. She speaks of Herb Packer's career at the Stanford Law School and his intellectual contributions to a law faculty that had more courtroom or practical experience over scholarship. She remembers the great jurist Learned Hand and the judge for whom Herb Packer clerked, Thomas Walter Swan, as his sources of intellectual influence. Packer discusses political controversies Herb faced at the time of his appointment and the context of protests against the draft and the Vietnam War, which she believes provided the impetus for his writing the memo that laid the foundation for the Faculty Senate. Packer also emphasizes Herb's contribution in reforming undergraduate education through the Study for Education at Stanford. Packer concludes with brief reminiscences of her own service on the Faculty Senate.

Sheehan, James J. 2017-10-03

Scope and Contents

James J. Sheehan, the chair of the 24th Faculty Senate (1991-92), offers details about the institution’s routine operational procedures and reflects on its function within the university. He compares Stanford’s mode of governance with what he experienced as a faculty member at Northwestern University, noting especially the distinctive manner in which the Stanford president and provost are incorporated into the body of the senate. Sheehan comments briefly on some of the issues that the senate faced during his term, including the indirect costs controversy. He concludes the interview by reading a portion of a passage he wrote for a book commemorating the fiftieth anniversary of the Faculty Senate. Sheehan also provides some information on his family background, his upbringing in San Francisco, and the circumstances that led him to attend Stanford as an undergraduate.

Ehrlich, Thomas 2016-12-19

Scope and Contents

Thomas Ehrlich, a former faculty member and dean of the Stanford Law School, discusses the early years of the Stanford Faculty Senate. Ehrlich served on the senate for seven years. He was a member of the first Stanford Faculty Senate in 1968-69, and he served on the Senate Steering Committee and as vice chair in 1969-70. He recalls the efforts and motivations of key players in the formation of the senate, including Herbert L. Packer, Kenneth Arrow, Leonard Schiff, and William Clebsch. Ehrlich lists some of the key issues that the senate dealt with in its early years, including concerns over the university's relationship with SRI, the status of ROTC at Stanford, and the Study of Education at Stanford. He recalls the difficult nature of the time given student protests over the Vietnam War, university budget woes, and the faculty's concern about the leadership of the university.
Franklin, Marc A. 2017-03-27
Scope and Contents
Marc A. Franklin recalls the circumstances, including a chance conversation with Gerald Gunther, that led him to join the faculty of the Stanford Law School in 1962. He offers recollections of the Law School faculty, including Herbert L. Packer, a key mover behind the construction of the Faculty Senate. Franklin speaks in general terms about his service on a subcommittee appointed by the Executive Committee of the Academic Council to work out some of the details regarding the proposed Faculty Senate. He also speaks about chairing the Stanford Judicial Council, the primary judicial body for the campus community, during a time of turmoil as a result of student protests over the Vietnam War.

Jamison, Rex L. 2017-07-17
Scope and Contents
This interview with Professor Rex Jamison focuses on the Faculty Senate from his perspective as academic secretary to the university from 2007 to 2014. He begins by describing his educational background and how he came to Stanford in 1971 as a professor in the School of Medicine. Jamison recalls his two terms of service as an elected senator in the 1980s and describes how his friendship with the previous academic secretary, Ted Harris, led to his being chosen as Harris's successor.

Regarding preparation for the role of academic secretary, Jamison commends Trish Del Pozzo, the assistant academic secretary, for her immense knowledge and support, noting that he did a lot of reading about Stanford's history of faculty governance. He describes how the fifty-five senators are elected from their respective schools or divisions, and how they then elect the senate chair and the members of the Senate Steering Committee. The senate's Committee on Committees nominates faculty to serve on the seven Academic Council committees, he says, after which it is the academic secretary's job to persuade them to serve. Jamison explains that issues within the senate's purview are brought forward from the relevant Academic Council committee. Other issues come to the senate for important discussion or review even though there is no vote on them. Jamison cites as a prime example the budget plans put in place by the leadership after the financial crisis of 2008, which were carefully explained at the senate as decisions were being made and later implemented; the faculty valued this transparency.

Jamison praises each of the senate chairs he worked with: Eamonn Callan (Education), Karen Cook (Sociology), Andrea Goldsmith (Electrical Engineering), David Spiegel (Psychiatry), Rosemary Knight (Geophysics), Ray Levitt (Civil and Environmental Engineering), and David Palumbo-Liu (Comparative Literature). He mentions several important issues dealt with by the senate during his term, including the Study of Undergraduate Education at Stanford (SUES) and the broad range of resulting curricular reforms approved by the senate. He also speaks about the “Stanford in New York” proposal, the consideration of bringing ROTC (Reserve Officers' Training Corps) back to campus after its discontinuation in the 1960s, and the campus uproar over the Hoover Institution's appointment of Donald Rumsfeld as a visiting fellow.

The interview concludes with Jamison expressing the personal rewards of his service as academic secretary and his admiration for the faculty who take time from their busy academic and personal lives to participate in faculty governance.
Drekmeier, Charles 2017-11-14

Scope and Contents
Professor Emeritus Charles Drekmeier, who served as a member of the Executive Committee of the Academic Council from 1966 to 1968, describes the general climate at Stanford around the time that the Faculty Senate was formed. Drekmeier discusses the circumstances that led to his arrival at Stanford in 1958, including the recommendation of sociologist Talcott Parsons with whom he had worked as a research assistant at Harvard. He recalls how, as a young faculty member with a student following due to his involvement in early anti-Vietnam war activism, he was invited to be an at-large member of the Executive Committee of the Academic Council in 1966. He offers recollections of key movers in academic governance at the time, including J.E. Wallace Sterling, Albert Guerard, Richard Lyman, Herb Packard, Ernest Hilgard, and Kenneth Arrow, and provides brief insights on the character of Executive Committee meetings at the time that the Faculty Senate came into being. Drekmeier also recounts memories about organizing the Stanford Teach-In on the Vietnam War in 1965 and the program in Social Thought and Institutions.

Chace, William M. 2017-05-02

Scope and Contents
William M. Chace discusses his involvement with Stanford's Faculty Senate, including his time as chair during the 1978-1979 term. He discusses the founding of the Faculty Senate, in part, as a response to civil unrest on campus during the Vietnam War. He describes issues that came before the body, its rules and procedures, the Committee on Committees, the Steering Committee, and the role of the Academic Secretary. Chace shares memories of senate colleagues and friends and expresses admiration for Herbert Packer's intellect and exemplary leadership during the turbulent 1960s.
Chace recalls actions the Faculty Senate took in response to the politics of the era, including sending a delegation to Washington DC in response to U.S. bombing in Cambodia. He offers his opinion on debates over the Western Culture course at Stanford, compares Stanford's Faculty Senate to administrative bodies at other universities, and talks about the founding of Stanford Continuing Studies.
Chace also provides information on his early life and education and the circumstances that led him to join the faculty of the Stanford Department of English in 1968.

Bratman, Michael E. 2017-07-28

Scope and Contents
In this interview, Professor Michael Bratman offers general reflections on the operations of the Stanford Faculty Senate and describes his experience as the chair of the 29th Faculty Senate in 1996-1997.
A key topic of the 29th Senate was the reevaluation of the Cultures, Ideas, and Values (CIV) Area One requirement, which attracted a great deal of national attention as to whether Stanford would remain committed to diversity in its curriculum. Bratman describes with pride how the senate handled this complicated issue and put in place a legitimate process that all constituencies felt was fair.
Bratman also comments on the agenda-setting role of the Senate Steering Committee and the essential role played by the Academic Secretary in providing institutional background, continuity, and preparation for the incoming chair. Other topics covered include the electoral process, the role played by the university president and provost in the senate, the convening of the second Planning and Policy Board, and the way Bratman's experience as senate chair prepared him for a later role as president of the American Philosophical Association at a challenging time in that organization's history.
The interview ends with Bratman's reflections on some of the traditions of the senate and his observation that great universities are made in part by the kind of procedures they follow in making important decisions.
Scope and Contents
Kenneth J. Arrow, who won a Nobel Prize in 1972 for his joint work with John Hicks on economic theory, was the Joan Kenney Professor of Economics and Professor of Operations Research, Emeritus at Stanford University. Arrow served on the Executive Committee of the Academic Council around the time the Faculty Senate was proposed and on a sub-committee appointed by the Executive Committee to consider Herbert Packer's proposal for an academic senate. Arrow later served as chair of the Faculty Senate during the 1986-87 term. His recollections regarding the Faculty Senate are the focus of this oral history.

Arrow asserts that Stanford has always valued faculty opinion. Arrow explains that the faculty historically debated and voted on important university issues through the Academic Council. He describes how creating an elected subset, the Faculty Senate, enabled the faculty voice to become more streamlined and more effective. He argues that the increased effectiveness enabled the faculty to become a more powerful entity. Arrow describes that the Academic Council, which pre-dated the Faculty Senate, worked well on a day-to-day basis. However, he laments that during critical times it showed its limitations. He uses the Vietnam War-era protests to explain how Herb Packer gathered a committee that made a blueprint for the senate. The goal was for the group to meet more regularly and streamline the debate process. Arrow explains that he suggested a proportional voting system as a way to fairly represent the different groups within the faculty.

Arrow discusses the current limitations of the Faculty Senate, specifically relating to the medical school, hospital, and healthcare entities, but he believes that faculty opinions are still represented. He compares the structural interconnectedness of Stanford with his experience at Harvard University, where there is separation between the professional schools and the university and between academic departments. He suggests there is less representation at Harvard as a result. Arrow concludes that while he may not always have agreed with the outcomes of issues like the degree requirements he believes issues are fairly debated and voices proportionally represented through the Faculty Senate system.
Abernethy, David B. 2017-06-29-2017-06-30

Scope and Contents

In this oral history, David Abernethy, a professor emeritus of political science who served seventeen terms in the Faculty Senate and chaired the body during the 1981-82 academic year, discusses the role and processes of the Faculty Senate and some of the controversial issues it has grappled with, including the evolution of the Western Culture curricular requirement, the university's investment in South Africa, the relationship between the university and the Hoover Institution, and the possibility of locating the Ronald Reagan presidential library at Stanford.

Briefly describing his academic background in African Studies, Abernethy tells how he was completing doctoral research in Nigeria in 1965 when he received an invitation to come to Stanford University. He shares personal recollections of the campus climate in the late 1960s, including the first teach-in on Vietnam, responses to the assassination of Martin Luther King Jr., and a rowdy session of the Academic Council reviewing Stanford President J. E. Wallace Sterling's decision to discipline antiwar protestors.

Abernethy turns then to the 55-member Faculty Senate, which marks its fiftieth anniversary in 2018, discussing in detail its structure, traditions, and processes, especially the alphabetical assignment of seating and the availability of the university president and provost for questions. First voted chair in 1981-1982, he also describes the workings of the Senate's principal committees and the role of the academic secretary who administers them.

Regarding the Committee on Undergraduate Studies, Abernethy offers an analysis of the Western Culture curricular requirement as it changed to meet the demands of a multicultural university and society, beginning in 1976. As he sees it, to highlight Western cultures is a disservice to all non-Western people, and culture can be used as a code word for issues surrounding race and ethnicity.

The Faculty Senate discussion of Stanford's investments in weapons makers and later companies supporting South Africa under apartheid are his next topics. Abernethy talks about his corporate social responsibility work, including urging the university the participate in shareholder proxy votes related to South Africa and meeting with the chairman of Wells Fargo Bank to express concern about a bank loan to South Africa.

Beginning with an appreciation of the resource represented by the Hoover Institution's library and archives, Abernethy turns to Stanford's fractious relationship during the 1980s with Hoover and its leader, Glenn Campbell. The critical issue became whether and where a Reagan Presidential Library should be located at Stanford, he says, a proposal initiated by Campbell's independent contacts with the Reagan White House. Despite the potential resources of such a library, Abernethy notes, faculty were concerned about the consequences for Stanford's image of adding a second campus landmark honoring a prominent twentieth century conservative president, the first being the Hoover Tower, and the siting of the project.

Ending the controversy, the Reagan Presidential Foundation chose to seek a site in Southern California. A related issue, however, dealt with Campbell's initiative to grant senior fellows at the Hoover Institution membership in Stanford's Academic Council, Abernethy notes, which raised issues of qualifications and inequitable exemption from teaching responsibilities.

Abernethy concludes the interview with an overall evaluation of Stanford's Faculty Senate.

Stanford Graduate Diversity Oral History Project Series 14

Arts at Stanford Oral History Project Series 15 2016
In this oral history from 2016, Patrick J. Maveety, Curator Emeritus of Asian Art at the Iris and B. Gerald Cantor Art Center (previously the Stanford Museum of Art), and his wife, Darle, offer vivid memories of their long association with Stanford, beginning with their time as art students in the years immediately after World War II.

Thinking back to his childhood in San Diego, Patrick recalls taking Saturday morning art lessons at the Fine Arts Gallery in Balboa Park. Darle, who grew up in Portland, Oregon, left high school with a passion for art and a plan to become an art teacher.

Both paint vivid pictures of life at Stanford in the postwar years. Darle, for example, remembers wearing skirts, even to paint, and dressing for class in cashmeres and sweater sets. Early in their friendship, she helped Patrick create a model of a cabin for one of their art classes. Patrick recalls taking a figure drawing class as an undergraduate from John LaPlante, along with anecdotes of other early faculty members.

In those days, the Department of Art had three classrooms near the chapel at the back of Memorial Church, Darle recalls, and each year the art students put on a costumed Beaux-Arts Ball. Although the Stanford Museum was virtually destroyed in the 1906 quake, Darle remembers doing housekeeping chores there, as well as the spooky feeling if she was caught after dark in rooms full of Indian remains and antique furniture--she took a flashlight because the building had no electricity.

The two talk about their separate roads between acquiring bachelor's degrees in 1951 and getting married at Memorial Church in 1958. Darle describes traveling to Europe in 1952 during her studies for a master's degree, then returning to Portland to teach. Patrick tells colorful stories about his twenty-year career in the U.S. Navy, ending in 1972. Still interested in art history, and especially East Asian studies, Patrick says he decided to pursue a doctorate, and the couple describe the “revised” Stanford they found: a larger Art Department, near the restored and revitalized Art Gallery. Lorenz Eitner, who was responsible for many of those changes, encouraged Patrick’s interest in further studies.

Darle describes Eitner's contributions and tells an interesting anecdote about Albert Elsen's lecturing techniques. The Eitners also became friends; Darle remembers taking a Stanford Travel/Study trip in the Netherlands when Eitner was the faculty leader of the trip.

Patrick describes his studies with Michael Sullivan, who was Christensen Professor of Chinese Art at the time. When Sullivan left unexpectedly, Eitner invited Patrick to become curator of Asian art in 1978, and he says he agreed to work as a volunteer in return for staff privileges. Patrick discusses his work at the center, including his favorite piece, an eighteenth century Qing Dynasty vase that is often mistaken for Japanese. In particular he remembers an unannounced gift of a Tang horse from Richard Gump, president of Gump’s, San Francisco; and an exhibition of blue and white ceramics from Thailand.
Osborne, Carol M. 2016-12-08

Scope and Contents
In this oral history from 2016, Carol M. Osborne, former Assistant Director of the Iris and B. Gerald Cantor Center for Visual Arts (previously the Stanford Museum of Art), discusses her research on several significant publications about the history of the Museum and its key collections, as well as recounting the personal connections that fed her early interest in art.

Raised in Great Neck, New York, Osborne attributes her earliest memories of art to her mother and their visits to museums in New York City. While studying at Barnard College, she recalls meeting Albert E. Elsen, who later became a professor of art history at Stanford, and describes his influence on her: taking her to New York galleries and to his class with Meyer Shapiro, a noted art historian, at Columbia University.

Leaving Barnard to marry in her sophomore year, Osborne recalls becoming good friends with artist Mark Rothko and his wife when their babies played together in Central Park. She talks about following her husband to California when he got a faculty appointment at Pomona College and, after their divorce, commuting to UC Riverside, where she earned a bachelor and a master degrees in art history. She describes her work there with Professor Richard C. Carrott, who often invited students to his home in France and showed them nearby landmarks.

Arriving at Stanford in 1975 to pursue a doctorate in art history, Osborne recalls being impressed by the department chair, Lorenz Eitner, who was also director of the Stanford Museum. She remarks on the clarity and enthusiasm of his seminars about the Museum's drawings. Osborne also notes the helpfulness of staff at the Bibliotheque National in Paris, where she worked on her dissertation, Pierre Didot the Elder and French Book Illustration, 1789-1822. Eitner acquired Didot's Virgil for the Museum's collection, she says, and hired her as the Museum's assistant director as soon as she completed her doctorate in 1979.

Osborne describes how she began her research on Leland and Jane Stanford and the Museum's history in the 1980s, culminating in Museum Builders in the West: The Stanfords as Collectors and Patrons of Art, 1870-1906. Osborne also discusses preparing a catalog of Mrs. Stanford's collection of Murano glass, Venetian Glass of the 1890s: Salviati at Stanford University. Both publications are still in print. Osborne describes several other exhibitions and catalogs she helped to organize, including one on the drawing collection.

While the 1906 earthquake had devastated the original Museum, leaving it in ruins for many years, Osborne remembers the day of the 1989 Loma Prieta earthquake, which closed the Museum for a decade.

Osborne concludes by describing a gift to the Museum from M. J. and A. E. van Loben Sels, a major collection of drawings by American landscape architect William Trost Richards, which had been kept in a shack behind their house. She recalls preparing an exhibition and catalog of those works, with the support of new Museum director, Thomas K. Seligman, and she contrasts his leadership with that of Eitner.


Related Materials
See also Faculty and interviews (Series 5) for additional interviews.

Scope and Contents

The panelists describe how they came to work at Stanford, and the different family situations they each found themselves in when they began their careers. They discuss the lifetime of hard work and dedication necessary to be a woman paving the way for female representation in the academia. They shed light on the different atmospheres they experienced starting out in their respective fields, including prejudice against and indifference towards them as young women. The panelists go into great detail about the influence and importance of the rise of feminism to not only their own careers, but to the university and the academia in general. They discuss the evolution of issues such as tokenism, affirmative action, the sexual harassment “troubles” of the 1970s, and the interplay between the anti-war and civil rights movements and the feminist movement. The panelists look back to certain points in their careers where they feel being a woman gave them undue influence or promotion, and discuss the implications of this on the advancement of the feminist cause.

Throughout, the panelists share richly drawn anecdotes and humorous personal stories that have stuck with them over the years, such as Herzenberg’s incredible account of dinners with scientists Erwin Schrodinger and Albert Einstein, and the overwhelmingly positive feminist reaction, and the subsequent reversal of it, to Maccoby’s The Psychology of Sex Differences. They reflect on what they have learnt and what they hope they have enabled the women they taught and the young girls of the future to achieve, adding jokingly that taking computer science or becoming an engineer is the best advice they can give. They discuss passionately the direction in which gender equality is moving across the board, from the technology and science industries, to English and psychology faculties in the academia.

Subjects and Indexing Terms

Herzenberg, Leonore A.
Lewenstein, Marion
Maccoby, Eleanor E.
Packer, Nancy Huddleston

Stanford Pioneering Women Tier II: Women Faculty Hired at Stanford in the Late 1960s and Early 1970s 2016-11-01

Subjects and Indexing Terms

Donaldson, Sarah S.
Lougee, Carolyn Chappell
Quinn, Helen R.
Strober, Myra H.
Traugott, Elizabeth C.