

David Benson, Track 3

Tape 2, Side B

JB: _____ (??)

DB: My basic point is that I can't say without the threat, without the intimidation, whether or not those departments would have developed. I believe that they probably would have, and they would have probably developed somewhat slower and with a little better base than they did.

JB: One of the risks of framing questions for an oral history interview, it's a time-consuming process, in which you think through any questions you ultimately discard, and put in questions at the last minute you hadn't planned to ask and so on, as these latter ones have been, but you may miss all together the key question. And the person who is the interviewee knows what that key question ought to be. (laughs) And I've had that happen, so I always tend to conclude an interview asking, "What would you have expected or wished me to ask that I didn't?"

DB: I think you covered it very thoroughly. I think there are some aspects of the state of California and the larger environment of California's higher education that are obviously tre—of tremendous importance to the development, and how Northridge developed. But that's a totally different perspective in terms of, it's a perspective I've gained after thirty years in the system. Having a sense of where our campuses are now, and where they were when they started, and what the expectations of the people of California were when we started and what they are now. And how our system compares with the University of California then and now. And I think it's been a very, very healthy development for our system. And each campus, Northridge being one very prime example of a campus that started about the same time our system was formed. And so, ours—it represents those campuses like Sonoma and Fullerton and some others that were started in sixties, or late fifties, and they had a different approach than the old teachers' colleges that had a hundred years behind them at San Jose and Humboldt and Chico and San Diego State and so on. And I think Northridge, the, probably came from no where within its first thirty years to becoming a major regional university in the United States as well as any campus could be expected to, because if you look at Northridge today, you see a very regional major university. It's not a UCLA because it shouldn't be. We're different institutions, we have a different purpose and a different function. And I think we didn't fully understand that as it was formed, but I think it is becoming more and more clear to faculty. Many faculty, who came to Northridge who felt it was going to be a three- or four-year stint, and they would be able to go elsewhere to carry on their career. I think now faculty who come to Northridge understand, this is a career, this is a place to be, this is a place where a good education is going on, and this is a major regional university. So, it's emerged within the state of

California and higher education, as simply a fine model of higher education. You know, I think that I'm very pleased that I was part of it for twenty-three years in various roles.

JB: Are there other concluding thoughts you would like to add to the tape? Close it down?

DB: No, no I think that we're fine. I think we can close off your tapes and—

[END OF TRANSCRIPT]