BANCROFT LIBRARY

THE LIBRARY
OF
THE UNIVERSITY
OF CALIFORNIA

FARNHAM P. GRIFFITHS, THE UNIVERSITY OF CALIFORNIA,
AND THE CALIFORNIA BAR

INTRODUCTION

Farnham P. Griffiths was for many years a member of the eminent law firm of McCutcheon, Thomas, Matthew, Griffiths, and Greene in San Francisco; he also had a lifetime intimate connection with the University of California: He attended the University when it was coming into greatness under the presidency of Benjamin Ide Wheeler; and he served as Dr. Wheeler's secretary during 1906 and 1907 and again from 1910 to 1913. (In the interval he was at Oxford, studying law as a Rhodes scholar.) Twice in his career he taught at the University's law school: as a young man he lectured on Roman Law, and in the spring of 1954 he gave a course as "Regents' professor." He was also a member of the Board of Regents during one portion of the great loyalty oath controversy of the late 1940's.

To preserve a record of the memories of this man who lived through so much of the recent history of the California legal profession and of the University, the following interview was tape-recorded on March 17, 1954 in his law offices high above the clang of cable cars and the hum of traffic in San Francisco's financial district. Dr. Robert E. Burke of the Bancroft Library suggested the interview. It was conducted by Professor Walton Bean of the University's History Department and by Corinne L. Gilb under impromptu

INTRODUCTION

[illegible] Griffith was for many years a member of the [illegible] law firm of McCutchen, Olney, Mattoon, [illegible], and Greene in San Francisco; in later years a [illegible] private practice with the University of California: he attended the University [illegible] law school under the presidency of [illegible] Benjamin Ide Wheeler; [illegible] served as Dr. Wheeler's secretary during 1904 on [illegible] from 1910 to 1917. In the interval he was [illegible], teaching law [illegible] Thus in [illegible] years he taught at the University's law school as a [illegible] lecturer on Roman law, and in the spring of [illegible] a course on "Mercantile Problems." He was [illegible] member of the Board of Regents during the position [illegible] loyalty oath controversy of the late 1940's.

[illegible] a record of the memories of this man who [illegible] of the recent history of the California [illegible] Corporation and of the University, the following [illegible] tape-recorded on March 17, 1958 in his law [illegible] the client of early days and the hum of [illegible] in Wheeler's financial district. Mr. Robert [illegible] of the Bancroft Library suggested the interview. [illegible] be preserved within Dean of the University's [illegible] department and by Corinne L. Gilb under improvements

circumstances. (Neither interviewer had met Mr. Griffiths until five minutes before the interview took place.) The transcript if consequently far from detailed in its exploration of the subjects under consideration. It has been preserved, however, as one form of documentation, to be supplemented by others. It was edited by Mr. Griffiths just before he died.

Corinne L. Gilb

Bancroft Library

Some Vital Statistics

Farnham P. Griffiths

Born - Alturas, Modoc County, California, 1884

Raised in Eureka; his father was a Congregationalist minister

Educated - Eureka High School

- University of California, 1902-6
- Balliol College, Oxford University, 1907-10
- M.A., Balliol College, 1925

Lecturer in Law, University of California, 1910-1913; 1915-29

Graduate representative on the ASUC executive committee, 1937-1947

Regent of the University, 1948-51

LL.D. - Kenyon College, Ohio, 1951

- University of California, 1952

Chairman of Rhodes Scholarship Committee for Northern California, 1948

Past president - Bohemian Club, San Francisco Bar Association, San Francisco Marine Exchange

Former trustee - Mills College

- - - -

Farnham Griffiths died June 30, 1958, "an outstanding figure in the life of the San Francisco Bay Area." He had three sons: Gordon, Henry, and Quentin.

Some Vital Statistics

Barbara L. Griffiths

[illegible] - Pomona, Hoover Junior, Delaware, 1964

[illegible] in Europe; his father was a Congregationalist minister

[illegible] - Sunset High School

- University of California, 19[illegible] -

- Wellesley College, Oxford Civil [illegible], 1967-70

- [illegible], Wellesley College, 1[illegible]

[illegible] of law, University of California, L.L.[illegible]-1[illegible]; 197[illegible]-

[illegible] secretary to the [illegible] economic committee,

1[illegible]-1969

[illegible] University, 19[illegible]-[illegible]

[illegible] - Denver College, Ohio, 1971

- University of California, 1[illegible]

[illegible] of Goodie Scholarship Committee for Southern

California, 1972

[illegible] - Phoenix Club, San Francisco Bar

Association, San Francisco Marine Lawyers

Common Trustee - Wills College

- - - -

[illegible] Statistics Date 30, 19[illegible], "an outstanding

[illegible] in the life of the San Francisco Bar Association." He had

three sons: Gordon, [illegible], and [illegible].

TABLE OF CONTENTS

TABLE OF CONTENTS

I. EDUCATION AT OXFORD AND THE UNIVERSITY OF CALIFORNIA, 1902-1910

Rhodes Scholarships

Griffiths: I don't remember exactly, about 1900, I suppose, the Rhodes scholarships were announced. When my father read about them in the papers he became interested. When I came to college (the University of California) in September of 1902, my father came down with me from Eureka and took me in to see President Wheeler, whose office was then in South Hall. President Wheeler had various circular announcements about the Rhodes scholarships. There was a whole room full of people in the president's outer office -- mostly, as I recollect, members of the faculty waiting to see the president. There was a large entrance office in which the secretary to the president sat with waiting members of the faculty and others sitting around the walls. There was a center desk occupied by Victor Anderson, who was secretary to the president. When I walked in with my father, President Wheeler came to the door that led into his inner office -- I can see

[illegible]

[illegible] 1. [illegible]

[illegible]

[illegible]

Griffiths: him standing there now -- and informally talked about what the general requirements for the Rhodes scholarships were: sophomore standing, age nineteen to twenty-five, and other details. We did not go into the president's inner room but got pretty much what we wanted in the way of information through the president's general statement which was given, as I have said, so to speak to the waiting audience at large.

The first Rhodes scholarships examinations were given in the spring of 1904 in my sophomore year. In those days we had to take qualifying examinations and the papers were sent back to Oxford. They were like admission examinations or, using the Oxford term, Responsians. The Oxford people read them and then advised the committee in California who had passed the qualifying examinations. Then the committee in California appointed the scholar of the year. In those early days the appointments went by rotation: to the University of California the first year (William C. Crittenden, 1904); to Stanford the second year (Hugh Moran, 1905); the third year was blank under

Griffiths: the prevailing Rhodes scholarship rules; and the fourth year was for students from one of the colleges in California other than Stanford and California.

This was the California system. It was not generally approved and I believe that most of the other states did not follow it but made the competition open to all qualified colleges in each state every year except for the arrangement with third year blank in certain designated states. Originally, there was a scholarship available, provided the committee approved and Oxford approved, for every state in the Union. In later years the states were divided into designated districts. States were nominated to a district committee and the district committee made the selections with a possibility thereafter of two nominations from each of three states and some states consequently without receipt of appointments. I do not pretend that this detail is accurate. For detailed information, historical and otherwise, write to the secretary of the Oxford Rhodes Scholarships Trust, who is now Courtney Smith of Swarthmore

Griffiths: College, Swarthmore, Pennsylvania and ask him for reference books, several of which have been written by President Frank Aydelotte, first American secretary of the Rhodes Trust, and by others. In this informal interview, I do not pretend to be strictly accurate.

Legal Training

Gilb: Did you know you wanted to study law when you went to Oxford?

Griffiths: When I went over I did; not at this time I'm telling you about. I wanted to be a professor of history, then. No, I didn't decide about the law until I got the scholarship much later. Billie Crittenden got the appointment that first time. It was several years later when they came back again that I got the appointment. Nineteen-hundred and six, I guess it was. I went over in 1907, I know that. In the meantime I'd been secretary to President Wheeler.

I only got interested in studying law (I wasn't much interested in it even then) because I had to decide what to take at Oxford and Professor Stephens said I'd better have two

Griffiths: strings to my bow. I had already studied history, and he thought it would be better if I then studied law because then I could always either practice or teach. If I studied history, then I could only teach. So I studied law, and as a matter of fact I did teach law after I came back. It was five or six years before I began to practice at all. I came back and was secretary to President Wheeler again beginning in 1910.

Gilb: I'm interested in your legal education, at Oxford. Was it very different from what you would get here?

Griffiths: Yes. They don't teach by the case system as they do in the law schools here. You didn't have to attend any classes if you didn't want to. If your tutor suggested that you take such and such lectures you took them. You were preparing for examinations which had nothing to do with attending classes or anything of that sort. On the advice of your tutor you'd decide what books to read and what classes to attend. There was great emphasis on Roman law and general jurisprudence and all the theoretical subjects.

[illegible] allowance to my book. I had already studied History, and he thought it would be helpful if I took [illegible] History for entrance than I could always either practice or teach. If I studied History, then I could only teach. So I studied law, and as a matter of fact I did study law after I came [illegible]. [illegible] five or six years before I began to practice my [illegible]. I came back and was teaching in [illegible] physics again [illegible] in 1920.

[illegible] interested in your legal education, or [illegible]. Was it very different from what you were [illegible] at home?

[illegible] Well, one's teach by the same [illegible], they do in the law school here. You don't give [illegible] any lectures if you didn't want to. [illegible] your tutor suggested that you take such and such lectures [illegible] those times. You were preparing [illegible] [illegible] which was reading in an with attendance [illegible] or anybody of that sort. So the [illegible] of course tutor you'd decide what [illegible] to [illegible] and [illegible] lectures to attend. There was [illegible] to have law and economics just [illegible] theoretical subjects.

II. SAN FRANCISCO ATTORNEY

Bar Examination

Gilb: Did you have trouble when you came to take the bar examination here? Did you have to study specially to take it?

Griffiths: I didn't take it until four or five years after I came back, and then I'd been teaching law for awhile. As a matter of fact, I was much worried about it. But I had no trouble at all because in those days for admission to the bar you didn't have the Committee of Bar Examiners you have today, you know. You went before the District Court of Appeal. And they tended to ask you more questions on the history of English law, Blackstone, and all that sort of thing. The examinations were oral mainly, followed by a very short written examination. They'd bring in four or five at a time before this court, and they'd throw questions at them. And it so happened that for all the questions I got, the work I'd taken at Oxford was excellent preparation. They asked me the history of the feudal system.

Griffiths: It wouldn't be true today -- I couldn't pass with that kind of preparation.

Gilb: Very different from what it is today.

Griffiths: Entirely different.

Gilb: You worked later on on the Committee of Bar Examiners, didn't you? What years were you on the committee?

Griffiths: Quite a few years ago. I was on for several years with Delger Trowbridge; he was the chairman at the time.

Gilb: Was that before the State Bar was in effect?

Griffiths: Oh, no. When did the State Bar come in?

Gilb: Nineteen-twenty-seven.

Griffiths: The State Bar was in effect, yes.

Gilb: It must have been in the early thirties, then. What were your duties as a member of the committee?

Griffiths: We prepared and superintended the examination. We prepared the questions. Mr. Trowbridge and I used to sit right here in this office working on those. I don't think they do that nowadays. Outsiders prepare the law questions. And then we also ourselves conducted the oral examination. Those were given after the written examination.

Griffiths: The candidates were assigned, you see, to the various committee members. You'd get groups of, I dare say, five or ten a day to examine.

Gilb: And what did you ask in the oral examination?

Griffiths: Anything we wanted. It depended a great deal on how the examinees acted. I remember one young lady who was so nervous that she couldn't seem to answer anything. So I tried -- I remember this, I said to her: "I can see that you're nervous and frightened and can't answer, so I won't put you any questions. I'll just ask you to ask yourself questions and answer them." But she couldn't do that. She couldn't think.

Gilb: Did you pass her?

Griffiths: Oh, yes. She was all right on her written.

Gilb: When did they stop giving that oral examination?

Griffiths: I don't remember.

Gilb: It's been a long time.

With McCutcheon, Olney, Mannon, and Greene

Gilb: What got you interested in admiralty law?

Griffiths: I came into the office here on July 1, 1913. I'd been several years teaching at the law

Griffiths: school, and I'd been altogether -- let's see -- four years secretary to President Wheeler. And I'd gone up to Sacramento with Jim Moffitt and others, on University matters, sometimes to see the governor. And I got acquainted with Warren Olney, and he asked me some time in the spring of 1913 if I wouldn't like to come over to San Francisco to his law office. I considered it for awhile and came over. At first I was working mostly with Judge Olney, who was attorney for the regents, on University matters. Most of my time was spent on University work, you see. That went on I think for four or five years until one day Judge Olney told me that Mr. Campbell, who was in charge of the admiralty work in the office here, was overwhelmed and needed some help and wondered if I wouldn't transfer to the admiralty work. I wasn't entirely sure I knew what admiralty was, but that suited me as well as anything else, and so -- I didn't hear any more until I asked Mr. Campbell what had happened, and he said Judge Olney was so busy he decided he couldn't release me. Then some time after that

[illegible] account, and "I can't disappoint -- isn't one -- like you's supposing to [illegible] Dunlap. [illegible] I'll make it up to [illegible] with the [illegible] [illegible] object, on [illegible] [illegible], consulting [illegible] to [illegible] [illegible]. [illegible] I got [illegible] [illegible] [illegible]

Griffiths: they took it up again, and so I went over to help Mr. Campbell. From then on, I spent all my time on admiralty with Mr. Campbell, until Mr. Campbell in 1917 or '18, during the first World War, was appointed attorney to the United States shipping board. He went to Washington. Then after the war was over we asked him to come back, but Mr. Kirlin, who was head of a very prominent admiralty firm in New York (still there), offered Mr. Campbell a partnership there. And he stayed on. In the meantime, I'd been doing the admiralty work here.

Gilb: Have you noticed any changes in the nature of your practice over the years in admiralty?

Griffiths: Oh, I shouldn't think noticeably so, except that I think that there are fewer collision cases now than there used to be, owing to radar. We don't have as many collisions. Collisions tend to be the major cases in admiralty. I don't think they litigate as many as they used to, anyway. The insurance companies largely control admiralty cases, and they tend to settle.

Gilb: Your work brought you into contact with the

Gilb: waterfront disputes, didn't it? When did you first have contact with the waterfront troubles?

Griffiths: I don't know. There were labor disputes more or less all the time. Mainly, I guess, there was what was called the big tankers' strike, which I think was 1934 or '35 -- lasted many months -- and I was representing the shipowners in that fight. There was an arbitration, some kind of hearing. Oscar Cushing was chairman of it. And Mr. Phleger, class of 1912, handled it for the shipowners. But that was the shipowners as a group, as I remember it. Mine was tankers' strike of '34 or '35.

Gilb: Did you ever meet Harry Bridges?

Griffiths: I never met him in the sense of having any business or dealings with him. I'd heard him speak at some big meeting at the Civic Auditorium. Roger Lapham spoke -- I don't suppose he was mayor then.

Gilb: What was your impression of Bridges?

Griffiths: I don't know whether I'll answer that. I don't mean to convey anything by that. But I don't think I should.

Some Outstanding Attorneys in Northern California

Gilb: Can you tell us who have been some of the outstanding lawyers of San Francisco during the period of your practice -- conceding, of course, that there may be others we don't happen to mention?

Griffiths: I think of Mr. Herman Phleger, who is now legal advisor in the State Department -- he's as outstanding as any. He used to be secretary of the Alumni Association, was in the class of 1912. He was at Harvard, I think, for about a year, and then came back here. Dean McMurray, who was very close to the Alec Morrison office, got him in there. He was in that office and eventually became a partner. He's partner still. His son is over there now. Oh, I think Herman Phleger is as outstanding as any. Of course, if you're going back, there are people like Alec Morrison, great benefactor to the University, and Peter Dunne, who was one of the great trial lawyers. His son, Arthur Dunne, is a prominent lawyer today. He's one of the speakers in this class I'm conducting

Some Interesting Discovery
in Connection with Jiggs

[illegible]

[illegible]

Griffiths: over there at the University. I suppose the outstanding trial lawyer of his period was Theodore Roche. You know, he has just retired. A very great trial lawyer. My old senior partner, Mr. McCutcheon, I think was one of the best of them. Judge Olney, father of the Warren Olney who is now Assistant United States Attorney. Herbert Clark, one of the best general lawyers today in San Francisco. He's about seventy-two years old, now. He was a partner of Mr. Morrison and was very active in the public affairs of the bar and one of the best-known lawyers. I don't know where to stop; I could go on naming lawyers like this for hours.

Gilb: Well, this is very helpful, because if someone does write the story of law in this area he will need to know what men to look up.

I also wanted to ask you if you'd done any other work with the Bar Association other than your work on the Committee of Bar Examiners?

Griffiths: Well, I was on the Committee for the Administration of Justice of the State Bar for a good many years, and I was president of the San Francisco

[illegible]: over there at the [illegible]. I suppose the outstanding [illegible] lawyer of his period was [illegible]. You know, he was just retired. A very [illegible] total lawyer. My old senior partner, [illegible], incidentally, I think was one of the [illegible] of [illegible]. [illegible] Chief, Justice of the Alameda County [illegible] Supreme Court [illegible]. Herbert Clark, one of the [illegible] [illegible] lodge in San Francisco. He's about [illegible] years old, now. He was a partner [illegible]. Harrison and was very active in the social circles of the bar and one of the man-about-town lawyers. I don't know where to [illegible]; I could go on reading lawyers like this [illegible].

Hill: This is very helpful, because if someone does write the story of law in this area we will need to know what was to know us.

I also wanted to ask you if you'd done any [illegible] work with the bar association other than just work on the Committee of Bar Examiners?

[illegible]: Well, not on the Committee for the admission of members of the State Bar for a good many years, and I was president of the San Francisco

Griffiths: Bar Association. And I think I've been on various other committees of one sort or another.

A Course on the Legal Profession, 1954

Gilb: And we are also very much interested in the course you are giving at the University of California Law School right now. Will you tell us how you went about working out the ideas for it?

Griffiths: The president told me last fall that the regents had in mind establishing some professorships -- Regents' Professors in the various subjects, including the law school. And he asked me if I would undertake to give a course in law on any subject that I wanted to, and to talk it over with the dean. Then Dean Prosser afterwards spoke to me. I considered and talked with the dean about giving a course in admiralty law, which seemed to be the natural thing. And then in some of these conferences, it was suggested -- I don't know by whom -- that perhaps it might be well to have a course on the practice of law, to give the boys in the law school some view of the

Griffiths: law as conducted in the offices and the courts since in law school they were mostly dealing with books and didn't see the practical side.

I had heard that this had been tried elsewhere down in Southern California, and so I went down there and talked with the man in charge, and looked into it a little, and suggested to the dean that we might have the course with a panel of lecturers, which I would run, you see, administer, and have a different man come over each day. That seemed to appeal to the law school and the president approved it. And then I went to work to lay out the course, with the help of the dean and the assistant dean of the law school. We finally hit upon a series of ten subjects, in consultation particularly with Homer Crotty, who was president of the state bar and very interested in the course in Southern California. And Judge Philbrick McCoy was also very interested. I decided to model the course somewhat along those lines. I went south twice and looked over their list of readings and so forth. And then I drew up a list of ten lectures and got the lawyers and judges to take each one of

Griffiths: these lectures. And they agreed on the dates. We set the time for Monday nights and followed the plan which is followed in the south also of meeting the speakers at dinner first for an hour, then having the lecture of the evening, and then an hour of questions. So it would run from six to nine.

Gilb: Have you run into any problems?

Griffiths: No, I don't think so. Except that I took a tough subject myself in trying to give the history of the profession, from Greek to Roman days and up to date in an hour!

Gilb: Are you going to teach this course again next fall?

Griffiths: No. Normally they have just one Regents' Professor each term, in different departments.

III. THE UNIVERSITY OF CALIFORNIA UNDER BENJAMIN IDE WHEELER

Gilb: Professor Walton Bean (of the University of California Department of History) is interested in the history of the University, and I think he will ask you the questions he has in mind about that.

Bean: I think I mentioned earlier, Mr. Griffiths, that I've been writing a general history of state universities, or rather a volume on some aspects of that. And I am, of course, especially interested in your recollections as secretary to President Wheeler. One of the most interesting themes in this study I'm doing is the evolution of the office of the university presidency -- of state university presidencies. Taking different periods and different men all over the country as examples of different types of presidents.

Griffiths: You've got two very different presidents in Robert Sproul and Benjamin Ide Wheeler, one an eminent Greek scholar and administrator, a great administrator with also a thorough understanding and sympathy with the faculty. Wheeler had a

III. THE UNIVERSITY OF CALIFORNIA UNDER BENJAMIN IDE WHEELER

Gill: Professor Walton Bean (of the University of California Department of History) is interested in the history of the University, and I think he will ask you the questions he has in mind about that.

Bean: I think I mentioned earlier, Mr. Griffiths, that I've been writing a general history of state universities, or rather a volume on some aspects of that. And I am, of course, especially interested in your recollections as secretary to President Wheeler. One of the most interesting themes in this study I'm doing is the evolution of the office of the university presidency -- of state university presidencies. Taking different periods and different men all over the country as examples of different types of presidents.

Griffiths: You've got two very different presidents in Robert Sproul and Benjamin Ide Wheeler, one an eminent Greek scholar and administrator, a great administrator with also a thorough understanding and sympathy with the faculty. Wheeler had a

Griffiths: great career as a classical scholar, I guess more philology than anything else. He became professor at Cornell when he was about twenty-seven years of age. He was there when Charles Evans Hughes was teaching and Henry Morse Stephens was there. That's how Morse Stephens and Wheeler got to be such close friends. Wheeler was there from I think about 1887 until when he came to California in 1899. Now, on the other hand, Robert Gordon Sproul graduated as a civil engineer from this University. I think he was in the city engineer's office in Oakland for one year, and then he came here as cashier in the comptroller's office and from there went on clear up on the business side. He also was in full understanding and sympathy with the faculty. Both were very great presidents. But there you get quite a contrast of types of people who become college presidents.

Bean: Do you feel that the time had something to do with it, the relative degree of complexity of the University, say, at the time when you were secretary to President Wheeler as distinct from the later period?

Griffith: great career as a classical scholar, I guess more philology than anything else. He became professor at Cornell when he was about twenty-seven years of ago. He was there when Charles Evans Hughes was teaching and Henry Morse Stephens was there. That's how Morse Stephens and Wheeler got to be such close friends. Wheeler was there from I think about 1887 until when he came to California in 1899. Now, on the other hand, Robert Gordon Sproul graduated as a civil engineer from this University. I think he was in the city engineer's office in Oakland for one year, and then he came here as cashier in the comptroller's office and from there went on clear up on the business side. He also was in full understanding and sympathy with the faculty. Both were very great presidents. But there you get quite a contrast of types of people who become college presidents.

Bean: Do you feel that the time had something to do with it, the relative degree of complexity of the University, say, at the time when you were secretary to President Wheeler as distinct from the later period?

Bean: What recollection do you have of the kind of administrative problems that came up when you were secretary to President Wheeler -- could the same kind of administrative problems be solved by the president alone today, in view of the greater complexity of the University?

You might recall examples, perhaps.

Griffiths: Sure. Of course. Though there were deans in those days, of course, but nothing like the organization that you have today.

Bean: Do you recall incidents that would illustrate President Wheeler's approaches to the solution of administrative problems in general as president?

Griffiths: I don't just get the question. The president was pretty familiar with all that was going on in education in the country. He used to go east constantly and al that sort of thing.

Gilb: I wonder if I could -- I wonder what your duties were as secretary? What did you do for him? What was your job?

Griffiths: I lived in the Faculty Club for a little while. I used to come in and go through all the mail

Sean: What recollection do you have of the kind of administrative problems that came up when you were secretary to President Wheeler -- could the same kind of administrative problems be solved by the president alone today, in view of the greater complexity of the University?

You might recall examples, perhaps.

Griffiths: Sure. Of course. Though there were deans in those days, of course, but nothing like the organization that you have today.

Sean: Do you recall incidents that would illustrate President Wheeler's approaches to the solution of administrative problems in general as president?

Griffiths: I don't just get the question. The president was pretty familiar with all that was going on in education in the country. He used to go east constantly and at that sort of thing.

Gilb: I wonder if I could -- I wonder what your duties were as secretary? What did you do for him? What was your job?

Griffiths: I lived in the Faculty Club for a little while. I used to come in and go through all the mail

Griffiths: first, take care of a good many letters myself. Others I put in the president's desk with memoranda or suggestions. And make appointments and see everybody first. And I used to meet visitors and drive them to the University -- I remember driving Theodore Roosevelt when he was here.

Bean: Was that at the time of his famous address in the Greek Theatre?

Griffiths: Well, he spoke more than once in the Greek Theatre. He spoke in the Greek Theatre in 1902 at commencement, which I think was the first use of the Greek Theatre. He gave the commencement address. He was a great friend of President Wheeler's. Then he spoke again as Charter Day speaker in March, 1911. And I imagine that he was here on the campus another time, but those are the two that I recall particularly.

Bean: Yes. I was thinking of the famous speech in which he made a reference to the Panama Canal.

Griffiths: Let's see. That was when he said, "While Congress was talking about it, I did it." Oh, I think that must have been in the 1902

Griffiths: First, take care of a good many letters myself. Others I put in the president's desk with memoranda or suggestions. And make appointments and see everybody first. And I used to meet visitors and drive them to the University -- I remember driving Theodore Roosevelt when he was here.

Bean: Was that at the time of his famous address in the Greek Theatre?

Griffiths: Well, he spoke more than once in the Greek Theatre. He spoke in the Greek Theatre in 1902 at commencement, which I think was the first use of the Greek Theatre. He gave the commencement address. He was a great friend of President Wheeler's. Then he spoke again as Charter Day speaker in March, 1911. And I imagine that he was here on the campus another time, but those are the two that I recall particularly.

Bean: Yes. I was thinking of the famous speech in which he made a reference to the Panama Canal.

Griffiths: Let's see. That was when he said, "While Congress was talking about it, I did it." Oh, I think that must have been in the 1902

Griffiths: commencement. But I am not certain.

Bean: Can you recall the general ideas President Wheeler had about the University curriculum? During the time that you knew him intimately, were there any particular changes that he felt ought to be made or improvements that ought to be made?

Griffiths: I think he made an infinite number of improvements, but every college president is bound a good deal by the conditions surrounding him. I know there were many departments in which he would have liked to have made some appointments, but he had to observe security of tenure and all that sort of thing -- wait for meh who were of long standing here to move on before he could make the sort of appointments that he would like to make. But his appointments were all very great when he had a free hand, such as getting Morse Stephens out here. Then he filled the Mills professorship which was vacant for a long time after Howison died. He searched the whole world. I remember his writing to Josiah Royce at Harvard and saying in effect that he didn't know whether or not Royce might be interested in

Griffiths: commencement. But I am not certain.

Bean: Can you recall the general ideas President Wheeler had about the University curriculum? During the time that you knew him intimately, were there any particular changes that he felt ought to be made or improvements that ought to be made?

Griffiths: I think he made an infinite number of improvements, but every college president is bound a good deal by the conditions surrounding him. I know there were many departments in which he would have liked to have made some appointments, but he had to observe security of tenure and all that sort of thing -- wait for men who were of long standing here to move on before he could make the sort of appointments that he would like to make. But his appointments were all very great when he had a free hand, such as getting Morse Stephens out here. Then he filled the Mills professorship which was vacant for a long time after Davidson died. He searched the whole world. I remember his writing to Josiah Royce at Harvard and saying in effect that he didn't know whether or not Royce might be interested in

Griffiths: coming here, because he had a great position at Harvard -- possibly he might be tempted to come back to his own university, and if he would care to do that there would be no difficulty on the financial side because he could just name the salary that he wanted. Which, of course, showed his confidence in Josiah Royce. I remember Royce wrote back saying he was complimented, that he was not going to come, but it did give him the opportunity to go to President Eliot -- was it, in those days? -- saying if for any reason he would like to be relieved of Royce, Royce had a position where he could go. Eliot said he didn't want him to go, and that ended that. Wheeler had an extraordinary knack in dealing with people.

Bean: I was thinking of advice from the departments, from the faculty to the president.

Griffiths: Oh, he used to consult them a lot. He used to make up the budget all by himself, there at the table, in consultation with ... they didn't have these elaborate budget committees; when the budget came along in the spring, he'd call in the heads of the various departments and discuss the budget of that department.

Griffiths: coming here, because he had a great position at Harvard -- possibly he might be tempted to come back to his own university, and if he would care to do that there would be no difficulty on the financial side because he could just name the salary that he wanted. Which, of course, showed his confidence in Josiah Royce. I remember Royce wrote back saying he was complimented, that he was not going to come, but it did give him the opportunity to go to President Eliot -- was it, in those days? -- saying if for any reason he would like to be relieved of Royce, Royce had a position where he could go. Eliot said he didn't want him to go, and that ended that. Wheeler had an extraordinary knack in dealing with people.

Dean: I was thinking of advice from the departments, from the faculty to the president.

Griffiths: Oh, he used to consult them a lot. He used to make up the budget all by himself, there at the table, in consultation with ... they didn't have these elaborate budget committees; when the budget came along in the spring, he'd call in the heads of the various departments and discuss the budget of that department.

Bean: Would you tell us a little more about what you consider the secrets of Wheeler's success in getting the great men to come that he did?

Griffiths: He was a great scholar himself, and well known and respected throughout the country. He was well known not only in universities but also among leading figures at the time. He had a very wide acquaintance in which he was very much interested and kept it up. He was very much interested in politics. He always wanted to go to the national conventions, would always write in advance and get reservations if he could and see the conventions. He was active in politics when he was at Cornell. I think he was chairman of the Democratic committee in that area. He had a tremendous interest in people.

Bean: You think that his wide acquaintance with other scholars was perhaps the most important part of his work in recruiting faculty?

Griffiths: He knew how to find great men. Yes, that's right. And he knew how to invite them, too. Oh, I think that probably was ... I think he had an enormous success in building a great faculty, therefore a great University. Because

Bean: Would you tell us a little more about what you consider the secrets of Wheeler's success in getting the great men to come that he did?

Griffiths: He was a great scholar himself, and well known and respected throughout the country. He was well known not only in universities but also among leading figures at the time. He had a very wide acquaintance in which he was very much interested and kept it up. He was very much interested in politics. He always wanted to go to the national conventions, would always write in advance and get reservations if he could and see the conventions. He was active in politics when he was at Cornell. I think he was chairman of the Democratic committee in that area. He had a tremendous interest in people.

Bean: You think that his wide acquaintance with other scholars was perhaps the most important part of his work in recruiting faculty?

Griffiths: He knew how to find great men. Yes, that's right. And he knew how to invite them, too. Oh, I think that probably was ... I think he had an enormous success in building a great faculty, therefore a great University. Because

Griffiths: it wasn't a great University until he came. Its greatness dates from Wheeler.

Bean: Of course, this has been often said.

Gilb: How did you happen to become his secretary?

Griffiths: In my junior year in college I became reader for Thomas Walker Page, professor of medieval history. No, not in my junior year; in my junior year I took a course in medieval history. In my senior year I became his reader. And I was sitting in the history office one day -- now when was it? Perhaps during the summer session. The history office was in California Hall and the president's office was upstairs, and he just dropped in. I happened to be sitting there, and he said he wanted to see me a minute if I could spare the time. So I went up, of course. And he then asked me if I'd ... he said that Mr. Hallett, who was his secretary, was resigning, and he asked me if I'd be his secretary. So, I said that I would like to talk to my father and Professor Stephens. He said, "You can talk to your father, but you can't talk to Professor Stephens." The reason was, as I heard afterwards, that they

Griffiths: It wasn't a great University until he came. Its greatness dates from Wheeler.

Bear: Of course, this has been often said.

Gill: How did you happen to become his secretary?

Griffiths: In my junior year in college I became reader for Thomas Walker Page, professor of medieval history. No, not in my junior year; in my junior year I took a course in medieval history. In my senior year I became his reader. And I was sitting in the history office one day -- now when was it? Perhaps during the summer session. The history office was in California Hall and the president's office was upstairs, and he just dropped in. I happened to be sitting there, and he said he wanted to see me a minute if I could spare the time. So I went up, of course. And he then asked me if I'd ... he said that Mr. Hallett, who was his secretary, was resigning, and he asked me if I'd be his secretary. So, I said that I would like to talk to my father and Professor Stephens. He said, "You can talk to your father, but you can't talk to Professor Stephens." The reason was, as I heard afterwards, that they

Griffiths: always had supper together Sunday evening, and he had apparently talked to him and Stephens wanted me to go on with history. So Wheeler knew that he would advise against it. He said, "Go and talk to your father." I did, and my father thought I ought to take it, so I did. I don't remember whether that was in spring, or during the summer session.

Bean: We have the date, I think,here -- if this is correct -- of June, 1906, for your becoming secretary to President Wheeler. Rhodes scholar, Balliol College, Oxford, 1907-10. You had graduated?

Griffiths: I graduated in 1906, yes. We all came back for graduation and commencement because we had no classes beyond April 18, the earthquake.

Bean: It was about the time of your graduation from the University that you became secretary to the president?

Griffiths: Miss Robb got all that up for me, so I've got it somewhere here. No, there it is. I thought that was wrong. Secretary to the president from September 23, 1906. So Hallett stayed on until the fall, and I was reader during that

Griffiths: always had supper together Sunday evening, and he had apparently talked to him and Stephens wanted me to go on with history. So Wheeler knew that he would advise against it. He said, "Go and talk to your father." I did, and my father thought I ought to take it, so I did. I don't remember whether that was in spring, or during the summer session.

Bean: We have the date, I think, here -- if this is correct -- of June, 1906, for your becoming secretary to President Wheeler. Rhodes scholar, Balliol College, Oxford, 1907-10. You had graduated?

Griffiths: I graduated in 1906, yes. We all came back for graduation and commencement because we had no classes beyond April 18, the earthquake.

Bean: It was about the time of your graduation from the University that you became secretary to the president?

Griffiths: Mice Robb got all that up for me, so I've got it somewhere here. No, there it is. I thought that was wrong. Secretary to the president from September 25, 1906. So Hallett stayed on until the fall, and I was reader during that

Griffiths: summer session in medieval history, and I was going to come back to do some graduate work in history. That's what I was going to do. Must have been about that time that the president came and asked me to be secretary, I guess. Because I don't think it was very long ahead. At any rate, September 23 was my appointment according to official University records. Then I stayed secretary from September, 1906, all through that year and along through the next summer until I left to go to Oxford in September, 1907. And then Ralph Merritt took over. But I stayed on until sometime in September. Oh, here it is. Resigned effective September 1st, 1907.

Bean: And then you became secretary to the president again?

Griffiths: Yes, in 1910.

Bean: When you returned from Oxford.

Griffiths: I was appointed as of July 1, 1910, and went right into the office as soon as I got back from Oxford, which I think was late July or August. But I began officially as of the beginning of the fiscal year.

Griffiths: summer session in medieval history, and I was going to come back to do some graduate work in history. That's what I was going to do. Must have been about that time that the president came and asked me to be secretary, I guess. Because I don't think it was very long ahead. At any rate, September 25 was my appointment according to official University records. Then I stayed secretary from September, 1906, all through that year and along through the next summer until I left to go to Oxford in September, 1907. And then Ralph Merritt took over. But I stayed on until sometime in September. Oh, here it is. Designed effective September 1st, 1907.

Bean: And then you became secretary to the president again?

Griffiths: Yes, in 1910.

Bean: When you returned from Oxford.

Griffiths: I was appointed as of July 1, 1910, and went right into the office as soon as I got back from Oxford, which I think was late July or August. But I began officially as of the beginning of the fiscal year.

Bean: Do you recall particular episodes or problems in the history of the University while you were secretary which you would like to recall here?

Griffiths: Lots of interesting things -- I don't know. I think I remember perhaps most vividly the sort of great occasions, like the Charter Days, and the speakers. I remember among the Charter Day speakers the president of the University of Virginia, what was his name? I thought he was the most eloquent, the greatest orator I ever listened to.

Bean: Alderman? Edwin Alderman?

Griffiths: Yes. Edwin Alderman. On a rainy day in the old gymnasium. And then who was the minister of the great Presbyterian church in New York and then became professor of English at Princeton, he was out here? As a Charter Day speaker. What's his name? My memory's awfully bad these days, for some reason.

Bean: I can't remember him.

Griffiths: He wrote all those books like Fishermen's Luck, and all that sort of thing. Henry Van Dyke. He gave a great Charter Day address. Up in the

Bean: Do you recall particular episodes or problems in the history of the University while you were secretary which you would like to recall here?

Griffiths: Lots of interesting things -- I don't know. I think I remember perhaps most vividly the sort of great occasions, like the Charter Days, and the speakers. I remember among the Charter Day speakers the president of the University of Virginia, what was his name? I thought he was the most eloquent, the greatest orator I ever listened to.

Bean: Alderman? Edwin Alderman?

Griffiths: Yes. Edwin Alderman. On a rainy day in the old gymnasium. And then who was the minister of the great Presbyterian church in New York and then became professor of English at Princeton, he was out here? As a Charter Day speaker. What's his name? My memory's awfully bad these days, for some reason.

Bean: I can't remember him.

Griffiths: He wrote all those books like Fishermen's Luck, and a lot that sort of thing. Henry Van Dyke. He gave a great Charter Day address. Up in the

Griffiths: Greek Theatre. I remember President Taft when he was out here.

Gilb: What sorts of problems worried President Wheeler the most?

Griffiths: He didn't seem to be bothered much. He had difficult days toward the end, but we won't discuss that.

Bean: Was that, you think, a characteristic of the relative simplicity of the problems at the time or was it simply President Wheeler's way of approaching work in general, President Wheeler's calm and unruffled personality?

Griffiths: Oh, I think his personality had agood deal to do with it. He didn't seem to get too flustered. He was very able and came to quick decisions. Of course, he had a simple University, all in one place, you know, compared with this thing where you dash back and forth to Los Angeles and all over the place. Most of his time was spent here when he wasn't on a trip east or on a little holiday or something. But he knew all the other college presidents pretty well. I remember Herman Phleger saying when he was at Harvard he once went to a meeting of, I

Griffiths: Great theatre. I remember President Taft when he was out here.

Gill: What sort of problems worried President Wheeler the most?

Griffiths: He didn't seem to be bothered much. He had difficult days toward the end, but we won't discuss that.

Sean: Was that, you think, a characteristic of the relative simplicity of the problems at the time or was it simply President Wheeler's way of approaching work in general, President Wheeler's calm and unruffled personality?

Griffiths: Oh, I think his personality had good deal to do with it. He didn't seem to get too flustered. He was very able and came to quick decisions. Of course, he had a simple University, all in one place, you know, compared with this thing where you dash back and forth to Los Angeles and all over the place. Most of his time was spent here when he wasn't on a trip east or on a little holiday or something. But he knew all the other college presidents pretty well. I remember Herman Phleger saying when he was at Harvard he once went to a meeting of, I

Griffiths: think, the American Association of College Presidents in Boston; all the great presidents were there, but when Benjamin Ide Wheeler came on the stand he outshone them all. Commanding presence. He had a wonderful presence. Always right away you felt you were in the presence of a very great man when you were with President Wheeler. There was something very great about him. Of course, he spoke beautifully. His speeches at commencement were always very good. He spoke to the students as "my children." That's the way he would start.

Of course, those were the days too, when we were building up student self-government. That he was really very proud of, the student self-government. He had great confidence in the students. He wasn't driven like the president is today. In my period, I think he had certain days of the week when his door was open and any student could come in and talk to him. They all came in during that student self-government period anyway, to talk to the secretary and the president about all their problems, most of the sort of things handled by an Executive Committee today were done by the president.

Griffiths: think, the American Association of College Presidents in Boston; all the great presidents were there, but when Benjamin Ide Wheeler came on the stand he outshone them all. Commanding presence. He had a wonderful presence. Always right away you felt you were in the presence of a very great man when you were with President Wheeler. There was something very great about him. Of course, he spoke beautifully. His speeches at commencement were always very good. He spoke to the students as "my children." That's the way he would start.

Of course, those were the days too, when we were building up student self-government. That he was really very proud of, the student self-government. He had great confidence in the students. He wasn't driven like the president is today. In my period, I think he had certain days of the week when his door was open and any student could come in and talk to him. They all came in during that student self-government period anyway, to talk to the secretary and the president about all their problems, most of the sort of things handled by an Executive Committee today were done by the president.

Griffiths: Therefore, he had very close friendly relations with the outstanding students in every class. He would know all the people like Herman Phleger very well. They'd come and talk with him. He was very good at handling the students.

Bean: Morse Stephens was also, I know, very strongly interested in student self-government.

Griffiths: Yes. He, of course, was very active in the Golden Bear Society which was closely allied with student self-government. He spent a great deal of time with students. He always said he liked to be a teacher because your life was mainly spent with young people, and young people are optimistic and therefore that keeps you optimistic. You don't get sour in your old age.

Bean: Is it correct that our formal organization of student self-government was one of the first in American universities? I had that impression.

Griffiths: I think so.

Bean: Wheeler and Stephens were in a way really original here.

Griffiths: I think so. Wheeler mainly on the student

Griffiths: Therefore, he had very close friendly relations with the outstanding students in every class. He would know all the people like Herman Phleger very well. They'd come and talk with him. He was very good at handling the students.

Bean: Morse Stephens was also, I know, very strongly interested in student self-government.

Griffiths: Yes. He, of course, was very active in the Golden Bear Society which was closely allied with student self-government. He spent a great deal of time with students. He always said he liked to be a teacher because your life was mainly spent with young people, and young people are optimistic and therefore that keeps you optimistic. You don't get sour in your old age.

Bean: Is it correct that our formal organization of student self-government was one of the first in American universities? I had that impression.

Griffiths: I think so.

Bean: Phleger and Stephens were in a way really original here.

Griffiths: I think so. Phleger mainly on the student

Griffiths: self-government. I wrote an article on the student self-government. Did you see that? Way back in 1906.

Bean: I've seen two or three of your articles.

Griffiths: Childish sort of thing. I was a youngster. What happened was that Felix Adler was the editor of the American Journal of Ethics, or something like that. And he was out here once. And he got to talking with President Wheeler about student self-government and then told him he would like to have an article on it. And the president told me to write it. So I did, and it was published in the Journal of Ethics. And then there was a reprint of it in the University of California Chronicle. I think I've got that at home or somewhere around the office. But you have seen that, haven't you? It was a childish article, but it gives you the story.

Bean: The one I've seen, that wasn't my impression. Perhaps the one I'm thinking of was at the time of Stephens' death in the University Chronicle. An excellent article. A kind of obituary. It may have been in the alumni magazine.

What was the society you spoke of?

Griffiths: self-government. I wrote an article on the student self-government. Did you see that? May back in 1906.

Bean: I've seen two or three of your articles.

Griffiths: Childish sort of thing. I was a youngster. What happened was that Felix Adler was the editor of the American Journal of Ethics, or something like that. And he was out here once. And he got to talking with President Wheeler about student self-government and then told him he would like to have an article on it. And the president told me to write it. So I did, and it was published in the Journal of Ethics. And then there was a reprint of it in the University of California Chronicle. I think I've got that at home or somewhere around the office. But you have seen that, haven't you? It was a childish article, but it gives you the story.

Bean: The one I've seen, that wasn't my impression. Perhaps the one I'm thinking of was at the time of Stephens' death in the University Chronicle. An excellent article. A kind of obituary. It may have been in the alumni magazine.

What was the society you spoke of?

Griffiths: The Golden Bear Society? That was a senior honor society. Stephens and Gayley were the moving spirits in that.

Bean: Do you recall any faculty personalities that you might have -- of course, your acquaintance with Stephens was closer -- but do you recall other men that you might sketch?

Griffiths: I can certainly recall Leon Richardson, who is still alive, and is I suppose the oldest member of the faculty both in point of years, probably, and in point of service. And I think he still runs some kind of a University Extension course. I first met him when I was in high school in Eureka about 1900 before I came to college. And then he was my advisor when I came to college in 1902. I went to see him with my father in September, 1902, because I arrived in college late. And I've known him ever since. He still plays golf, too.

Bean: I saw Richardson last fall. I believe within the last year or two he got an award from the Commonwealth Club for a volume of poetry.

Griffiths: Yes, he writes poetry. He got me into one of those early Greek plays. Let me see, they were

Griffiths: The Golden Bear Society? That was a senior honor society. Stephens and Gayley were the moving spirits in that.

Bean: Do you recall any faculty personalities that you might have -- of course, your acquaintance with Stephens was closer -- but do you recall other men that you might sketch?

Griffiths: I can certainly recall Leon Richardson, who is still alive, and is I suppose the oldest member of the faculty both in point of years, probably, and in point of service. And I think he still runs some kind of a University extension course. I first met him when I was in high school in Eureka about 1900 before I came to college. And then he was my adviser when I came to college in 1902. I went to see him with my father in September, 1902, because I arrived in college late. And I've known him ever since. He still plays golf, too.

Bean: I saw Richardson last fall. I believe within the last year or two he got an award from the Commonwealth Club for a volume of poetry.

Griffiths: Yes, he writes poetry. He got me into one of those early Greek plays. Let me see, they were

Griffiths: giving Greek plays about 1904 in the Greek Theatre in Greek, you see. And I was just beginning Greek so he got me a little part in one. Ivan Linforth and, who was the other professor? I think he is emeritus too, now. He was a professor of Latin. He came down from Canada. They played the leading parts in a Greek play. They had big parts; they were seniors. There's one of the greatest teachers this University has ever had. I'd put him as one of the greatest teachers I've ever known, Ivan Linforth. Just marvelous.

Bean: Yes. You could get an audience in the Greek Theatre in that period that could even understand a little of the Greek.

Griffiths: You could, yes.

Bean: It would be impossible now. Had interest in the classics begun to decline about that time? Were professors of classics, like Linforth and Richardson and even President Wheeler beginning to worry about the decline of interest? Today, of course, they probably have Latin classes of six or seven students and Greek classes of one or two.

Griffiths: I think even then you couldn't get Greek except

Griffiths: giving Greek plays about 1904 in the Greek Theatre in Greek, you see. And I was just beginning Greek so he got me a little part in one. Ivan Linforth and, who was the other professor? I think he is emeritus too, now. He was a professor of Latin. He came down from Canada. They played the leading parts in a Greek play. They had big parts; they were seniors. There's one of the greatest teachers this University has ever had. I'd put him as one of the greatest teachers I've ever known, Ivan Linforth. Just marvelous.

Bean: Yes. You could get an audience in the Greek Theatre in that period that could even understand a little of the Greek.

Griffiths: You could, yes.

Bean: It would be impossible now. Had interest in the classics begun to decline about that time? Were professors of classics, like Linforth and Richardson and even President Wheeler beginning to worry about the decline of interest? Today, of course, they probably have Latin classes of six or seven students and Greek classes of one or two.

Griffiths: I think even then you couldn't get Greek except

Griffiths: probably in Lowell high school and a few others. I know they had no Greek in Eureka high school because I had no Greek when I came to college, and I had to pick it up in my sophomore year in order to prepare for the examinations for the Rhodes scholarship. So I began Greek in August of 1903 and took the examinations in April. But I had a five-hour course. I had Linforth every afternoon. Five hours a week, every afternoon at three o'clock.

Bean: How many students in the class?

Griffiths: There were about fifteen.

Bean: Hardly find that many now, in spite of the increased enrollment in the University,

Griffiths: A lot of high schools don't even teach Latin now. And then how does anybody learn any of the Romance languages? How does a person learn French, or Spanish, or Italian if they don't know any Latin? All they're doing is learning a set of rules that don't mean anything, according to my theory. If you have Latin, then all of the Romance languages just come along naturally. Then the rules have some meaning. I think it's a mistake that children don't learn modern

Griffiths: probably in Lowell high school and a few others. I know they had no Greek in Burke high school because I had no Greek when I came to college, and I had to pick it up in my sophomore year in order to prepare for the examinations for the Rhodes scholarship. So I began Greek in August of 1905 and took the examinations in April. But I had a five-hour course. I had Lincoln every afternoon. Five hours a week, every afternoon at three o'clock.

Bean: How many students in the class?

Griffiths: There were about fifteen.

Bean: Hardly find that many now, in spite of the increased enrollment in the University.

Griffiths: A lot of high schools don't even teach latin now. And then how does anybody learn any of the romance languages? How does a person learn French, or Spanish, or Italian if they don't know any latin? All they're doing is learning a set of rules that don't mean anything, according to my theory. If you have latin, then all of the romance languages just come along naturally. Then the rules have some meaning. I think it's a mistake that children don't learn modern

Griffiths: languages when they are small. It's absurd to give them French and German and so forth when they come to college. They should do that when they are five years old. They certainly should begin Latin when they are five years old.

Bean: Do you think of other professorial personalities that you would rank with, well you said that you thought Linforth was perhaps the best? What other men of that period?

Griffiths: Linforth was among the younger men, you see. Linforth was just as assistant in Greek when I began to take Greek. I've sort of watched him go along. He taught Greek and Latin to two of my boys.

Bernard Moses had a great reputation. I didn't take any work with him. He was a professor of political science. And he was a member of the Philippine Commission. Of course the LeContes had a great acclaim, but they were here before I came here. Had an enormous reputation. Tommy Bacon, as we used to call him. The uncle of Leonard Bacon.

Bean: Would you care to comment about your work on the board of regents?

Griffiths: languages when they are small. It's absurd to give them French and German and so forth when they come to college. They should do that when they are five years old. They certainly should begin Latin when they are five years old.

Bean: Do you think of other professorial personalities that you would rank with, well you said that you thought Linforth was perhaps the best? What other men of that period?

Griffiths: Linforth was among the younger men, you see. Linforth was just as assistant in Greek when I began to take Greek. I've sort of watched him go along. He taught Greek and Latin to two of my boys.

Bernard Moses had a great reputation. I didn't take my work with him. He was a professor of political science. And he was a member of the Philippine Commission. Of course the Lecontes had a great acclaim, but they were here before I came here. Had an enormous reputation. Tommy Bacon, as we used to call him. The uncle of Leonard Bacon.

Bean: Would you care to comment about your work on the board of regents?

Griffiths: I enjoyed the regents very much. My health forced me to resign. I had a great regard for the regents. Of course, differences arose, not any personal differences. I had a high regard for all the regents. Both sides of the controversy.

Bean: Were you acquainted with Chester Rowell?

Griffiths: I knew him very well, yes. His brother was a teacher at my high school in Eureka, and Chester Rowell -- I knew him very well.

Bean: I put the question in here, that I might ask you (and which you needn't answer unless you like) -- a series of questions: What did President Wheeler think the idea of a university ought to be; what did Regent Rowell think about that; and what did Regent Guy Earl think? These are just samplings. What is your impression of the idea of a university?

Griffiths: President Sproul several times suggested that I write a life of President Wheeler, and I told him I didn't know enough about education to do that. I wouldn't mind writing the life on the very personal side, but I wouldn't want to deal with the idea of a state university or

Griffiths: I enjoyed the regents very much. My health forced me to resign. I had a great regard for the regents. Of course, differences arose, not any personal differences. I had a high regard for all the regents. Both sides of the controversy.

Bean: Were you acquainted with Chester Rowell?

Griffiths: I knew him very well, yes. His brother was a teacher at my high school in Eureka, and Chester Rowell -- I knew him very well.

Bean: I put the question in here, that I might ask you (and which you needn't answer unless you like) -- a series of questions: What did President Wheeler think the idea of a university ought to be; what did Regent Rowell think about that; and what did Regent Gay earl think? These are just examples. What is your impression of the idea of a university?

Griffiths: President Sproul several times suggested that I write a life of President Wheeler, and I told him I didn't know enough about education to do that. I wouldn't mind writing the life on the very personal side, but I wouldn't want to deal with the idea of a state university or

Griffiths: of universities in general. I think those require a knowledge that I haven't got.

Bean: There's another question here that I put down just tentatively. Again you may comment or not, of course, as you wish. In general, what do you consider the correct definition of the representative functions of the regents, the administration, and the faculty, in determining University policy? This is a question that has interested me very much in writing a history of state universities.

Griffiths: I wouldn't answer that, because it has been in controversy. You find differences of view there.

Gilb: Have you noticed any marked differences between what the regents are today and what they used to be when Wheeler was president? Differences of function or role.

Griffiths: I don't think I care to answer that. I don't mean to suggest that there are. It's just that it's a question on which there have been arguments, debates, and so forth, and it would be very inappropriate for me, having resigned, to comment on the things of which I have knowledge during the period in which I was on the board.

Griffiths: of universities in general. I think those require a knowledge that I haven't got.

Gibson: There's another question here that I put down just tentatively. If in you may comment or not, of course, as you wish. In general, what do you consider the correct definition of the representative functions of the regents, the administration, and the faculty, in determining University policy? This is a question that has interested me very much in writing a history of state universities.

Griffiths: I wouldn't answer that, because it has been in controversy. You find differences of view there.

Gibson: Have you noticed any marked differences between what the regents are today and what they used to be when Wheeler was president? Differences of function or role.

Griffiths: I don't think I care to answer that. I don't mean to suggest that there are. It's just that it's a question on which there have been arguments, debates, and so forth, and it would be very inappropriate for me, having resigned, to comment on the things of which I have knowledge during the period in which I was on the board.

Bean: Of course, my interest in the evolution of the institution of the American state university governing board is rather like my interest in the evolution of the institution of the president. These are social institutions that are very basic in our whole system. And it is of course that sometimes controversies do become so difficult that it is hard to get a perspective on the whole historical development.

Griffiths: We get the kind of questions that never arise in England, where the colleges of Oxford and Cambridge are really governed by the master and the fellows, you see. You don't have anything comparable to our governing boards of regents. An independent community runs itself. There's a whole philosophy in that.

IV. RHODES SCHOLARSHIP COMMITTEES

Gilb: If you are through, Professor Bean, with your questions about the University...

Bean: Yes.

Gilb: I'd like to summarize briefly, Mr. Griffiths, all the various activities in your life. Now, you were secretary to President Wheeler, and

Dean: of course, my interest in the evolution of the institution of the American state university governing board is rather like my interest in the evolution of the institution of the president. These are social institutions that are very basic in our whole system. And it is of course that sometimes controversies do become so difficult that it is hard to get a perspective on the whole historical development.

Griffith: We get the kind of questions that never arise in England, where the colleges of Oxford and Cambridge are really governed by the master and the fellows, you see. You don't have anything comparable to our governing boards of regents. An independent community runs itself. There's a whole philosophy in that.

IV. RHODES SCHOLARSHIP COMMITTEES

Gilb: If you are through, Professor Dean, with your questions about the University...

Dean: Yes.

Gilb: I'd like to summarize briefly, Mr. Griffith, all the various activities in your life. Now, you were secretary to President Wheeler, and

Gilb: you have been interested in Rhodes scholarships not only at the time but since then, haven't you? Can you tell us something about that?

Griffiths: I've sat on a good many committees for selection of Rhodes scholars until, I think, two or three years ago when I told Dr. Aydelotte that I thought he ought to get someone younger in. Up until that time I was very active in all of the activities, both in the district and the state.

Gilb: Have there been any changes in policy since you first were connected with it?

Griffiths: Well, of course, for many years they selected state by state, and then they got through an act of Parliament so they could divide the country into what I think are now eight districts, with a certain number of states in each. And now each state sends up a candidate to the district, and then the district selects the final scholars. I served on the old committees, and then when we had state and district committees I served on state committees and district committees. And at one time when Dr. Aydelotte was trying to rotate selection committee

Griffiths: memberships I went east and served on committees in New York and Boston. He gave up that rotation, but I have moved to points around in this district a good deal, like Spokane and Albuquerque.

Gilb: For qualification does a young man have to know Greek and Latin these days?

Griffiths: No. Now they don't take any examinations. Of course, the trust endeavors to follow the old Rhodes specifications, which were two or three items such as qualities of character, literary and scholastic attainment, and interest and success in manly outdoor sports. In the early days, they put a good deal of emphasis on athletics, and everybody thought all the Rhodes scholars were supposed to be great athletes. But Rhodes simply intended -- at least so the trustees claim -- that they should have a normal interest in athletic activities, not in the sense of being great athletes but by being in good health. Like the English do. Everybody plays games. They don't even have coaches there except for crew. But on the other hand in the twenty-four or twenty-five colleges, everyone has a crew and some of them three. Everybody

Griffiths: plays some game like Rugby football. They usually play two or three games a week. They don't put the enormous emphasis on the intercollegiate contest that we do.

V. POLITICS

Gilb: When did you first join the Bohemian Club?

Griffiths: Probably 1910 or 1911. I know I was a member in 1912. I was a faculty member, which is a type of membership they had then and still have although it is now grouped with service memberships. When I was quite young. And then when I resigned from the University I also resigned -- I didn't deem it proper to hold a faculty membership when I was no longer a member of the faculty. Then I joined as a regular member again in 1921.

Gilb: Earl Warren was one of your good friends, wasn't he, in the Bohemian Club?

Griffiths: I put him up for membership in the Bohemian Club, and he was a member of my camp and still is, of course.

Gilb: When did you first meet him?

Griffiths: I met him when he was a student at college and law school in Berkeley.

Griffiths: Right now they are playing football. They usually play two or three games a week. They don't use the numbers requested on the intermediate contract that we do.

7. Questions

Glen: Mr. [illegible] joins the American Chemical Society. Will he pay?

Griffiths: Probably. I know [illegible] student in [illegible]. I see [illegible] membership. [illegible] a [illegible] student society and then he will have to decide if he has proposed a for activity membership. Then I make quite sure. And then [illegible] -- I don't feel it proper to [illegible] a student membership when I [illegible] a member of the faculty. Then I joined as a regular member [illegible].

Glen: What [illegible] are one of your good friends, [illegible], in the [illegible] Club?

Griffiths: [illegible] is [illegible] to the [illegible] Club. [illegible] was a member of my [illegible] [illegible] [illegible].

Glen: Who was the first [illegible] that?

Griffiths: I don't [illegible] to [illegible] a [illegible] at [illegible] but he moved in [illegible].

Gilb: Would you like to tell us a little about Earl Warren as you knew him as a young man?

Griffiths: Of course, I'm a tremendous admirer and supporter of Earl Warren, have been throughout his whole life from the time he was district attorney. And everything I would say about him would be good. He has one of the finest characters I know, is one of the ablest lawyers, one of the very best men, in every sense.

Gilb: Wern't you among the Democrats for Warren, when he ran for governor?

Griffiths: Most of my life I've been a registered Democrat, but for a great many years now I've not voted Democrat. I organized the Democrats for Wilkie, at the request of Alan Valentine, Alan Valentine, Lewis Douglas, and Johnnie Haynes were all Democrats supporting Wilkie. And then I was president, I think, of the Democrats for Dewey, once. Anyway, I helped to organize in California the Democrats for Dewey twice, and was active for Dewey. And remained a Democrat, always supporting Governor Warren, until when Governor Warren was a candidate for President and I went up with

Griffiths: Mrs. Griffiths for three weeks to Oregon to help get things under way for him there. I found out that in Oregon you couldn't very well support a Republican if you were a registered Democrat. So I changed my registration to Republican in order to help Governor Warren.

Gilb: Well, have we touched on all the phases of your life -- your public life? (laughter)

Griffiths: Well, I hope you haven't got everything. There are things I'd rather you wouldn't know!

PARTIAL INDEX

PARTIAL INDEX cont.

PARTIAL INDEX cont.