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# Winters, Paul Oral History Interview

Roy Whiteker

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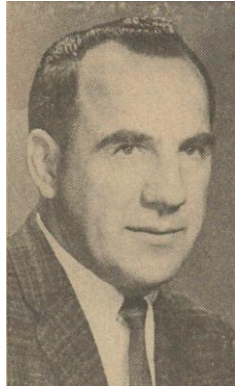
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FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Winters, Paul (1956-1989)**  
**Public Speaking, Speech, Communication**

June 18, 2003

By Roy Whiteker

Transcribed by Alissa Magorian, University Archives

Subjects: Move from Stockton College to Pacific, development of Forensics Program, participation in coast-to-coast debate tournaments, development of the Legal Communication course, memorable debate participants.

**UOP ARCHIVES FACULTY EMERITI INTERVIEWS  
WINTERS (PAUL), COMMUNICATIONS, 1956-1989.**

**June 18, 2003**

**[Tape 1 Side A]**

**[BEGIN TAPE 1 SIDE A]**

ROY: This is an interview with Professor of Communication Emeritus, Paul Winters, by Roy Whiteker for the University Archives.

(Pause).

ROY: Paul, what circumstances brought you to UOP? What in particular attracted you to UOP and a position here?

PAUL: Well, I came from Stockton College, which back then was the lower division of COP. Stockton College was the freshman and sophomore year of UOP and COP. And this was done during the depression years for COP to economically make it. They ran a junior college on the same campus as COP, and COP just had its junior and senior years and the graduate program. Well, I had, well I was attending Linfield College in Oregon, and competing in forensics, and twice we had come down to COP for tournaments. So I had been on the campus in two years before I came to Stockton College, which of course, led me on then to COP. I was... after I graduated from Linfield, I was slated to go to LSU, I had a doctoral grant there, and... but Irving Goleman...

ROY: Yeah, um, Fay's husband.

PAUL: He was the head of Stockton College.

ROY: Oh, okay.

PAUL: He wasn't the president, but he was the Academic...

ROY: Superintendent, or whatever.

PAUL: Yeah, and they called me up and wanted me to come in and do forensics, because what was happening was that Dean Betz who was running forensics at that time, was getting more and more into the Dean of Men, and so they wanted their own... Stockton College wanted their own Director of Forensics separate from COP...

ROY: Oh.

PAUL: And so I was called to come to Stockton College, and I worked in the woods, every summer while I was at Linfield, doing firefighting for the forest service, and I was out on a fire line when they called me for an interview to go to Stockton for this job in

forensics, and my head professor came up into the woods, picked me up and we drove all night into Stockton where I was interviewed by Irving Goldman and Charlie Gus, who was the Department Chairperson in Communication, who was also a forensics coach and who knew of me through forensics activities. And so it was a... and then they let me know that they were going to hire me if I finished my Master's degree. And so I left the woods and went back to Linfield and finished off a Master's degree that I had, see I had gotten a Bachelor's... I wound up getting a Bachelor's and Master's in three and a half years.

ROY: Oh.

PAUL: 'Cause us Veterans were all behind; so we were fighting mightily to catch up. And so I really was pushing it. I was taking extra units and that sort of thing. So I finished my Master's that summer and then came to Stockton in the fall of 1950. And I was in Bannister Hall, there with Runion and Jacoby and all the rest of them that were over there. We were all together, even though I was teaching the lower division only, I was there.

ROY: So Bannister at that time had most of the Social Sciences...?

PAUL: Social Sciences and Communication.

ROY: and Communication. Uh, hmm.

PAUL: and Education too.

ROY: and Education too!

PAUL: Yeah, on the first floor was Education. On the second floor was Social Sciences. Philosophy, was there, and Communication, with Speech Pathology was there, with the...

ROY: Yeah.

PAUL: But that's how I got to Stockton College. Then I was there for six years, then President Burns was an old debater..

ROY: I guess I didn't know that. Hmmm...

PAUL: Yes, and of course, I... he had wanted... I had won some National Championships with my Junior College team in forensics, and Dean Betz was really going to be the Dean of Students, and moving, and such, he was going to drop forensics entirely. He was a National President of Pi Kappa Delta, so he was very well known around the country for his influence in forensics.

ROY: Pi Kappa Delta is a forensics...

PAUL: Is a Forensics Honorary.

ROY: Honorary.

PAUL: They have these gigantic tournaments, where they have maybe two hundred colleges, three hundred colleges at a time, every other year, at these National Tournaments. And, anyway, President Burns wanted someone to fill in for Dean Betz and so he asked if I could come over to Pacific, to COP.

ROY: Would you leave Stockton College then?

PAUL: I'd leave Stockton College completely. And this was, this was in 1956 and there was a rea... the thing is that financially it was not worth it, because I was going to make \$6,000 at Stockton College, and to come to Pacific, I would make \$5,000. And not only that, Marian quit her job as an accountant, to have our first baby. So we really dropped from a double income way down. But the idea, one of the reasons I came over was because I would train students there, at Stockton College, freshman and sophomore, and then I'd turn around and have to compete against my own students when they went over to Pacific, against the junior and seniors, because most of the tournaments did not have the divisions like they have... the Junior College system has grown so strong that they have their own divisions now, and in fact their own tournaments, and a lot of things separate from the senior colleges. But at that time, that did not exist, so junior colleges had to compete against senior colleges, and of course it was very difficult. They were better more mature, and experienced in every way. So I could see, boy, it's going to be a lot nicer. Not only that. President Burns, who was an old debater, was very, very encouraging. He gave me eight full scholarships to pass out.

ROY: That's great.

PAUL: And that was... of course this was not taken very nicely by Dr. Runion, who always felt forensics was no good. He wanted the money to go for Speech Pathology, in which he was very interested.

ROY: Yeah, now was Dr. Runion head of Communications and Speech Pathology?

PAUL: Yeah, yeah.

ROY: It was a joint program then?

PAUL: Yeah. Joint. And I had finished the equivalent of a second Master's, University of Oregon in summertime, in Speech Pathology. So I have a life credential in Speech Pathology. Which made it desirable too, in my moving to Pacific, that I have that second Master's degree. I didn't do the thesis for it, because all I needed was the credential. So I did all the work, all the course work in order to pass the exam for the credential. Therefore I can't say that I have two Master's degrees going, in essence I have acceptances.

ROY: Acceptances?

PAUL: Yeah, from the University of Oregon. I even took a class from Dr. Runion in their program, because they had a graduate program, so I got that. So when I moved to University of Pacific I had not only a forensics, but, I had Speech Pathology, and when I came in to Stockton College, I was also head of drama.

ROY: (Laughs). Okay.

PAUL: This is one of the reasons I moved to Pacific too. Stockton College just worked the life out of me.

ROY: Well, of course.

PAUL: I was not only head of Speech Pathology at Stockton College, which consisted of working with all the foreign students in articulation. Plus, and I had all these people from China, and Hong Kong, and others, who could not speak English, and I had to work with them and it was a very important thing. Not only that. I had the drama program; I put on four plays a year...

ROY: Oh, my gosh...

PAUL: And then I had just normal speech thing and forensics. I had four jobs.

ROY: Yeah. Now was this working with foreign students like the ESL program? English as a Second Language?

PAUL: Well, basically, I taught them how to speak English, primarily.

ROY: But mainly speaking, not writing?

PAUL: Right. All speaking. All speaking.

ROY: All speaking?

PAUL: And used... this was a heavy part of my program.

ROY: Well, that was a heavy load.

PAUL: Clear, clear to the time when I left. And the school, Stockton College, was not that healthy. And so they were constantly firing people, and the only way I could stay hired was if I did all these things.

ROY: Do all those things...

PAUL: And when I ... at College of Pacific, I only had to teach three classes.  
(Laughter).

ROY: No wonder you got a cut in pay!

PAUL: But there was another thing that College of the Pacific insisted on right off the top. I had to get a Doctor's degree. So I had a choice between Berkeley and Stanford, and I took Stanford because they had a far superior program in rhetoric. In fact, Berkeley had no Rhetoric; it would've been all drama. Whereas Stanford had not only Rhetoric, they had Legal Communication, and they had Forensics Argumentation and all of that. And they had Speech Pathology, and that. But the thing about Stanford which was so nice, was that when you took your examinations to enter Stanford, if you could pass the examination, you didn't have to take any course work on it. So when they had, for you had to do a Drama examination, you had to do a...

ROY: a speech...

PAUL: a Speech Pathology exam, and Rhetoric. Well the only area I failed in was Rhetoric. (Laughter). So that's all I had, because I had this Master's in Speech Pathology, and I had the Drama background from Linfield. And so this, this just worked out beautifully. And then what Pacific did, and this was part of my coming over, in order to get my Ph.D., they gave me the Danforth Grant, 100%. They paid my room, board, and tuition at Stanford for four summers.

ROY: For four summers. Okay.

PAUL: They got my whole course work out of the way.

ROY: But you worked during the Academic year at COP.

PAUL: Yeah. And this is...

ROY: Then, did you work during the summer?

PAUL: And this is, this is another thing, and many schools, I was one of the last ones to go through Stanford on that basis. They were very unhappy with me there, the administration, because they couldn't use me then as a cheap T.A.

ROY: Oh, okay.

PAUL: This is the way Stanford operates. They use all these doctoral candidates to teach their classes.

ROY: Of course.

PAUL: This is how they can afford their higher salaries for their professors.

ROY: Uh, huh.

PAUL: And so I was slipping in the backdoor, and they would constantly pressure me to teach at Stanford and drop out of COP until I finished. But I didn't do it. I was on a roll at Pacific with our Forensics team, and I wasn't giving that up. And I was getting my work done during the summer, getting straight A's there at Stanford, and I was doing extremely well. So, and I loved my years there, and there was so much I picked up in my doctoral program that I immediately integrated into my Forensics end and teaching there at Pacific. I would say about 75% successful at Stanford as being usable, which is...

ROY: Hmm. That's great.

PAUL: From the degree, from the doctoral, from the research and work I was doing there at Pacific. I only had one professor, the professor in the American area was a very weak professor, but she was kept because she was very good in Education. She had a dual assignment of Rhetoric and Education. And I happened to be better on the Rhetoric side than... So it was a nice set up coming over to COP, with Pacific paying my summer expenses. I had used the last of my G.I. Bill at the University of Oregon, getting this Speech Pathology credential; so I didn't have any more G.I. left. I had the equivalent of 36 months, which gives you a lot of education.

ROY: Yeah.

PAUL: And I got everything at Linfield. And then I did... speeded it up at Linfield... so that's what got me over to COP, though I think of myself really starting at 1950, because I was teaching lower division COP students, though they called themselves Stockton College...

ROY: Stockton College, sure.

PAUL: Though they were in reality were COP, most all of them went right on. There was very little drop off.

ROY: Really? That's very interesting, I've never really understood all of the relationship between Stockton College and COP at that time.

PAUL: Then what happened in Stockton College the minute COP dropped in, where they wouldn't, where they set up their own mode of age, which I think was about 1953. About three years after I was there. Stockton College added the last two years of high school. Then they had the arrangement of 6-4-4, I think, well, anyway you would have the last two years of high school at Stockton College. And then they built Stagg High School. When they built Stagg, then that system dropped, and they didn't have that. So I had, occasionally I would have a high school class while I was teaching there at Stockton College, in addition to everything else. Though they did, after my protest, violent protest, they did hire a drama person after the first year. I said, "I just can't keep going."



ROY: Sure. Sure, well, four productions a year, too on top of everything else.

PAUL: Yeah, right. Not only that, we didn't have an auditorium. We used Pacific's auditorium for a while, but they didn't want to pay for that, so I used Madison School's Auditorium. And put the plays on there at Madison School.

ROY: Oh, uh huh.

PAUL: And so all of this was very difficult to do. I had one theatre in the round, for which we used the old gymnasium...

ROY: The one that's still there?

PAUL: Yes, and that's where we had it in the round. That was the only production that we had on campus.

ROY: So it's a wonder you stayed with all of that. Now let's go on...

PAUL: We'll never get done here.

ROY: Well, no, we... it's much too interesting. Since you did have to relocate, what were you're first impressions of the city and people of Stockton?

PAUL: Well, we figured that the campus was a world unto itself. It was separate. But there was nothing north of the Calaveras at all.

ROY: Right.

PAUL: That was wasteland.

ROY: Between there and Lincoln, Benjamin Holt Drive.

PAUL: Yeah.

ROY: Wasn't Lincoln Village sort of...?

PAUL: No, there was no...

ROY: There was nothing there?

PAUL: No, nothing, not in 1950.

ROY: Not in 1950?

PAUL: Nothing even started yet. So the campus was the northern edge of the city. And of course, we did not, coming as native Oregonians, the heat was very oppressive, and we didn't have air conditioning at the time, when we first started. Incidentally, Marian was hired as Dean Betz's secretary her first year, this was another arrangement; they were very nice, in working together. But they don't pay much there at the college for a secretary, when she graduated as an accountant, so she soon gave that up after a year, and went to work for Stockton Stationery and Toy, a company which is in south Stockton. And she was there for the remainder of her years, before she started having children.

ROY: Having children... (Laughs).

PAUL: Then she never went back to work.

ROY: Okay, now... excuse me, did you want to go on?

PAUL: No we liked, we thought the Stockton area was basically fine, enjoyable...

ROY: But there wasn't much communication between the College and the community.

PAUL: Right, right.

ROY: Okay, now, I, well, you haven't told us everything, but you've told us a lot about the next part. What years did you serve at UOP? And you've already talked about the Stockton College, etc. but how long were you...?

PAUL: '56 to '89 were the actual...

ROY: The entire '89?

PAUL: Yeah... were the actual years, the formal years that I was under COP was in the fall 1956. I was full time COP; no longer have anything to do with Stockton College, with one exception: I didn't move. When I went to COP, to make up for the loss of salary I did moonlighting at Stockton College. And I moonlighted, been moonlighting there for twenty years.

ROY: Oh, my gosh!

PAUL: Can you believe it, 20 years? In addition to that, as soon as I finished my summer work at Stanford, I started teaching summer school, and was able to pick up. And then when we got this place up here, I taught every summer at Bellingham.

ROY: Oh. In Washington?

PAUL: In Washington. And so, plus at Pacific, and plus other places, Georgetown, Hawaii, I would teach in the summer.

ROY: In the summertime, yeah.

PAUL: So I was literally running three jobs, all the time.

ROY: When you mentioned up here, just for the record, I wanted to mention that this is Marysville, Washington, just north of Everett. And I forgot to mention the date that we're doing this interview. It's Wednesday the 18<sup>th</sup> of June, 2003. Okay. Uh.

PAUL: And we're looking out over the water.

ROY: And we're looking out over the water. It's hard, it's hard to keep on track. (Laughter). Okay what were you're first impressions of UOP/ COP: its physical appearance, faculty, students, administrators and staff?

PAUL: Having gone through Linfield, it was very similar.

ROY: Very similar. Okay, that's...

PAUL: Very similar, I was used to the Linfield program, and Pacific was almost identical to Linfield, except it was larger and it had the graduate school parameters. The undergraduates are about the same.

ROY: Just about the same size?

PAUL: Linfield and COP are just about the same size of classes. And it was...there were no...all the teaching was done by the professor, which was true of Linfield. T.A.'s were not thought of at Linfield, and there were not any T.A.'s at Pacific when I first came around.

ROY: When did Communications start using T.A.'s?

PAUL: When they, when they got so many...when they had so many.... I think when the General Education classes came in and they required so many sections of public speaking, that's when they brought in the T.A.'s.

ROY: So about what year would that have been?

PAUL: I don't remember the dates on that.

ROY: In the seventies?

PAUL: Oh, yes, it was already. Because yes, it was already in the sixties, because I had T.A.'s working for me in the sixties, when we were on the National Program because I was off roaming all over the country, I needed. We had a huge...we had as many as 70 to 80 in the Forensic program, and we needed T.A.'s to take these students to experiences locally, like over to Berkeley, or Stanford, or to Modesto or Sacramento, while I would

be off to New York with the top teams. We needed to have T.A.'s, and these T.A.'s also taught Public Speaking.

ROY: Oh, okay.

PAUL: So they were dual use, the T.A.'s at that time. So they were by '65 anyway, we had a heavy use of T.A.'s already.

ROY: And was that when you started graduate work in Communication? Or...?

PAUL: About after I completed, by '60 I had completed my class work at Stanford. There was just the dissertation to be made. And so by then I was doing graduate work, after I completed my work, I passed the exams, therefore the graduate work at Stanford. Then I started getting into graduate work, too. But not very much.

ROY: Started getting into graduate work in COP?

PAUL: At COP.

ROY: Yeah, Okay.

PAUL: And, uh, because there were so much other things to do, just as the classes were expanding. As I got more and more educated at Stanford, we would keep adding classes at COP.

ROY: Okay.

PAUL: Alright, when I came there, there was no such thing as a Rhetoric class. We had Radio, Drama, and all that, but they didn't any Rhetoric. They didn't have American...I brought in American Rhetoric, and British Rhetoric, and Classical Rhetoric. And then I brought in Argumentation: Argumentation I, Argumentation II, and then Legal Communication. All of these and some of these classes got on the General Education program like Rhetoric. I'd have as many as 60 students in a Rhetoric class. I always ended up with about 20, because Rhetoric was not a happy subject for a lot of people. They had never had anything in the background to, unless they were taking classes like Latin or some of these others, or Greek, there would be no preparation for all of those names and situations in Classical Rhetoric. And so, it would always be a late class. It would have Graduate, as well as Undergraduate credit. And this was so the School of Education could use it...

ROY: Oh certainly.

PAUL: And there would be a lot of the School of Education students who would sign up for the late afternoon class and teachers would come in and they'd sign up. Those are the only ones who carried to the end, in the Education program, because it was a very difficult thing for many to do, to make the adjustment to that kind of material.

ROY: Sure. Sure. Now, let's see, I think we didn't quite the first impressions of UOP...specifically appearance, etc....

PAUL: Yeah, well. The buildings were like Linfield...all brick and ivy. And just like in Forensics, you travel all over the United States, and get to see all these campuses. Usually the small liberal arts campuses are just like Linfield. They have the brick and two-story...

ROY: and some ivy?

PAUL: Yeah and some ivy. And a lot of trees, and that. I loved Pacific, the campus itself, and was very happy coming into that environment. Just from a gardening viewpoint. (Laughter). It was, ah, it was wonderful. So, but the... as I mentioned before, the faculty and the administration was very similar to Linfield, so it was an easy transfer.

ROY: It was a supportive administration?

PAUL: Very supportive, most of the time.

ROY: Yeah. Most of the time.

PAUL: Most of the time. Runion was against me from the first, but we got along, we had dinner at his house, and lots of things. But he felt, and he expressed it many times, he felt it was the tail wagging the dog.

ROY: Oh, ok.

PAUL: And especially when Burns gave me eight scholarships. He just screamed in agony over that, because he didn't have anything.

ROY: He didn't have anything?

PAUL: Which was awful. You figure you were worth a lot more in Forensics. I had to explain, I said, this is Public Relations, debaters go out on the road, this is Public Relations for college, and that's what these are for. It's not, not because of Forensics. It's Public Relations.

ROY: Yeah.

PAUL: Which of course it was....

ROY: Sure, sure.

PAUL: I mean we got a lot of coverage. We got international recognition. Then later on we were on National Television, prime time coast to coast, and things. That was really something.

ROY: Were the students comparable to Linfield, or?

PAUL: Yes, yes.

ROY: So everything was pretty similar.

PAUL: Was pretty similar. I felt very much... and at Stockton College I was out of place, especially when we dropped COP. Then we lost our good students.

ROY: Yeah, right, sure.

PAUL: Then we only had the ones that would normally not go on to College. Most of them were terminal. And that helped bring me...see, when I came to Stockton College, it had all the lower division of COP, so we had a good quality of students in most of the classes. But then when COP dropped Stockton College and went on its own, I stayed three more years in Stockton College. And, with Forensics, you always get the top students anyway.

ROY: Sure, sure.

PAUL: And we were doing very well, and most of those all went on to Pacific.

ROY: Uh, hmm. So, I could see where those would be very frustrating years, and would lead you to COP, even with a cut in salary. (Laughs).

PAUL: Yeah, yeah, yeah. And even, you see, when occasionally you would have to drop out and teach high school classes, and everything...

ROY: And at the same time you were working to get your doctorate.

PAUL: Oh, not yet.

ROY: Not yet, that started in '56 after you got to...

PAUL: Yeah, after I got to...

ROY: Sure. After you got there. Ok, was there any particular person or persons at UOP who was/were especially helpful to your initial orientation to UOP?

PAUL: Of course, President Burns was number one. And Dean Betz.

ROY: And Dean Betz. Right.

PAUL: Yeah, those two, and Dean Jacoby.

ROY: And Dean Jacoby.

PAUL: Yes, he was, believe it or not, he always was against debate, except when he was a debater, which he was...

ROY: (Laughter). I didn't know that.

PAUL: He was a debater when he was going through college. But he didn't believe in... he didn't feel that competition was good. He was against the competition part.

ROY: Oh, ok.

PAUL: He liked... there's an event in Forensics called discussion.

ROY: Discussion?

PAUL: This is what a lot of what the team is doing now... they're doing this discussion-type thing. This is what he really loved. He was very supportive of our program, because he could see what it was doing for these students, and the large numbers. I don't know if you heard or not, on national television they were telling about a revival in Forensics, in the high school level, taking the...this is New Jersey and Maryland... where they're taking people, the minority students, getting them involved in debate, and these are students who can't even read, and after they've been a year in high school debate, they're all going on to college, now. And they have huge programs, 50-60 minority students, all, and all the schools are spreading that this is the way to get ahead, for the minority students is to be in high school debate.

ROY: Oh, I never heard of it.

PAUL: They had it on 60 Minutes. And, because they have to do all the research and the reading, and they learn the computers and the research. Everything feeds in and the competition element makes it a lot of fun. And it showed all these students, they were wild, with their successes.

ROY: There was a goal, and so forth, it wasn't just sitting there, you know, they have to do it.

PAUL: And they had these private schools, there in Maryland, who have just dominated high school debate, and all of a sudden they are going to having to compete against all of these minority students from the public schools. And it's a cheap operation.

ROY: Uh, huh.

PAUL: It doesn't cost like all our... our, or anything else. But anyway, President Burns, Dean Betz...

ROY: Was Jacoby dean at the time?

PAUL: No.

ROY: He was not yet a dean.

PAUL: No. Bertholf was the dean.

ROY: Oh, ok, Lloyd Bertholf.

PAUL: Yeah, Lloyd. He was the one. Oh, oh, yes, I should say he was so helpful. He was the one who got me the Danforth Grant. He was, I think he had been Methodist minister then, and I had been head of the Lutheran Youth in the state of Oregon. And he identified with me because of my religious...

ROY: Oh, uh huh.

PAUL: background. And so he got me the Danforth grant, which is basically a religious type grant. Though it's based on higher Education, but they have a prejudice toward those who are...have a Christian background. And so he was very, very helpful in everything. And with Burns he gave me the scholarships and the money...

ROY: For the students.

PAUL: For the students. For the Forensics program to be a strong program, and Bertholf gave me the money for summer school so I could make it there to get my doctoral degree. So those two helped out a lot. And then I had support all through the faculty, 'cause most of those faculty members were dual faculty members when I came. They taught in both Stockton College...they were paid by both Stockton College and Pacific. And they would teach classes in Stockton College, which was a lower division, of course, and all, all of the elective philosophy. So I had a lot of people who knew of what I had done in Stockton College, who were very receptive of my coming to COP.

ROY: When did the split sort of occur between Drama, and Public Speaking, or Communication, and Speech Pathology?

PAUL: This came under when I was chairman. (Laughs). And of course, I was looking for ways to divest the department of various... and so I was very happy when DeMarcus Brown wanted to... well, no, it wasn't DeMarcus Brown, it was Sy Kahn, Emeritus Professor Kahn, from drama, who lives over here at Port Townsend...

ROY: Oh, you mean Sy Kahn?

PAUL: Sy Kahn.

ROY: Oh ok.



PAUL: Sy Kahn separated. And I was very willing to...

ROY: Oh that was after DeMarcus Brown. DeMarcus Brown was still in the joint department.

PAUL: This was after... we never... Yeah, we were still together as long as DeMarcus. When DeMarcus Brown left, and we hired Sy Kahn. Sy Kahn wanted to be independent, and I was more than happy and Dean Jacoby was happy, so we let them go in their directions.

ROY: Here's your half, here's your half.

PAUL: Yeah, they were never really integrated into our department. Dr. Runion, DeMarcus Brown would never attended faculty, the speech faculty. There was no attempt at trying to coordinate, and work up...well you see DeMarcus Brown did not have a professional degree. He had just gone through Pacific in the normal. I think the most he had was a Master's, but it was there at Pacific. So he didn't have the high academic credentials like Sy Kahn did. Though he did English.

ROY: Yeah, yeah.

PAUL: English, but he did Drama. But anyway, when Sy Kahn came in, we then immediately started to get academic classes, and drama, and all these things, which really the drama program picked up academically after Sy Kahn. Basically Drama was an activity just like Forensics, or the radio. And they did a lot of work there, and they had their theatre up in their summer school, up in...

ROY: Columbia.

PAUL: So it was an activity and an outlet for students. And a very, very good one, had a lot of, spent just ends of hours, that's the thing with drama, it's unbelievable the amount of time you spend. But that's when it split.

ROY: Well, wasn't Sy in Raymond to being with?

PAUL: Probably.

ROY: And then came into the COP?

PAUL: Yeah, then came into the English department, then went into drama.

ROY: But that was when it happened?

PAUL: Yeah, and that must have been about '68, somewhere around there, when they separated. Or we separated.

ROY: And Dr. Runion continued with the Speech Pathology program until he retired.

PAUL: Yeah, yeah. Then we had Dr. Perrin, who was a Stanford graduate...

ROY: Yes, I remember him.

PAUL: And he set up Speech Pathology, and broke that off.

ROY: Oh, ok, ok.

PAUL: All about the same time. And during the sixties, you know, when all of the activities were going on...

ROY: But, Dr. Runion was still here?

PAUL: Yeah...

ROY: So he was head of the Speech Department, or...

PAUL: Yeah, yeah, but it then separated all about the same time, and probably because as Chair I was so busy with Forensics, I wasn't there half the time and probably not doing things as well as these separate divisions would have liked. And so, and I, I was happy to have them move off in their own discipline. And they had the students.

ROY: And they had the students.

PAUL: They had the students; they had the wherewithal to make a go of it. And we had the huge General Education program we were trying to take care of, and I had this large, large 50/60 students in Forensics, just a huge number.

ROY: The, was the department that you headed, was that the largest department in COP at the time?

PAUL: Oh, by far.

ROY: By far, ok. Both in terms of staff members and in terms of students that were served?

PAUL: Yeah, yes. Yes, and it got larger and larger. And later on, as far as numbers too, when we took on, we added whatever Hall that the... working with in business... Public Relations!

ROY: Public ... oh, oh, Carol Ann Hall?

PAUL: Carol Ann Hall. Yeah.

ROY: Okay.

PAUL: When Carol Ann came in... well, even before that, we had the person who died who was doing Public Relations...

ROY: Oh, Al Michaels. Alan Michaels

PAUL: Alan Michaels. He started...

ROY: Yeah, he started Public Relations.

PAUL: He started, really started Public Relations. That just grew like mad. Especially with the Business school and Business Department expanding, but these were naturals. And I always wondered why it was in Communications that much, but I always felt Public Relations should have been in Business, but they apparently didn't want anything to do with it. It's funny, later on too, the English department didn't want anything to do with Journalism. So we took it into our department, though it is a written media, not a spoken media, and it's true that most of Public Relations is a written media, unless you get on a higher level...

ROY: Sure, uh huh.

PAUL: Like Presidential speech, so it's... it's I wonder about the marriage of those is a strange thing. But anyway, Alan Michaels started Public Relations, then Carol Ann Hall came in and pushed it more and more. And it developed. And we also had... And Don Duns started Interpersonal Relations.

ROY: Interpersonal, oh yes.

PAUL: We didn't really have that until Duns, and Duns was one of my students...

ROY: One of your students?

PAUL: That I had brought in from Bakersfield and got him a fellowship at Northwestern, which he finished in three years, and was back on the staff.

ROY: So you said, "Ok, Don, you can go away for a little while, but you're coming back." (Laughs).

PAUL: Don was this way in Oregon too, and there were two Duns and Day, but Day went to San Francisco State and he died long before Don, it's strange too.

ROY: Hmm.

**[END OF TAPE 1, SIDE A]**

**[BEGIN TAPE 1, SIDE B]**

ROY: Let's see, we're going to be talking a little bit about the courses and programs you helped to develop at COP. I know you wanted to, or you enjoyed Rhetoric particularly, Forensics, and so forth, but tell us the things you really like to do especially.

PAUL: My most desirable course at Pacific that I taught I felt was Legal Communication, because it worked with the forensics student in a way, in an academic classroom situation, as separate from an extracurricular activity. And we developed this program in conjunction with McGeorge, in Sacramento, the law school, where the students would go through the legal communication necessary to present a case in court. We would go through all of the different divisions. And what we had in this course was that I would give a lecture on a specific area, like the opening statement of a lawyer, and then the, uh, I would have one of my former students, who was a lawyer in the Stockton community, come in and give a whole two hour lecture on opening statements to the jury.

ROY: And did you have a lot of students that went on to law school?

PAUL: Oh, most of the debaters went on to law school. It was a very large percentage, I would say 80 to 90% of them went on. In fact, most of them were children of lawyers. So it was a continuation...

ROY: Passing the mantle. (Chuckles).

PAUL: ...of the law field. After the local attorney, and they were set up, and they'd come every year, and speak and give this presentation, in all the different areas, opening arguments, closing arguments, audio visual aids that you would use in the courtroom, how to select a jury. All of these, no... (pause) so they would have my lectures, they would have the lectures of the local attorney, and then examinations over that part. Then we would go up to McGeorge, and they would observe this in action in their presentations there in McGeorge.

ROY: In the moot court.

PAUL: In the moot court setting. We would act as the jury for the McGeorge students. And then they would have to come back and write a paper about what their, how each of these different areas was covered by the students at McGeorge, and then they had to do all of them, they selected cases, and they had to present their own case in front of the class, and the class had to evaluate them as they did the McGeorge students. So they got, like the opening statement, they would get about six times, they would have to have an analysis of that by the time the semester was all over with. So they really learned those principles.

ROY: I guess. Now is that continuing since you retired?

PAUL: No.

ROY: It is not.

PAUL: No one else was brought in to...

ROY: So that was some area of distinctiveness about the college that's too bad that it's lost.

PAUL: In fact, Ted Olson, who was, you know him there, back in Washington D.C., he asked for my syllabus, and when he does in service training for his law firm, he uses my program.

ROY: Oh my gosh.

PAUL: And, uh, he was extremely complementary of the background, because...  
(unheard phrase)

ROY: (Whispers): Oh ok, sorry. (Chuckles).

PAUL: But the thing is when we went to McGeorge, we would see the failure of the McGeorge students who did not have the Forensics background, to not have the right communication skills, which they needed. And those students, especially, occasionally at McGeorge, we would see students who *did* have forensics background, and it was just the difference between day and night. Especially with such things as projection, organization, and things of this nature which you get in a public speaking class, or in a communication class.

ROY: Now, did you write this up for publication?

PAUL: Not for publication, but I wrote it up. And...

ROY: Don't you think it should be published?

PAUL: (Laughs). Several people have asked for copies of it, and they are using it, and this has developed into a discipline in Western speech communication. Legal communication now is a subdivision of Western speech, incidentally. These haven't come up yet, but there was a lot of, I was an official in Western Speech Association for many, many years, on that.

ROY: Oh, yeah.

PAUL: But anyway, this was my best course, along with Classical Rhetoric, that I love there at Pacific.

ROY: Now when did you start the Legal Communication course?

PAUL: I started it when I dropped Forensics.

ROY: Oh ok, when you turned that over to Jon.

PAUL: Yes, Jon.

ROY: Schamber.

PAUL: Then I started... I had it on a small scale before then, but it wasn't until I got out of Forensics, which is basically about '75.

ROY: Yeah, I came in '76. And I think, well, Jon...

PAUL: Well, '76 is when we had the National Convention, National tournament there, and you judged there at that tournament... You didn't judge...?

ROY: No, no, no. I think you were probably having it just as I arrived on campus.

PAUL: Oh, yeah.

ROY: But I hired Jon and I couldn't remember what year he was hired, but it must have been '77...

PAUL: Yeah, must have been.

ROY: That we hired him.

PAUL: But that's about when I started my Legal Communication full steam. And we were...students were always lined up to take the class, and we could only take so many...

ROY: Sure.

PAUL: And it was always full.

ROY: Sure. Well I think either you or you ought to convince somebody to write, write a maybe not a textbook, but a monograph or whatever.

PAUL: Yeah. Well, I feel it is a great educational technique to get that redundancy in doing, just like you play a lot of football games and you get better along the way...

ROY: Sure, sure.

PAUL: ...and when you've heard an opening argument given about six times, and you have to analyze it two times, and take an exam on it once, you're going to be pretty good by the time you're through the course.

ROY: Sure, sure.

PAUL: And this, I get a lot of feedback from those who've gone out as lawyers.

ROY: But even if you haven't been a lawyer, this is great in everything else.

PAUL: But they never had that, neither did Raoul Kennedy and any of the others. All they had was Forensics. Of course for them, there was another big thing, this... I don't know if this comes up, but I developed theories, in Forensics, which made us automatically winnable. I started this at Stockton College and brought it to Pacific. That most debaters especially all high school debaters and a lot of college debaters, use poor sources.

ROY: Oh.

PAUL: And we were just fiends on sources. We did not believe in secondary sources, like Time, and Newsweek, or US News.

ROY: Sure, sure.

PAUL: We only believed in primary sources. And this is so important because in law, they will not accept secondary sources, if that's hearsay, and will not be accepted by lawyers, so why should you train people in the use of secondary sources?

ROY: You shouldn't.

PAUL: So we, like at Stockton College, when we were debating the tariff, we went over to San Francisco to the Customs Office and got their Tariff book. And we just wanted to be... we were winning 99% of our negative cases with that tariff book. And we'd have, when we were debating foreign policy, they had a convention in Egypt, we found a Stockton College student, who was from Egypt, we got the Ambassador from Egypt to get the document out of Egypt that was published on this common market that met there in Cairo, so we had the original documents. When we were on national television, we have the Archives here at Pacific, or the church and we were debating in the final round in Minnesota, or national television, and it was over whether we should have prayer in the schools, and we had every single major denomination saying we should not, from our Archives at Pacific that the Methodist church used to do their research and then they would deposit there at Pacific. And then in another round, we had on whether we should get rid of boats and fly all of our troops in wars in the future. And we had Sharpe Depot out there, we went out there and they allowed us into all their files, which were unbelievable. We'd go to tournaments with files right out of Sharpe Depot, from the General Staff and others, which nobody else had, or didn't think about doing, all of them

had military bases near them, but this is, this is, one of the biggest principles that we developed there at Pacific, is the matter of research. And then the second big principle we developed and no other school ever had this until they copied Pacific after we were successful. This is what I learned in Classical Rhetoric at Stanford. There is a pattern that you're supposed to follow in communication, called the Canons of Rhetoric and the Modes of Proof. There are five Canons of Rhetoric and three Modes of Proof. And if every speech has these eight elements in it, you'll be successful.

ROY: Oh.

PAUL: And so this was in every single lecture. And I pushed it and pushed it and pushed it. And this, this just turned, I mean it was just unbelievable. We were just winning hundreds of trophies, because the students would pick up on that, and they'd go in, and judges loved it. (Laughter). And students copied it. And this was all out of Stanford that I picked up there, I didn't have that at all at Linfield. But anyway, this was the course of program that I developed at Pacific, that I, and the activities, of course, were added.

ROY: Now I know you participated in tournaments all over the country, but you had a tournament named after you. And is it still named after you, or?

PAUL: I don't think so, it was in Sacramento.

ROY: It was in Sacramento.

PAUL: And, uh, I won't, there's, after we had won the West Point Tournament in 1964, they decided they were going to do a World Wide debates. And they, it was under-written by General Motors, like the television debate we won that year, which was underwritten by General Motors and some other ones. And Pacific was selected for the first round to go against Russia. With Doug Pipes was the one student, and we had a student from Georgetown, who is now one of the leading advocates for the Democratic Party. He is right in there, he was a speech writer, and all that. And then from Missouri was the third person. And the two coaches were to be from Dartmouth, and I was to be the second coach. Life Magazine was all set up to do a feature on Pacific, all ready to go, all about debating Communism on a World Wide network, for a one hour program. Then we did this business, in Vietnam started bombing in Vietnam, and Russia pulled out.

ROY: And this was what year?

PAUL: This was '65.

ROY: '65.

PAUL: And I was briefed every week by the State Department, they would fill me in, and we decided our strategy was that we cannot possibly beat them on theory. The Communism theory is so delightful to people, everybody takes care of everybody. The only way we could win on a World Wide debate was to debate them on practicality, and



on the actual results of their production. How they... when you have, when there's no competition, you don't get the ideas out, no one is going to work harder if they're not going to be rewarded for working harder. So we were going this fashion. And well, anyway, it was about four weeks, three to four weeks, from our date of our program which was to be broadcast world wide, and then it was the, the debate was to last for forty minutes, and then there were people, like someone in London, and someone in Moscow, and someone around who would analyze the debate for the rest of the hour. So it was a good, good set up, that Pacific was picked for that, and Life Magazine had picked Pacific to do their part of the program to push this whole thing. And it all fell through. But it was unbelievable, there was so much hush-hush, and other things going on around about that. But that was very interesting.

ROY: What do you think that since you left Pacific and so forth, that the debate program has fallen somewhat in stature. I mean, I don't want to put you into a difficult situation, but it seemed to me that it was in its hey-day, while you were there and in charge of the program.

PAUL: It takes a director who has a tremendous amount of energy, to go ahead, even while I was there, as you know, I pulled out, and just didn't, when we had trouble with our T.A.'s and we had... but it has dropped considerably. It even dropped a lot when I changed too much and focused more on the national level than on just general education of students like I did in my early years. That was probably a mistake on my part, for the thrill of doing the National Tournaments, had a stronger pull I feel than the general education of the debaters, like when I, I dropped from 60, 70, 80 students, down to mainly 25, 30, and it's all because too much emphasis. We were on the East Coast, we were in Chicago every other weekend, we were in New York, (laughter). I mean, we were in Harvard, all these top schools on the East Coast that push Forensics. And this is true on the whole West Coast. Most of Forensics now is still on the East Coast.

ROY: In the east?

PAUL: On the east. It is very... except on the lower level, but not on the top level. In fact, we were the first college team to ever win the National Tournament in the nation from the west coast.

ROY: Oh, my gosh.

PAUL: Because it was so dominated by the east coast, and it's like anything in competition, like in diving, or in sports, where it's all on the opinion of the judge, the eastern power-block is just so strong. In fact, a little incident: we were thought to be lying, and Harvard, called up our Congressman McFall.

ROY: McFall?

PAUL: In Modesto, and said, “those Pacific debaters were lying in this last round, that they had met us in the east coast.” And they demanded an apology and this and that. And McFall got in touch with us...

ROY: McFall

PAUL: And we looked up the evidence, and it was a year we had won, and so we were doing very well, you see, I did my doctoral work in education.

ROY: Right.

PAUL: So I knew Education backwards and forwards, and education quotation for what. And they said that we had said that it was such and such a thing, and it wasn't. And well, we got the original thing, and they found out, see what happens is the top teams share evidence with each other, how do you like that? That's a practice. Harvard shares with Dartmouth, and Georgetown and NYU, and they all share information. And the one college that was so bad on line was Boston College, and Harvard had gotten a lot of, it shared with Boston College, they were a very powerful team, a very good powerful team. And the information they had got, which they challenged us on, was a complete fabrication. So we got out the original documents, and sent it back to Harvard, and they sent us a very nice letter of apology.

ROY: So they were the ones who had to apologize.

PAUL: Yes, well, but there was more to this. At West Point, at the night before the final rounds, Harvard was out, we were still in. Harvard students came over to our room, and brought all of their evidence and shared it with us.

ROY: Oh, and that was a first.

PAUL: Yeah, well, that's the first we've ever done with the east coast. We've worked with Berkeley, Stanford and others and USC, we would exchange a lot. But they were, well apologetic for what they had put us through, that they were going to be very helpful, and some of that evidence we used helped us win the National Tournament then, the next day.

ROY: Now what year was that you won?

PAUL: '64.

ROY: In '64, and that was, and you only won the one, National Tournament?

PAUL: Well, we won them in other areas. Like on National Television. We won 43 National Awards in Forensics, while I was there. Pi Kappa Delta, we would go there every two years, we would just sweep that with our people. And that covered a lot of areas, like oratory, extemporaneous speaking, impromptu speaking, interpretive reading,

and things like that. This at West Point was just an Oxford Debate, only this one kind of debate...

ROY: Only one kind.

PAUL: Not Lincoln-Douglas Debate, or the kind of debate they are doing nowadays days, which is, they still have it going, and it's going full blast, this Oxford debate on the east coast.

ROY: Uh, huh.

PAUL: Primarily. And the west coast has gone way down. It's just, they don't push the... well, it's too much money for too few students. It's like all things, it costs. One thing, when you're on top like we were, most schools would pay us to come to their tournament.

ROY: That's the way to do it. (Laughs).

PAUL: Harvard would give us room and board and everything when we would go there. Princeton would pay our way there. So would Georgetown. And just if we would attend their tournaments, the honor of having a nationally-ranked team attending their tournaments, this is how they would do it. And so we... our budget, we extended it tremendously by this fashion. But...

ROY: A lot of, lot of work. Now we still have what? ...an institute, a Forensics Institute, a debate institute, or something at UOP every year?

PAUL: Not that I know of.

ROY: Not that you know of. It seems like I keep running in, once, once...

PAUL: Dom Duns started the one...

ROY: What was it called?

PAUL: It was called a High School Debate Institute.

ROY: Ok, uh huh. I think it's still going.

PAUL: And it was extremely popular with the high school students. And he ran that for years and years, and then Jon ran it, that was one of the conditions for which....

ROY: Jon was hired. Uh, huh. Ok, let's see, we've done a lot of these things, but maybe we can sort of step in to some of these questions and briefly answer that. Who were or are the individuals at UOP you most admired and why?

PAUL: The most memorable...

ROY: Well, let's do the most admired first. I think I know who the most memorable was.

PAUL: (Laughter). I liked Dean Jacoby extremely well.

ROY: And I can't remember. I should know when Jacoby became Dean.

PAUL: Well, I was the first COP chair of the COP council.

ROY: Oh, ok. Under Jacoby?.

PAUL: So it was...Yeah, under Jacoby. He's the one who originated it. And Herb Reinelt was pushing, and others, to have a COP Council, and I think it was in the, the late sixties.

ROY: Ok.

PAUL: And I was the first chairman of the COP council, and it's very first organization. So I was very, very impressed with him. And the only other one who I worked a lot with, besides such people as President Burns, was Tully Knoles. He was an old debater in the...

ROY: He was a debater too.

PAUL: Yeah, and they all were very supportive of the program in its very beginning, but then, of course, there was a lot of people who I liked very much in departments throughout the University. But, uh, who was that? The Head of Education...? Jantzen.

ROY: Oh, Dean Jantzen. Yeah, Mark Jantzen.

PAUL: Yeah, we got along very well, and in fact he was about the only one whose school of education I had anything to do with, and we got along very nice. And Reynolds in Art...

ROY: Yeah, Dick Reynolds.

PAUL: Dick Reynolds... See I had to have a lot of cooperation when I put on these tournaments at Pacific. I mean we just took over the campus. (Roy laughs). And I had to have, the only time we had really any trouble was with the Conservatory. They hated to give up...

ROY: The space.

PAUL: Their practice, the time...

ROY: Sure.

PAUL: When we had National Tournament there, I had arranged for television coverage for the final finals, and I think it was Bodley, who would not just give up the organ practice, so we had to reschedule and, uh, in order to get the television crew in there and everything set up, and that place was just packed. I mean for that final round, for that debate that he gave us no end of trouble.

ROY: Now, he was Dean at the time?

PAUL: Yes, he was, and he just couldn't see why he should give that up. They had that scheduled, and everything worked out, and I worked with Dean Davis so much.

ROY: Kay Davis?

PAUL: She was in charge of scheduling...

ROY: Oh, oh, ok. I see. (Laughs).

PAUL: I had to work with her. And she would get me the o.k.'s, and then faculty members would overrule her.

ROY: Oh, oh... (laughter).

PAUL: And I mean, things were not, just because a dean or president said something like, President McCaffrey put out the word that everybody was supposed to cooperate. And like the Athletic department gave me the Pacific Club for all of our receptions. So I mean there was a lot of cooperation going on down the line. They were very good, they understood combination...

ROY: Yeah, I would hope so. (Laughs).

PAUL: Dean Bodley, he just had his... he had his little old thing that he wanted, and he didn't budge.

ROY: He didn't budge?

PAUL: We had to do some heavy changing around for that. But you got to know all the faculty heads and everything, because you had to go, even though you got Kay Davis's approval, you had to go to them individually and ask, "Are you going to be using these rooms," 'cause we had to start usually on a Thursday.

ROY: Oh, sure.

PAUL: And we had to know for sure whether the rooms were clear or not, and usually they would run over an hour, so they had to be clear for two hours.

ROY: For two hours?

PAUL: So I got to know everybody very well. And we had these huge tournaments every year.

ROY: Every year?

PAUL: Not only that nationally, we had state high school, and we had two of our own that we sponsored every year. And this provided us a huge amount of money, for our forensics program, was the money I took in at these tournaments, I made thousands of dollars off of these tournaments, because it was a lot of work, and our students did all the work, and everybody. And I think three fourths of our faculty would judge. I'd go around and get them to judge. I paid them for judging.

ROY: Oh you did?

PAUL: They'd get ten dollars a round.

ROY: Oh, my gosh.

PAUL: But schools had to pay heavy judging fees, they didn't have enough coaches with them. And so this is, people loved our tournaments, because they got quality judges, quality rooms, and everything that's nice...

ROY: They, they wouldn't keep coming back if you didn't do that.

PAUL: Yeah, they would go away. But it's that time, and this was the tournament that was named after me. When I quit, the man from Sacramento State, who was from Brandeis, and he was in competition from Brandeis, he really should have disliked the position. We met him in a tournament called the Liberty Bell Tournament, in Philadelphia, University, no, University of Pennsylvania. We met Brandeis twice in the eight preliminary rounds; we met Brandeis twice in the preliminary rounds, and once in the final round, and beat them all three times.

ROY: Beat them... Oh, geez... (laughter).

PAUL: But anyway, he came to Sacramento State, he's Dean there I think in Sacramento State, in the liberal arts area, his wife, in law? No, in the liberal arts area. He took our tournament en masse and resurrected it there in Sacramento State and called it after me.

ROY: Oh?

PAUL: So for years and years we have thousands of trophies out with my name on it.

ROY: With your name on it. (Laughter).

PAUL: We got good publicity.

ROY: You sure did. You sure did. Ok, let's plunge ahead. From your initial introduction to UOP to the time you retired, did you see any changes between students, faculty, administration, and staff?

PAUL: Very little. It seemed like people came to Pacific to teach, because they liked to teach. And they spent... There were a lot of the changes Kay Davis had set up. We would have these teas with incoming freshmen, we had them in our house for years and years and years the first day. Well, those finally disappeared, but I didn't see any change. And the students would always come into your office, and talk over work, and that would never change. And I think that still goes on today.

ROY: Quality of students...

PAUL: The quality of students...

ROY: Is about the same?

PAUL: No, I think it keeps getting a little better.

ROY: Keeps getting a little better?

PAUL: Yeah. I know the faculty quite well from Sacramento State, because of all the tournaments, and we hired this one man from Sacramento State to teach in our interpersonal communication. And when I was chairman at the time, you know we had this problem of grade inflation. And I said, "You're giving too many A's" And he said, "In Sacramento State, they would all get C's!"

(Laughter).

ROY: Uh oh.

PAUL: I was, he said, "The people I have here the ones I'm giving C's to, would still be getting A's in Sacramento State. So I don't think I'm giving them, they are doing the quality. They are good students." And I felt this was true. I felt that students just like the well the business, like at Stanford and Harvard, and everyone's getting straight A's. And they go along the principle that they are good to begin with, therefore they're going to do well. Of course, I always felt that way too, if the faculty member was good, you could motivate the students to do the work and to reach that level they deserve the grade.

ROY: Yeah.

PAUL: If we didn't have this problem of always fighting the grade inflation, which I was not that happy with, because I felt that the better the instructor, the harder you work, the

more you could get them to do things that another instructor who doesn't care, or a university system where they have all T.A.'s and when they're there not at all caring that much about the outcome of whether the student gets a certain body of knowledge or not.

ROY: So you didn't see any real change in how the faculty operated in those years?

PAUL: No.

ROY: How about the administration?

PAUL: The administration? There...

ROY: Now you can leave out when I was dean, you don't have to...

PAUL: Yeah.

ROY: You don't have to say anything about that.

PAUL: There was always, well more and more, as we advanced, more and more, there developed, it seemed to me, a lot more need for a lot more committee meetings. And this constant evaluation program is that they bring on, and whether you are going to re-do this program and re-do this... that never happened back in the early years.

ROY: Do you think that's a good idea or a bad idea?

PAUL: Well, it seems that you're going to bring out, if you do these evaluations, you're sure going to find things, but it seems like most people who do the evaluations, and then just go on doing what they done before...

ROY: What they were doing before...

PAUL: And there are very little changes.

ROY: Just like a lot committee reports. You spend an enormous amount of time, and then the report sits on the shelf.

PAUL: Yeah. It's like the Carnegie Report that they had done on General Education and Communications, and they pushed so hard that you should have an equal amount of time in speech and writing that they should have... And in reality, in your professional life, you do a lot more speaking than you do writing. You have the lower level people do the writing, except in journalism.

ROY: Yeah. Yeah.

PAUL: But the English department fought this tooth and nail, that there should be an equal emphasis on speech and writing...



ROY: Speech and writing...

PAUL: And yet that report came out so overwhelmingly that the same number of courses, the same requirements should be there for speech as writing. That they felt they were equally necessary. Of course, in oral communication, we pushed writing... we had writing all over the place. And we always had term papers, and reports, and everything else. And we grade... we graded very hard on grammar and punctuation and things like this. So we always cooperated in that respect, I felt there was one weakness along the line when we were going over General Education, and things like that.

ROY: This was the General Education following the Danforth Report?

PAUL: Yeah, yeah.

ROY: Ok, let's see, we probably touched on most of this. What was your personal opinion of the administration, past and present?

PAUL: Well, the only person that I really had trouble with was the Vice President Meyers. Sam Meyers.

ROY: Sam Meyers?

PAUL: Yeah. He and Howell Runion were extremely personal friends.

ROY: Oh, uh, huh.

PAUL: And as a result he gave me a very hard time. And it's an interesting thing in... but other than that, I had nothing but good feelings for him... I had no... (Inaudible).

ROY: Now you retired in '89.

PAUL: '89. Yeah.

ROY: And so you went through, after Burns, the McCaffrey years, and...

PAUL: McCaffrey, yeah.

ROY: Into the start of Atchley?

PAUL: Yeah. Through... yeah, about half way through it.

ROY: About halfway through his term.

PAUL: Yeah, and of course, Dean Hand, Cliff Hand...

ROY: Cliff Hand?

PAUL: ...was another person who was really wonderful...

ROY: Yeah, yeah.

PAUL: He was just so nice. And he was in all kinds of jobs.

ROY: Oh, yes.

PAUL: He was COP Dean, and Acting President...

ROY: Dean and really great.

PAUL: And Vice President, and everything else. He was great.

ROY: Academic Vice President and Acting President during the year that McCaffrey was off.

PAUL: I forget the Academic Vice President that came in right after Meyer, who was so wonderful... Bevin.

ROY: Jack Bevin?

PAUL: Yeah.

ROY: Oh yeah. And he went on to the College of Charleston.

PAUL: Yeah, but he doubled our salaries overnight!

ROY: Wow!

PAUL: I mean he was in there and said, "You people got to be paid!" It was unbelievable what that man did. It was great.

ROY: Yeah.

PAUL: And he was so good, and so strong at building up the faculty moral, and pushing to try to get the best faculty and all of that, and he said, "In order to get the best faculty, you gotta have the money," and things like that. He was great.

ROY: Yeah, I haven't heard that much about Jack Bevin lately.

PAUL: Yeah, it was just a flip-flop, when he was brought in. He antagonized, he had, he was very outspoken, he would tell his mind, and many times his mind would go against departments or schools or this or that. But they seemed to work it out. There were no real

problems, but he was very outspoken and he got things done. He was a mover and a shaker.

ROY: What changes did you observe between the... observe in the relationships between the faculty and administration? Did the faculty become more fragmented or more united?

PAUL: I don't think there was much change. The faculty had mostly... the one big difference that happened while I was there is the department used, the department chairman was a God, who ran, he was like a dictator.

ROY: Yeah, right.

PAUL: And they controlled everything, they wouldn't tell anybody anything.

ROY: So the chair was the head.

PAUL: The chair really was the head. I guess this was through all the United States the way it was coming down, how education was working. The chair was the real... I was thinking how Cobb, and chemistry...

ROY: Emerson Cobb?

PAUL: Emerson Cobb. I mean, he ruled that place like God. (Chuckles from both). But, uh, any...

ROY: That was one of the changes then that the COP council brought in.

PAUL: Yeah, yeah. And where you brought in, where you rotate the chairmanship, and all of that. This was a great, great...

ROY: Ok.

PAUL: Of course, you have a lot of departments where you have a hard time getting people to be chairman...

ROY: Sure.

PAUL: Because they don't like the extra, they don't like the committee work and the extra work that goes with it, but it should be shared. And so I know in Communication we have a lot of times difficulty finding...

ROY: Sure, sure...

PAUL: ...someone to be chairman, because... And everything is worked out within faculty meetings now, instead... it was all done, the only time we had meetings was to give announcements.

ROY: "This is what I have decided as Chair or Head of the department."

PAUL: Yeah.

ROY: So you don't think that would be a good thing to go back to...?

PAUL: No.

ROY: To having a... you like the rotating.

PAUL: No, I love the democratic...

ROY: Even though it's difficult in sometimes getting someone to run it...

PAUL: Yeah. But since, it's just like the President can't do much in Washington D.C. Congress, you know, does whatever the president goes in there, but he can't go anywhere unless Congress goes along.

ROY: Sure, sure.

PAUL: And this is the same way, now the chairman can do things, but he can't do it while when you have faculty meetings. Boy, everybody is called to dash on every point.

ROY: (Laughing). Every...

PAUL: And so I think that was one great change that took place between faculty and administration...

ROY: Ok, a change for the better.

PAUL: And whoever brought it about, whether Jacoby... I think Jacoby brought it about...

ROY: They...

PAUL: I think he de-emphasized the power of the chair.

ROY: When I came as Dean in '76, they had just set up a new charter for the college, and of course, that was a very principal part of the charter. I heard that there may be some changes coming about, that may lessen that rotating kind of chair, but I'm not sure. So any changes that you noted between the relations between the faculty and the Board of Regents?

PAUL: I'm not aware of that.

ROY: You probably didn't have much contact with the Board of Regents.

PAUL: I had no contact at all with the Regents.

ROY: Ok, any differences between faculty Deans and administration that affected your department or program, and its growth?

PAUL: No, I don't...

ROY: Probably not.

PAUL: It...it just oozed along...

ROY: You just oozed along, yeah, ok.

PAUL: And the only problem was with Sam Meyer.

ROY: Uh huh, right.

PAUL: He was, it was the whole principle of Forensics, was just too much...

ROY: But...

PAUL: Though, of course, he was probably right in some respects.

ROY: Uh huh.

PAUL: Because by doing by what I was doing, it was probably robbing students of a better education by my stressing a few talented... but of course these people, like Raul Kennedy he's the number one trial attorney on the west coast. Ted Olson is Advocate General.

ROY: Yeah.

PAUL: And all of these people are extremely successful. That we have federal judges, and... Oh, one big thing that I forgot to mention, we were the first college in the nation to integrate, of course...

**[END OF TAPE 1 SIDE B]**

**[BEGIN TAPE 2 SIDE A]**

ROY: Ok, what issues were you involved in which stand out in your mind as important to the growth and development of UOP as a whole?

PAUL: Well, probably have, reflecting, although many people probably forget, that the 18-year old vote was hatched at Pacific by a debater.

ROY: I didn't know that.

PAUL: Dennis Warren.

ROY: Yeah.

PAUL: And he worked with the President, and he was on national television, on the late night shows, and he, he gathered the whole campus together on what they called the LUV's campaign: Let Us Vote. This to get the 18-year old vote.

ROY: And what year was this?

PAUL: Uh, it was... I don't remember the... Well, when it went through and became an amendment to the Constitution.

ROY: Became an amendment to the Constitution. OK, and when you said President, you mean the President of the United States?

PAUL: The, uh, the... no, the he worked, uh... Well, anyway, Dennis got the idea. He dropped that... he was on a full Forensics scholarship, and he dropped out of Forensics, he was on our top, top team. And to start this program, Let Us Vote, he got started during the summer, and then all the next year, which was right around '70, or somewhere in there. Or late '60's, in the '60's, then. But he had literally hundreds and hundreds of COP students answering letters from all over the United States that were writing-in in support of the program. Because he appeared on national, on these national... the late night shows, and the Dean at McGeorge, the one with the...

ROY: Gordon Shaber.

PAUL: Shaber was working with him, and they pushed it, and they had a lot of contacts. Anyway, it was, it went nationwide this LUV campaign. And it soon hit many college campuses that had the same program. And we did not organize any other college... we just organized it there. But this all was hatched there at Pacific by one of our students.

ROY: And it was Dennis who?

PAUL: Dennis Warren.

ROY: Dennis Warren.

PAUL: Then he went through... He always said he was going to be Governor of State of California.

ROY: When another Warren...

PAUL: And then he went through McGeorge, and I think he is still in the Sacramento area, and he's an attorney. But that was one big...

ROY: That was...

PAUL: This was a huge activity. Of course, I hated like mad losing him, but what he was doing was so much more important.

ROY: Sure.

PAUL: And it was... I believe almost every fraternity, sorority, all the different groups were all in there answering letters. And telephone, they had banks of telephones set up for this, and everything, as they were campaigning nationwide to get the 18-year old vote. Then another activity we did, we integrated in Forensics. In your top Forensics teams across the nation, there were no black students. And we had in Horace Wheatley, who was the son of the Labor organizer for Harry Bridges in San Francisco. And we would go to tournaments in San Francisco and thirty-five forty of our students were put up in private homes in San Francisco; they were all black homes.

ROY: Ah...

PAUL: I drew the Baptist minister's house. And when we would go in there they would help out our budget and put up all of our people. And he was on our top team. And we were going to the national tournament in Oklahoma, Pi Kappa Delta, National Tournaments, and he was on our top team. And we were going through Amarillo, Texas, we were on the train, because we couldn't afford flying that many students. And we thought we'd stop in Amarillo to get something to eat, but there was segregation like you wouldn't... We were going up and down the streets, and no one would serve us, because we had Horace with us. And I thought Ted Olson was going to be... they had a group of thugs following us, and our, Ted was ready to take them on. It was it was... looked like it was going to be vicious, and then we went back to the railroad station, where they would feed us at the railroad station. And we had to stay overnight in Oklahoma City, but they would not let Horace leave his room, he had to stay in the room while he was there. And then we went to the tournament there in Oklahoma, where they did win there. And Horace was just absolutely a hero when we'd do the Hawaii trip, over in Hawaii. They just loved him, he just won every trophy over there. But he was the first black student that we had, and we had a lot, we had a lot later on, after that. Then another area that we set a national change in, and I was head of Western States Communication Association, I was director of all the Forensics programs, and we got rid of the Women's Division. This had come out of High School, where they had a Men's and a Women's Division. Men's Debate, Women's Debate, it wasn't allowed then. Well, I'd been trying to get rid of, for

several years I'd been trying to get rid of Women's Division, and we suffered practically. One year, our top team was a Woman's team. They would win every tournament here on the west coast and around the country. When we went to the Qualifiers, they lost every single round. And the judges would write on there, "Women have no place at the National Tournament."

ROY: Oh my god.

PAUL: And these were, I mean these were brains. Like Brenda Robinson is a professor at University of Utah, and the other one who married, Jenny Kahle who married John Beyer, who was student body president, and who is in the CIA in Virginia, and she writes all these quilting books. Anyway, the ACLU filed a \$1 million dollar lawsuit against me, and said that if you don't get rid of Women's Division, we're going to take you to court.

ROY: You personally...

PAUL: Personally...

ROY: And you were advocating that, you wanted to get rid of it, so you were on the same side.

PAUL: The Western States Tournament was in Albuquerque, and they told me that they put a hold on all California teams, they cannot travel out of the state as long as you have that division. They won't let them travel, and we're holding you personally responsible. I did a mandate, which was just unbelievable in Western Speech, because it's like the department, you always have to have coaches meeting, and everything is decided. Well, the northern coaches always wanted Men's and Women's because the south... most of California schools didn't have women, they only had men. But the Oregon and Montana, and Wyoming, they had a lot of women, and they'd win sweepstakes points with all their women, and that was their only way they could fight off the California teams was through their points they got in their women's division.

ROY: Oh, ok.

PAUL: So they always out voted me and wouldn't let me get that through. Well, I just sent a letter out mandating, "No more Women's Divisions, as of now." And they supported me, and Albuquerque, and the vote then was in favor, kind of after the fact, but we got rid of Women's Division nationwide.

ROY: Nationwide.

PAUL: Nationwide. Yeah, they decided they'd start in California, on the Western... And uh, they still had it in high school, but they soon got rid of it in high school too. So these are a few of the things that we got noted for nationally, was the integration, the 18-year old vote, and the women's...



ROY: Women's. Yeah. What are you involved in currently at UOP that holds your greatest interest? I know you're a long way away, but...

PAUL: I am, I read the Faculty Bulletin, every week that they send, and, of course, the Emeriti Newsletter, that I get more information out of the Emeriti Newsletter. I feel the Faculty Bulletin doesn't give anything the way it used to be.

ROY: No, it's... it's...

PAUL: It's a different, entirely different publication. And you don't learn, I learn so much more from the Emeriti Newsletter.

ROY: I think they've gone more to these electronic news, the e-news. I don't know whether you're on that or not...

PAUL: No, we're not on that.

ROY: But that, that tends to have news and the Faculty Bulletin gets published less and less, and really doesn't have that that much in it. But you agree with many of us in the Emeriti Society, because most of us feel that that's a good newsletter, and you get a lot of information about your colleagues and so forth.

PAUL: Right, right.

ROY: So anyway, thank-you for supporting us on that. Ok. Now what is your impression of the changes that have occurred since you left?

PAUL: Well, you hate to see things change, even like at Linfield. We'd go down there, Linfield took over the Hewlett Packard Campus, which is adjacent to Linfield.

ROY: Oh, ok. And now they have the Spruce Goose.

PAUL: And they have the Spruce Goose there.

ROY: So people come to McMinnville now. (Chuckles).

PAUL: People come to McMinnville. But they have changed, it's no longer an Ivy League little college, it's all Hewlett Packard, modern.

ROY: Oh.

PAUL: That it is. And now it... of course, at Pacific, when they took over Stockton College, that was a dramatic change in architecture.

ROY: Oh you mean when they took over the South Campus...

PAUL: Took over the South Campus.

ROY: that had been the Stockton College, the community college, then Delta.

PAUL: Yeah, and then Delta. That changed the comfortable level of the campus that we used to have, and we no longer have that. And then we expanded across the Calaveras, and actually have been expanding more and more.

ROY: Yeah, you wouldn't believe the changes that have occurred across the Calaveras.

PAUL: I feel that... I love the initial, the original COP. And anything, any changes I probably... it's a good thing that I'm not over there. (Laughter). I've retired, because maybe if I'm there with the movement, and went along, it'd be all right, but uh, I liked the old campus.

ROY: What contribution do you feel UOP has made to the Stockton community? (Pause). You talked about originally when you got there that there was quite a separation from there to town.

PAUL: Oh, yeah, but there are a lot of, a lot to do, like on Pacific Avenue, I mean they were very closely involved. I don't think... The city as a whole is an agricultural entity primarily, the city of Stockton. The port and the agriculture, and as such the college is not in that same, we don't have an agricultural college. If we were Davis, there'd probably be a lot more involvement in the community. Other than the fact that so many of the people who live there go to Pacific, and then stay right in the community, it's the alumni that have the... like for example, the Bank of Stockton, that (managed?) a Regent for so long. And all of those people, they are closely connected with the two, but I don't see the college having that much to do with the city itself.

ROY: Now, the college is, or the university is surrounded by the city, you mentioned that it was the northern limits, but now of course, most of the growth for the city has gone up north.

PAUL: But I don't know how much the city as a whole supports such things as drama, or music, or... I think they do fairly well, but not really as heavy as it might be in like in McMinnville.

ROY: Yeah, yeah. Of course, McMinnville had... was a smaller community.

PAUL: It was a lot smaller, and it's a very integrated community. It's all alike, you don't have the minorities that you do in Stockton.

ROY: I don't know whether you know, but since Benedetti has left the Dean's office, he's in charge of the Harold S. Jacoby Center for Regional Community Studies, and so he has received some grants to work with Roy Childs in the community of Stockton,

particularly the central area of Stockton. And so he is working trying to promote more of the integration between the community and the campus.

PAUL: Well, I know the Sociology department they work with the jails and the prisons...

ROY: Yeah, yeah.

PAUL: And Psychology works with a lot of people. There's a lot of the departments that work out in the city.

ROY: Uh huh, yeah. Well, I always felt that we had quite a...

PAUL: Of course, we had a very good relation with the lawyers. I mean...

ROY: Oh, of course...

PAUL: There was... they wanted to come to campus. I had no problems. Just, I mean, there was a desire to come to the campus and do that. So I would say there was no problems. But I just feel that the majority of the people of Stockton have nothing to do with Pacific, per se.

ROY: The present admin is doing as much as it can in working with internships. In fact, they would like to have student have external campus experience. Now that would not all be in the Stockton community, but that is, that is an area that the president and the provost would be very much interested in....

PAUL: Like the Engineering program.

ROY: Like the Engineering program. Uh huh, yeah, but through out the campus.

PAUL: That was so good. It sure put Greg's ...(unknown?) anybody else.

ROY: Well, what Paul's talking about his son Greg Winters who went through the Engineering school, and he had a couple of very good internships with COP.

PAUL: With Disney.

ROY: Yeah, with Disney. Right.

PAUL: ...Then he was hired by Disney.

ROY: Ok, any communication... yeah, any community activities you've been involved in?

PAUL: No. Other than up here, I'm in the Rhododendron's Society.

ROY: Oh, ok. Well of course, this is the place to raise rhododendrons.

PAUL: Yeah, yes, and I should be in the Orchid Society too. I... See there's an orchid over there, and...

ROY: and one behind you...

PAUL: and two more coming out here. I have a greenhouse, and as soon as the orchids get ready to bloom I bring them, as soon as they bloom. And here these are all my...

ROY: The almost look artificial they're so beautiful.

PAUL: Yeah. I have hundreds of lilies, lilies, and that's what you can do up here in the Northwest.

ROY: Ok, well let's, let's kind of wrap up and look to the future. What do you see as being special about UOP in the past, and what hopes do you have for the institution's development in the future?

PAUL: Well, I feel it's going along, as I read in the Emeriti Newsletter, in their reports, that they are getting a better level of student. I see they are doing well in US News and World reports, report on it. Their professional schools are getting, staying strong, doing stronger, because I remember our Pharmacy was going down, and now I see it's coming back.

ROY: Oh absolutely, yeah.

PAUL: Isn't it?

ROY: Oh yes. Yes. We, you... Chemistry is so inundated with Pre- Pharmacy students these days. No, they're just you just can't get into the class.

PAUL: I know there was such a shortage in, in... a shortage in Pharmacy.

ROY: Yeah, I, I have heard, but I don't know where, that there're some new schools of Pharmacy being developed in the state, because there was for while only three of them.

PAUL: Yeah.

ROY: Now, of course, there are more, but there are going to be, going to be more.

PAUL: But anyway, I feel that it's staying to its original mission, being a teacher friendly university college, and it's building on its strengths.

ROY: You probably, you may not have heard, but you may be interested to know that I and several others are working with the current dean, Gary Miller, to put in the application for Pi Beta Kappa, and I think we are at the point now where we got a good chance, except that there will be a lot of other people, we may have to get, get our position in the cue. But there is support from the upper administration, and through Gary Miller, and we are working very hard at getting an application ready for this coming November, so...

PAUL: Oh, that's great.

ROY: Hopefully, one of these years, we'll see that come to pass on campus. So we're looking forward to that. Was there anything else you want to say as we wrap this up?

PAUL: I think I've said enough.

ROY: We've said, we've said a lot. It seems to me that you also ought to write the... the debate era, your debate era at UOP.

PAUL: I probably forgotten my... I still have all my notes and things that I sent to them folks in Washington D.C. I just haven't copied them, and, but there's... there are new books and new things out on...

ROY: But I mean, sort of the history of debate and forensics at UOP, that we could put into the archives, because, you know we...

PAUL: It has a tremendous tradition, there used to be just an oratory society. Goes way back. Clear back to the beginning.

ROY: Clear back the beginning of UOP?

PAUL: The beginning of COP and UOP.

ROY: Oh, ok. Well, I still think you, there are several things you need to write up, and now that you have all this leisure time, among your rhododendrons and your orchids, you have to do that sort of thing. (Laughter). Ok, well, thanks very much Paul. We really appreciate this. And when I get back, we'll turn this into the archivist and it will get transcribed, and be available for future generations. Thank-you.

**END OF TAPE 3**