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# Browne, Gwenn Oral History Interview

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FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Gwenn Browne**  
**Department of Philosophy, C.O.P, 1968-95**

By Doris Meyer  
May 12, 2011

Transcription by Jordan Sears-Zeve, University of the Pacific Library,  
Department of Special Collections

Subjects: Honors program, activist, AAUP Unions, Philosophy Dept. & major, General Ed curricular changes & themes, Grievance Committee, social justice, no confidence vote McCaffrey, Anderson Y Life Center.

**UOP ARCHIVES FACULTY EMERITI INTERVIEWS**

**BROWNE (Gwenn), 1968-1995**

**May 12, 2011**

**[TAPE 1, Side A]**

**[Begin Tape.]**

DORIS MEYER: Gwenn and I are in the library, and the date we just decided was May 12 of 2011, and Gwenn is Gwenn - Gwenneth Browne - and she is to be interviewed by me, and I'm Doris Meyer. We've already talked, the date is May 12<sup>th</sup>, and it is being conducted in one of the study rooms here in the Library at the University of Pacific. Good afternoon, Gwenn.

GWENN BROWNE: Hi, Doris.

MEYER: We've known each other for a long time.

BROWNE: Yes, indeed.

MEYER: It is my pleasure to have the opportunity to interview you. I have, I have admired you from day one. So, having said that, we are now talking about your arrival to the university, and what years you served in varying capacities. What were those years, and what were your official titles?

BROWNE: Well, I came in '68, and I retired in '97, that was 29 years, and I was, I think, Assistant Associate before Professor, you know, went up the ranks, and I was Department Chair for I think it was two terms. Oh, and I was the Director of the Center for Integrative Studies. When they closed Raymond and Callison, they created a center for International Studies and a center for Integrative Studies, and I was the second director of that. That was mainly to get an honors program up and off the ground. Roy Childs was the first director, and when he left, then I was there and I started and ran the honors program.

MEYER: You know, Gwenn...

BROWNE: Among other things.

MEYER: Right. Gwenn, I think you should tell us a little bit more about that, because I don't think, there is much in any of the other oral histories...

BROWNE: They may be here...

MEYER: Yeah, could you reflect back on that a little bit more? And what the chronology of that was?

BROWNE: Okay. It may be redundant, but I'm going to go back and remind all of us that there were 3 cluster colleges.

MEYER: Right...

BROWNE: Covell was the Spanish speaking college, it lasted longer than the others. Raymond was kind of an honors college, and it had started with a 3 year program to graduation. Its timing was bad because the draft came in and staying four years was better than staying three years because you didn't go to Vietnam as quickly. And Callison College was the international college, and they originally spent their sophomore year in India. When enrollment became a problem in the cluster colleges, Raymond and Callison were merged and ultimately closed, and the faculty was absorbed into COP, primarily. And to satisfy student interests and the faculty specialties that had been there, they started 2 centers. One was a center for international studies – which ultimately became the School for International Studies – and the other was the center for integrated studies, which was the shadow of Raymond, but did programs that cut across department lines. And invented them, anybody who wanted to do it would come and we'd work out a program and run it through the curriculum garbage and get it approved, or disapproved, as the case may be. And, as I said, Roy Childs, who was the first director, so he did more of the integrating, at least starting those ventures, and when I came in my charge was to start the honors program, and to handle self-designed majors and self-designed independent studies for, I think they were mostly honors students. And all of these were simply ways of accommodating interest that had evolved on the campus because of the cluster colleges.

MEYER: So, if when Raymond College, for instance was discontinued, and some students from Raymond were only partway through their degree program, did they then move, probably, through the self-design?

BROWNE: That could have been. Frankly I don't remember too many of the Raymonds, because you realize that they Raymond and Callison students were very, very angry. And the Raymond students still are, to a certain extent. Though they started being angry when the two schools were merged. And I don't remember too many of them.

MEYER: They're having a Raymond group next year, are having their fiftieth year reunion, that's part of the alumni reunion.

BROWNE: John Williams has kept the alumni of Raymond together and in touch with one another pretty well.

MEYER: Who was that?

BROWNE: John Williams? The one who went from Raymond into the English department.

MEYER: John Williams. It's important to get names, so whenever we mention a name, that's important. Did this, moving in the same vein as that, did this then move into anything that had to do with independent studies or the program in Washington or the internships or the whatever?

BROWNE: Yeah, I was very active in the internships, and I, it may have been tied into the center, I don't remember exactly how I got involved with it, but the Washington program, we ran – and I know the center did this – a kind of indoctrination. The

paralleling what Bruce Lebrack did for international. Because frankly, for our students, Washington DC is as much a foreign country as Bangladesh. And practically more dangerous. So we did do that for the kids who went to the Washington center. And I was very deeply involved and traveled once a year for three years with Linda Johnson back to DC to visit the students and keep up with the center.

MEYER: Yeah, I remember you did that. And can you remember Linda Johnson and Jodie...

BROWNE: Smith.

MEYER: Smith. What was the name of their program?

BROWNE: It was Coop and internship. The Coop name came from the engineering program, because engineering had it first. The, it was 1969 that they decided to run the engineering program with its coop component. When they went to work and - Gary Martin came in to do that - and Linda had worked in the admissions office, and I think she simply was transferred over from the admissions office. Jerry Briscoe of Political Science was the first director of the coop for non-engineering people. But, uh, I mean he did that while being a full time faculty member in political science. So when it was taking off, then it was going to be a more regular part. It never totally succeeded, but they really wanted to get every department in COP to have an internship possibility for students. Engineering students were required to do it three times, but we were working really hard to get them to do it once. And one of the reasons that I got more involved than perhaps I should have was that when Elliot Kline was the Dean in Business, he would not allow the business faculty to go out and supervise internships, so I did all the Business School internships.

MEYER: Would you repeat the names, so we get this straight. Jerry Briscoe.

BROWNE: Jerry Briscoe in political science was the first director of the non-engineering coop.

MEYER: Okay, and Gary Martin we remember was the first person in engineering. And then, the two people that was Linda Johnson and...

BROWNE: Linda Johnson and Jody Smith. And I hate to say this, but they're both dead.

MEYER: I know it.

BROWNE: You and I are sitting here looking at folks younger than us who have already passed.

MEYER: So, gee, we talked about that for a long time. Maybe we better go back on task.

BROWNE: Okay.

MEYER: How did you hear about the University of Pacific, and who...

BROWNE: Well, this is an interesting story, but I'm not sure we should include it in the history.

MEYER: Well, you could skim...

BROWNE: Yeah, well, I was at Bradley, and I hated Bradley, and I was leaving – in fact, I took my contract and tore into tiny winey little pieces, and sprinkled it across the department head's desk.

MEYER: Where is Bradley located?

BROWNE: Peoria, Illinois.

MEYER: Is that right? It's a private school?

BROWNE: Yes, it's just... well, it's just about the same size as the Stockton campus, but it started as a watch making school. And it's a basketball school. It was really big in basketball.

MEYER: Yeah, I remember that now. Yeah.

BROWNE: And, a debate team from Pacific came to Bradley, and a friend of mine, who was also leaving but much more quietly than I, had heard about Pacific through an opening in the Math department. So he asked me if I could arrange through people I knew in the Speech department for us to meet the debate team. Bill was always a little shyer, and I think I knew everybody on the faculty, there. And so he said, you know, would I arrange this, and I did. And the two people who represented Pacific were Janelle Gobby and Dianna Dietz. Dianna ended up working in the registrars offices, and Janelle married Herb Reineltt, who was head of the Philosophy department. And so I really think Janelle is the reason why I got the job. But anyway, there was an opening, and they talked me into applying, and I came out for an interview, and I got the job. And I, well, and I met Jack Bevan, and I had a fight with Jack Bevan while I was here in the interview, because in those days, almost everything on the west coast, if you interviewed and they offered you a job and you didn't take it, you had to pay for your travel.

Meyer: Repeat that again, that uh...

BROWNE: If you were interviewed for a job, and they offered you a job, and you didn't take it, you had to pay the travel bill. And you couldn't shop a whole lot if you had to pick up tabs. So I was kinda running around, though I knew I wasn't going to stay at Bradley no matter what, and figuring okay, you know, let's see whether or not they're brave enough to offer me a job. And I had this, sort of, head knocking with Jack Bevan, and he was brave enough to offer me a job, and I came. Jack is a really, well, Larry Meredith was one of the characters I met, and I was very impressed by Larry, and I was very impressed by Jack, and the big thing was I was interviewed by both Jake Jacoby and Bill Binkley because they were just about the switch over, and when I came to the campus in August, I couldn't remember who was going to be the Dean and would I recognize the Dean if I found the Dean, but actually I got here after summer school was

over, because I had to teach summer school at Bradley, and there wasn't anybody around anyway. But I was impressed by the people at Pacific.

MEYER: Before we go any further, Gwenn, you need to identify Jack Bevan.

BROWNE: He was the academic Vice President for a rather short period of time, but nevertheless, a very exciting and troubled time.

MEYER: And you identified both Jake Jacoby and Bill Binkley, could you describe their, uh...

BROWNE: Well, Jake was then the Dean of the College of the Pacific, but Jake had come here with the first class that was in Stockton, and had been associated with the University. His father had been on the Regents, and before I got here, physically, Jake had gone off to be at Millsaps, and ended up being acting president. He was gone for 3 or 4 years, and then had to come back because they were going to terminate his tenure if he didn't return, and he returned to teach in the Sociology department. And...

MEYER: And Bill Binkley?

BROWNE: He was then the Dean of the Graduate School, and was coming as the Dean of the College of the Pacific, and I think he was here for maybe four years after I arrived.

MEYER: Yeah, I barely remember Bill Binkley.

BROWNE: Oh my, don't you remember the great fuss over his departure?

MEYER: No...

BROWNE: Oh. Let's not forget, yeah...

MEYER: So, then, when you met the folks here and you had your little conversation with Jack Bevan, and the position was in the department of...

BROWNE: Philosophy.

MEYER: Right. And your expertise in philosophy.

BROWNE: Ethics. My expertise is ethics and political philosophy. And my... the ink was drying on my PhD. I had been teaching, and this was my fourth school, but I hadn't completed my defense of my dissertation until after, well it was the year that I tore my contract up. And I think, I don't know which came first, the degree, the defense, or the contract, but fitting into a context, that was the year that the students at Columbia took over the university. And I was proud of them, because they did it over an issue involving Harlem rather than, I mean, frankly, as far as I'm concerned, the undergraduate students at Columbia could have taken over the place just to protest the way they were treated. Students were not treated well at Columbia.

MEYER: And Columbia is in New York City, New York...?

BROWNE: New York City, no, New York City, it's in Manhattan, it's in Harlem.

MEYER: Let's see, and then you talked here a little bit about your first impressions of Pacific. Well, the administrators, we've talked a little bit about that.

BROWNE: Let's move back to my first impressions of the city. Because I got here, and summer school was out. I went off and found a grape boycott. And the first people that I met in Stockton didn't speak English. I was carrying a picket sign with them at a CentroMart store down on French Camp Rd.

MEYER: Yeah, I've always thought of you as being a rather an activist. So, when you thought about the grape pickers and whatnot, did you just say 'Well, I'm gonna do this?' or, I can't believe that...

BROWNE: Oh yeah, no, I was, I had been involved with Caesar Chavez's group in New York.

MEYER: Is that right?

BROWNE: Yes, because they first organized potatoes in upstate New York. And, oh no, I knew that when I came to California, I would be involved in the grape boycott.

MEYER: I did not know that Chavez's union and his labor contracting issues and all of that went back East.

BROWNE: Back East before. The first, the biggest target back east was [Segrets?]

MEYER: Is that right? So then...

BROWNE: That was in the fifties, that I had met Caesar movement, so. Oh yeah, I was in civil rights stuff long before, because remember, I had been in the military, so it was me becoming involved with the peace movement was not the easiest thing in the world for me, and the first peace march I was ever in was right out here, started out from the tower, and marched to downtown to what was then the post office across from the Bank of Stockton. It took some doing, but the word on the street was that the motorcycle gangs were gonna come in and bust up our kids, and so I marshaled that peace march down there because nobody busts up my kids without going through me first.

MEYER: Did you ever feel like your role in this issue about being active in political and social things, did you ever concern, did it ever concern you that you were a faculty person at the University, and yet you were playing this other, outside role? Did you feel like there would be repercussions or anything?

BROWNE: I was sort of ready for repercussions. I mean, the only good thing Columbia University did for me was to introduce me to the AAUP, and I had been well informed about academic freedom, and, uh, I don't know, maybe five or six of the people I went to



graduate school became academic freedom cases. One of whom a national academic freedom case, [Nurstarsky...?] so, I mean, I sort of, I had never figured I was ever even gonna try for tenure anywhere, I was going to, you remember if you will, in the sixties, there was a lot more jobs than there were faculty that could take. It dried up, very shortly after I got here, but I had really gone through graduate school and three jobs, sorta figuring that I was going to have a little carpet bag, into which I stuffed my stuff and moved to the next campus. But Bob Burns who's a, a truly remarkable man, the first time that I met him I...

MEYER: That's right.

BROWNE: No, I was totally unimpressed. I thought, Oh my God, this man's been here forever, we're gonna have stuffed meerkats, and raccoon coats, boolah boolah. But, I was involved with a student who was in trouble and had to go to the President's office, and was absolutely terrified, I barely knew the kid. Bob Burns was absolutely beautiful, I don't think that in – even though I've had presidents that I liked better – I don't think I met anybody who was more attuned to academic freedom than Bob Burns. And I remember Larry Meredith teasing him and, you know.

MEYER: Your words duplicate almost every interview when Bob Burns name comes up. His uh...

BROWNE: I didn't know him well, though one of the things that I remember was after he was gone, his wife said oh, he loved to tease you. And, you know, so he was, I guess somewhat more aware of me than I was of him in some sense, I mean, he was the great white father who might fire me if I didn't behave properly, but didn't worry about it. But, he was so good with that kid, and then he called, picked up the phone and called Dick Williams, the Dean of Men, and said, I have met with Mr. 'whatever his name was,' and I don't want to hear anything more about this.

MEYER: Yeah, great. I, I need to discuss the AAUP with you. I don't know whether we want to do that now...

BROWNE: Yeah, I was gonna say, I don't know where it's gonna fit in this set of questions.

MEYER: So, I'll make a little X by it, for now. And then, either come back to it... Well, maybe once, because we're supposed to be talking about curriculum and programs, why don't you tell me a little bit. I distinctly remember you and your association with AAUP, and I think that was probably one of the things that helped me understand who, in fact, you were, and your willingness to stand up for different thoughts and things that were important to you. So tell me a little bit more about that, would you? The acronym, and then spell out the...

BROWNE: The American Association of University Professors. It's a professional organization which protects the rights of faculty, particularly around the issue of tenure. And, it started in 1915, and every time that the United States has a war, faculty members get into trouble. And they put out a magazine, in which they write up cases where things

have happened. Now that, frankly, is their largest sanction, if a university does something that damages a faculty member, they will appoint a committee. Their first and primary function is the defense of faculty and academic freedom, and they have this committee A, which is professional people. Uh, lawyers and one philosopher I know of. But anyway, they'll appoint an investigating committee, and they'll visit. They try, they'll spend years, in fact, people who have been the damaged parties are frequently impatient because it doesn't move fast enough, but they'll visit the campus, or at least the town, if they won't be allowed on the campus, then they write it up. But, see, they do everything they can to negotiate, and their big stick is the write up, because the administrators don't want to see their name in print, because it was usual a colossal comedy of errors, and this is published nationwide. And I don't know, some place very early in my career I started reading academic freedom cases in the AAUP bulletin. One of the main things they do for you it make you really glad you don't work there. Wherever there is... one of the places was Alfred, which was very close where I had graduated.

MEYER: Where is that?

BROWNE: Alfred, in New York, upstate New York. It's, well, they, they're connected sort of, to the Corning Glass, but they make the nose cones for the, NASA. But, anyway, you notice things. Small schools, large schools, things like that. If being published doesn't humiliate them enough, then they'll vote censure, and the censure list. People will not accept speaking engagements, people won't accept jobs – I mean, you know, why do you walk into a place that's known for treating people badly. But, because I got interested in these things – and, like I said, I just kinda have that attitude, okay, this is what we're gonna do, if someone wants to fire me, that's not, never expected to spend 29 years in one place.

MEYER: Especially when you had been to 4 before you got here.

BROWNE: Yeah.

MEYER: Yeah. You know, you don't hear as much about AAUP as we did earlier. Do you think that's because there's less discrimination, or less concern for academic freedom, or what? Or, just not correct in...

BROWNE: My own opinion is that in something like '83 or '84 that AAUP went into collective bargaining. Now, it's still more NEA and AFT, and, I think that the AAUP damaged itself by going into collective bargaining. And then of course, it went badly, because 3 or 4 years after, there was the decision by the national labor relations board, which is known as the Ushiba decision, because Ushiba University took it in, where they said that private schools can't have collective bargaining, so there are I think 3 in the nation have collective bargaining. But, if you may remember, I mean, Sid Turoff had a long association with organized labor, and yet he and I both opposed the first suggestion before the Ushiba decision that, you know, if we're gonna be mad at the administration, we should organize. The labor model really doesn't fit, and probably the two noisiest people on the campus were the ones that knew it best and said no, let's not do it, and Sid and I both worked to keep that suggestion from going anywhere at all.

MEYER: Could you spell Sid's last name?

BROWNE: T-u-r-o-f-f

MEYER: Okay, yeah, because his name is an important one.

BROWNE: He is.

MEYER: Thanks for talking about AAUP, and I think the things that we've talked about so far are really interesting, and they are things that you can contribute to the oral history, unlike any other person that we could interview, and that's what the oral history is really all about, so I think we're hitting.

BROWNE: okay, good, because it's not the questions.

MEYER: yeah, I think we're hitting really important things. Back to your official title, the one with the Philosophy Department, changes while you were here in that department, change of personnel, change of attitude, what went on in the philosophy department?

BROWNE: Well, we were and are a small department, but Bill Nietman was the founder mover and sh- actually, well, yeah, as far as at least my memory Bill Nietman, and he had founded the Pacific Philosophy Institute, which was run for profit for years. And he had a deal with Bob Burns, that when the slush fund reached the certain value, and I did not know what it was, he would be allowed to be semi-retired, and he reached that point and was going into semi-retirement and things were still green enough in the fields of higher education that they decided that, while they wouldn't replace him with a part timer – because you really couldn't do things like that in Stockton for, for more esoteric fields. So I was the replacement, so Bill Nietman was phasing out, which was probably just as well because Bill Nietman was one of the larger male chauvinist pigs I have met in my life, and he always called me Miss Browne, and I always called him Dr. Nietman.

MEYER: He called you Miss Browne, and you called him Dr. Nietman.

BROWNE: Oh, he took me to one of the regional philosophy meetings. Picked me up in his car, handed me in the car, handed me out of the car, opened the door, walked me in, introduced me to absolutely nobody.

MEYER: Who else were...

BROWNE: And, well, and Herb Reinelt. The department before I came was composed of Bill Nietman, and Herb Reinelt. And I was added on, and Herb stayed as department chair, except that he married Janelle, and at the end of the first year, he put the key to the office in my mail box, and that constituted the change of command, and he went off to France, leaving me to cope with an institution that didn't believe that a woman could be a department chair. Particularly the finance center didn't believe that.

MEYER: About what year do you think that might have been?

BROWNE: That was academic year '69 - '70. Because I came '68-'69, and then the summer in between he left. Went to France for a year. And, the first thing that happened was Bill Binkley called me in and said he was moving us, and I didn't know, I mean, Banister Hall was very political and always was referred to as the b- I didn't know any of this. And so they moved us down the chapel, and they moved me into Kathleen Shannon's office, a fact for which she never forgave me, uh, and they left Dr. Nietman's table behind, and that was an issue for about 3 years-

**[TAPE 1, Side B]**

**[Begin Tape.]**

MEYER: The second half, or second side of this tape, and we really...

BROWNE: Haven't gotten anywhere.

MEYER: You've really talked about some very interesting things. Let's continue here about the Philosophy Department.

BROWNE: Okay. After...

MEYER: Go ahead.

BROWNE: Actually, some of this has got anecdotes that are priceless as Herb hired a young woman to replace him, and first day she came in town she got busted for having pot, and so my first lesson as an acting department chair was how do you bail a faculty member out of jail. And it was fantastically, exciting year. About, she wouldn't hold her class in the classroom where it was assigned, and – as you may recall – Wendel Phillips Center belonged to Raymond, and they weren't on the same time schedule we were, and she would go and find any empty room and take her class in there, and about 20 minutes later, I'd get a phone call from Raymond – “She's in our classroom, make her get out!” And her dog bit a Dean, that was fun, fortunately it was Otis Shau, he was a friend of mine. But, I mean, it was just incredibly one thing after another. Oh, and after she was busted, they confiscated a gun, and they found that the gun had been used in something or other. I decided, I was either going to have a nervous breakdown or change policies, and I deal with the Dean, the Sheriff, it's was just incredible, the first semester was very odd.

MEYER: So, the Philosophy Department was always.

BROWNE: it increased to 3 after Herb came back, and the first person we had was a complete disaster, and then we got Jim Heffernan, who is still here.

MEYER: Right, would you pronounce his name, and spell his name again?

BROWNE: Okay, Heffernan, first name Jim, and he is still here. And then when they closed Raymond and Callison we absorbed Bob Orpinela.

MEYER: okay, that's good, and then you were all the part of the College of Pacific.

BROWNE: That's right

MEYER: And the Dean of that time, was that still Bill Binkley?

BROWNE: Oh, it was Bill Binkley for about 4 or 5 years. And then I guess Ken Beauchamp acted for one year, and then Roy Whiteker, and Roy Whiteker came in as Dean on almost exactly the same day that I took over as department chair, and we moved out of the chapel and into what had been Raymond Lodge.

MEYER: Yes, that's right, so now the Philosophy Lodge was Raymond Lodge.

BROWNE: Yes, and in taking it over, we had to agree that we didn't really need to have it painted, which we did, and that we would allow the kiddies to play lodge ball, which is a form of volley ball was played over the roof that extends from the dormitory to the lodge. It has very arcane rules.

MEYER: Let's move on here, part of, we've already talked about innovative programs that you've...

BROWNE: Oh, not really, because the thing that was happening as I arrived was the revision of the core curriculum, which eventually, a year later, I mean, there was a whole year of faculty meetings talking about adopting this new – which became I and I, Innovation and Imagination. Most people don't remember what the I's stand for. Cliff Hand administered that, and I think he had been part of the team. The summer that I was coming in, a group of people would have included Herb Reinelt, went to Colorado College with the Danforth people and worked out this scheme, and then this whole year of faculty meetings was to persuade everybody that they wanted to buy into it, and Cliff was in Raymond at that time teaching English, and he came back into the College to administer this General Education program. I was very involved in setting up those courses. I really liked I&I, but it didn't exactly...

MEYER: I, I did too. Now, let's talk just a little bit. There's some other discussion about I&I, in some of the other oral histories, but again, repeat what I&I stood for, the words for...

BROWNE: Innovation and Imagination

MEYER: Okay.

BROWNE: And it's, Cliff named it, and it came out of Whitehead, I think.

MEYER: And then, they were team taught classes, were they not?

BROWNE: They were linked classes. They were two classes, two faculty members from different departments – it was very important that they be from different departments – worked together so that their two courses sometimes met together, sometimes met separately, but they were both on the same theme, more or less.

MEYER: Right, yeah, I loved doing that.

BROWNE: Well, there was certainly a lot of work involved, and the faculty invested a whole lot of itself into I&I.

MEYER: That's right. Then, right about this same time, we had curriculum change moving into something called the 4-1-4, now what was that?

BROWNE: They had that one on came, they had started it before. It was a semester that started... I think it was the first time that we shoved the calendar before Labor Day. And then it ended before Christmas. And then the month of January was 4 weeks in which you did one course, and those were all what I'm inclined to call Kleenex courses, I mean, this was the trouble with I&I, you would invent something, and then teach it once and throw it away. But... in Winter term, the students took just one course, and it lasted just one month, and then we had another semester, and the 4 of each of those, it was 4-1-4, it was the kids took 4 courses in the first semester, 1 course in January, and 4 at the end. And that changed the number of units for a course, and all kinds of curricular changes. And most of that, that may have been part of that same revision that brought in I&I.

MEYER: So you recall the 4-1-4 preceding the I&I.

BROWNE: It may, they may have come at exactly the same time, but I wasn't as involved in seeing the 4-1-4 as new. I definitely see I&I as totally new, and was inventing courses every semester.

MEYER: And you recollect the I&I as part of the General Ed?

BROWNE: It was the General Ed program.

MEYER: So it did not have, it was listed as breadth or depth or... wasn't that part of that at that time?

BROWNE: No, I think the breadth and depth thing came with the program that replaced I&I. Because then they clunked things in and you had regular courses, but then they counted as this breadth count, thing, and most of the intro classes got shoved into some one of those categories. 1A, 2B, that sort of thing. That was the interim, which lasted much longer than I&I did. And then we went into the mentors seminars, which are now the Pacific seminars, and I was involved very deeply in teaching Mentor 1. Herb and Jim and Jerry – I forgot to say we had picked up Jerry Hewitt, he was, just a little piece of Jerry, he was still primarily a political scientist, but uh, that was also in that fold up of the clusters. They had been in the original planning for

Mentor 1. But I was teaching mentor 1 from the beginning, and then they had wanted to for the first two semesters people came in, and they had a capstone course in the plan, but they had no idea really what they were gonna do, and so I was very, very deeply involved in designing and planning and teaching the last course which was then mentor 3, and I think they still are using, they're now calling Pacific seminars, but I still think they're

using the 1, 2, and 3. And that was because it was ethics and on values, we combined biography and value.

MEYER: Yeah, I can see where your specialty would fit right into one of the Mentor Pacific settings. Because it's, it's what biologists need, it's what science need, it's what pharmacy people need, and that's a, it gives breadth to their curriculum.

BROWNE: Well, yes, and we never encourage people to major in philosophy. We all, well, where we had Philosophy majors we basically had them as second majors. People would decide that they were gonna go to graduate school in sociology, and they'd come over and take our major as a second major because it tuned up their thinking and writing skills. And we never really wanted to run – we weren't big enough – and there was enough academic integrity, if I can use that term, in the department that we didn't want to sell a cheap, dirty...

MEYER: Yeah, I think that's just some really...

BROWNE: And we fought tooth and toenail with the graduate school on at least 3 occasions, one of which was led by a, I said it, a close friend [Otis Shau], and then there was Allistair McCrone there for a very short time, but we wouldn't let them put in, even as a part of the English, the doctoral of teaching, which was the non-dissertation thing that English did. They really wanted us to put in a philosophy segment because community colleges want to do humanities courses, and do a little bit of everything, and we just flat dead refused, dug our heels in, screamed and yelled.

MEYER: Yeah, I think that's really interesting, I don't believe I've ever heard that rationale before, and I think that's, talk about integrity of the people involved in the department, that's an excellent statement to make.

BROWNE: Well, we only let one young man major in philosophy who didn't have, you know, and it was because his father was a Ford, I think it was, anyway, an automobile dealer in Nevada, and the deal was his dad, he had to go back and take over his father's dealership, and his dad says, you can major in anything you want, but you're gonna come back here, and so, that was the thing. He was really interested in philosophy, and we told him we don't have enough depth or breadth to prepare you well to go to graduate school in philosophy, but we'll let you major in philosophy since, you know, you're not going to go on.

MEYER: Yeah, that's good Gwenn. Let's look here, where we are...

BROWNE: And you, you would need a department of about 7 people to cover what you need to do to give kids the background they need to survive in a decent graduate program.

MEYER: Yeah, that's... Well, that was very ethical.

BROWNE: Yes, yes.

MEYER: Of your department...

BROWNE: I hate to say it, but Philosophers take that sort of thing very seriously.

MEYER: Administration, we've talked a little bit about your various administrative roles.

BROWNE: Yes, we did more than I'd intended, because that was the part I skipped over when I was reading you...

MEYER: Oh, but you did. Is there anything else... Maybe let's move onto 4, the people, huh?

BROWNE: Okay.

MEYER: We've talk a lot about individual people. Is there anybody that you'd like to give some credit to that we have not already, either they had an impression on you, they helped you with something.

BROWNE: There were a lot of them, but I think we've touched on the important ones.

MEYER: Okay, so you feel okay about that.

BROWNE: What we didn't mention the president who eventually, you know, Allistair McCrone. And I worked closely with him.

MEYER: In what way?

BROWNE: Well, because I was the first chair of the grievance committee.

MEYER: Okay, say that again slowly.

BROWNE: I was the first, the Faculty Grievance Committee. Well, actually, I was also... We, they published something in the student newspaper about grievances, and I think it didn't say faculty, and suddenly student grievances landed all over the place, so I wrote both of the grievance procedures, and presided over the faculty grievance procedure. And Bob Burns had been excellent, and he was able to handle problems, and had this feeling, and I don't really know why but I know he did. And when he died and little Al took over the office temporarily, uh, grievances came out of the woodwork. And, actually, Monroe Hess tells me that there was been an academic freedom case back when, before they had a School of Business. But I handled the case, and Marc Jansen was the dean involved, and he admitted with a tape recorder running on the table in front of him that he had fired the first director of Mexican-American Studies because of the speech the man made in Washington DC. This is known in strict technical terminology as dumb. You don't say things like that.

MEYER: Say that again? It's known as what?

BROWNE: Dumb



MEYER: Oh, dumb... haha.

BROWNE: The worst expletive in higher education.

MEYER: Would you tell me a little bit more about the role of the faculty grievance committee. Who was it advocating for, or was it not...?

BROWNE: It was something academic council created. And we went very heavily by AAUP guidelines, which is why I'm sure I got stuck with it. And it's just that there were all kinds of problems. People who got fired, I mean, those were the worst kind because of course, they end up in court, but, I mean, I had a 19 hour hearing over at the Dental School. Uh... Gordon Shaver came down, that's how I met Gordon Shaver, whom I adored. He was the Dean of the Law School, but in those days it was a private fiefdom. He had to have association with the university to get his ABA accreditation, but he didn't want to be associated with the University and the university didn't make much, well, actually Gordon had a separate contract for himself, they couldn't touch much of him. But he came down and sat next to me for a gigantic long hearing, and brought down a lawyer that handled the faculty side, and Wally Caldwell handled the other side, and that one went on forever. It's sort of a trial by fire, but we did resolve a lot of problems that could have been fairly nasty. We did pretty well all the way through the McCaffrey era, and it wasn't until Bill Atchley showed up on the scene that rules and regulations and procedures made very little difference.

MEYER: Ah, so, the faculty grievance committee was in existence and active for what, 10 years?

BROWNE: Oh, no, more than that. McCaffrey was here for 15. So it must have been 20, at least. Well. I mean, they were still... I handled a hearing after I had retired, but it was just a matter that actually didn't give a damn what anybody thought.

MEYER: So did he have the prerogative to slash out that committee?

BROWNE: No, he didn't, the committee still exists, it's just not very active. No, but he just ignored it, and uh... Well, in fact, and Don DeRosa liked to tell people this. When Atchley left, DeRosa came in as president, and Don was always saying, 'oh yes, you were the very first person who visited me in my office' and I said 'yeah, that's because we were suing you' because they had fired somebody, the last thing that Atchley did as he was walking off the campus, was to fire a tenured faculty member in the School of Education, as a favor to Fay Haisley.

MEYER: Yeah, I was never involved in those tight little unpleasantries.

BROWNE: They were unpleasant. But somebody had to do it.

MEYER: That's right. You know, I can see a thread going through here with your active role with labor or agricultural workers and moving, so...

BROWNE: yeah, I have a commitment to social justice.

MEYER: Yes...

BROWNE: That's what it is, and it doesn't matter who the people are that are being hurt, I'll do whatever I can to keep people from being hurt.

MEYER: yeah, good for you. Are you still involved in something related to that?

BROWNE: Well, I'm the past president of Family Resource and Referral is still on their board, and this is, well, we handled all the subsidized child care in the county and slightly over, to make sure that the people who are going from welfare to work have proper care for their kids, and that sort of brings us on the edge of the preschool movement too.

MEYER: So even though you weren't...

BROWNE: So Shelter for the Homeless, and I have been, and yeah, well, I guess I'm sort of all that's left of what used to be the Stockton Metro Ministry, so we still run that program for people who are on the SSI social security insurance, and do that every week, so yeah, I'm still involved, I'm just not as involved as I was. I don't have the kind of energy I used to have.

MEYER: Ah, you're still good. And you're also taking care of good friends who need an extra hand when they need a cane or something, that's for sure. Tell me, uh, jumping ahead here, if it's okay with you.

BROWNE: Yeah. Pick your question...

MEYER: We haven't, we haven't, we've talked quite a bit about faculty, we've talked quite a bit about administrators. Tell me about your perception of our students over the years. Have you been impressed, have you been disappointed, have you been whatever?

BROWNE: I miss the students more than I miss anything. I was very fond of most of the kids that I knew while I was here, some very close relationships. The student body changes about every 2 years.

MEYER: How come?

BROWNE: Well, I mean, they grow up. It's astonishing the difference, I did a lot of Freshman advising, in fact, between the honors program and freshman advising, that's where most of my close relationships come from. But, it's amazing, they come in, in the summer before their freshman year and they've changed by the time they come back in August to start. And then they do a whole lot of growing up, but it's just also the focus from pop culture and outside, I mean, you know, we went through the Vietnam war and the protests, and the Anderson Y kids were absolutely fantastic. They'll work strawberry breakfast, I'll never rival the Kay Davis history with strawberry breakfast. But, we're still there. But, you know, they have slightly different shifts and slightly different emphases. Frankly, I am pleased with the direction that it's taken in, like, well, maybe five years before I retired and then the rest of the time up. They've gotten better in terms of academics.

MEYER: You mean individual students? They're...

BROWNE: They're coming in better prepared, and they're better able to do the kinds of things. I mean, I can remember a period of time where, well, one, we had to read the tests when they came in and be very discouraged with the, the writing, and how many of them you had put into remedial writing, and the math was always a serious problem with remediation. But, I don't know, I guess it was like the late 70s and the beginning 80s, they were more frivolous, more interested in the fraternities and the, of course, we were talking social justice, I got involved with fraternities that way too. I did not approve, I didn't approve of Greeks and still not sure I totally do, but one of the fraternities got in trouble with the joint university judiciary for alcohol. And, the Public Defender had to be there.

MEYER: So in things like that, have you been also in a role where you have been defending students?

BROWNE: Oh yes, yes.

MEYER: Or, uh, in what capacity?

BROWNE: Well, great grievances, I tried to work them out, as much as possible. Didn't always succeed. But also, disciplinary actions. I mean, if a kid gets in trouble with the, that was how I happened to be up in Bob Burns' office that first year. Was the kid was in trouble for breaking the rope on the flag pole. But, I mean, I defended the kid. This was the one that persuaded me that they, that the judiciary wasn't a good method. Because the kid confessed, she cried through the whole hearing, and frankly the hearing was part of the punishment. She, she altered grades in registrar's office, she was a work study student in the registrars' office and altered grades.

MEYER: You sound that, like your work as a professor was also, your interest in social issues, your uh, you should have chosen to be a lawyer or, even...

BROWNE: Well, yes, but Doris, you have to remember at our age, there was no place in the legal profession for women, really. And women still don't have an equal base, because until somebody walks in the office and sees a woman and doesn't automatically assume it's a secretary, the self-employed, which the lawyers are inevitably, going to be left behind. But, oh yeah, before I came here – leaving Bradley – I had a conflict with the secret service just before Democratic convention of 68, because they went after a student. I mean, this is basically where I've always been. You don't leave a student hanging out to dry, no matter what it is that they've done. Including changing records in the registrar's office, so... expulsion hearings, I've defended them, the kid who brought the gun into the classroom, it was interesting.

MEYER: Boy, we're doing great here. Programs, we've talked a lot on number 5, we've talked a lot about the various programs you've been involved with.

BROWNE: Yeah, they were mostly the ones, you know, that I would want to talk about, were the ones that we talked about which were in the GE, where I had more contact with other faculty and with students from all branches and walks.

MEYER: I can see when we produce the worksheet that talks about what are the topics that we've talked about, I can identify those clusters very well. It was, so we're doing very well here. Anything of controversial issues other than those that we've talk about?

BROWNE: Well, one we haven't talked about, which will probably not appear elsewhere, was the vote of no confidence on McCaffrey.

MEYER: Yes, I, okay, I don't know a thing about that, so back up and tell us a little bit about that.

BROWNE: Well, as, I was talking to somebody recently and we were trying to place it, and it was about that time that he fired Oscar Jarvis, but I'm almost positive that it wasn't because he fired Oscar Jarvis, because I don't think there were very many people on the faculty that would have wanted to defend Oscar Jarvis. But. McCaffrey was being McCaffrey, which is to say, very high-handed. He came to academic council, and I know – this is why I can pin it down to the Jarvis thing – because he was telling us that there really didn't need to be a search committee, because, after all, search committees weren't any good anyway, and the way you got a good administrator was that he called up his friends and found out who was available and... typical, full scale, old boy network. And I blew my cork. And everybody else was saying it, and the reason I blew my cork was that nobody was going to challenge this paternalism that was oozing out of his ears. And, ultimately, the Academic Council did in fact decide to have a vote of no confidence and they went through a very, very. Sue Hendricks was the head of the Academic Council. And they did a very careful, kind of modeled on the labor union model, everybody had a secret ballot, but they put their secret ballot inside another envelope, which they signed so that they knew they didn't have votes from other people who weren't eligible to vote. And it was something like a 76% against the President of the institution.

MEYER: Yeah, lets back up and straighten this out, just a little bit. You mentioned about Oscar Jarvis. Oscar Jarvis was what...

BROWNE: Academic Vice President. He had been Dean of the School of Education. I'm trying to think who he was replaced by... Anyway, Oscar was put into the Academic Vice President's job without any faculty input. And then he was relieved of the Academic Vice President's job without any faculty input. And... McCaffrey was proposing to do the same thing again. Except he wasn't going to do it on campus. And, I mean, the faculty, during the whole time I was here, the faculty was growing in its competence, but also in its expectation that decisions were going to be made with input from both administration and faculty. And Stan didn't think that was a really good idea, and like I say, they had this vote taken by the Academic Council, from the faculty in general, in which 76% of the people disapproved of the President.

MEYER: Tell me, were you a member of the academic council at the time...

BROWNE: I was, that was the day I quit. In Stan McCaffrey's front face. And I also told the Academic Council what I thought of them, and walked out. I never completed the 3 year term on the Academic Council. I quit every

**[TAPE 2, Side A]**  
**[Begin Tape.]**

MEYER: Continuing, and we just decided that we would ask you to talk a little bit more about your relationship with students over the years. In both role as teacher, as advisor in student advising... tell us a little bit about that.

BROWNE: Well, one of the things I think I'd like to say at the beginning is that one of the valuable pieces of our contact with students was the Anderson Life Center.

MEYER: Yes.

BROWNE: And, I regret the fact that the University has taken it over, but I was actually around when we accumulated the debt that they foreclosed on. But those were very special students.

MEYER: Why?

BROWNE: Because they were interested in the community, that was one piece of it, because, I think you will recall, in the 60's, well, okay. When the kids were interested in peace movements, they were more focused on the campus, though they did meet some people in the community. But the Anderson Y kids were always interested in the community. And, well, when they had the shooting over at the Cleveland School, it was the Anderson Life kids who had met those kids through tutoring, who were able – and of course, we heard the shots on the campus – and it was our kids that could do more with those traumatized elementary school kids, more than even the professionals that were supposedly brought in to deal with them. Because they knew them before, and they continued to work with them. And one of the things I wanted to mention – I don't know if it's an achievement, but anyway – I have, from the beginning been involved with the CIP program – community involvement program – and while it has been changed, it's still with us. And what I find annoying and confusing sort of, is the University never publicizes this, even with the astronaut, Jose Hernandez, and last year the new president, President Eibeck, was lionizing Jose, but she never once mentioned CIP. The point of fact is that this man got his education here, on this scholarship program, with University absorbed the cost. Now, over the years, the University has fudged, and they've absorbed somewhat less of the cost, I have the sneaking suspicion that they think that their wealthy donors won't find that an attractive piece of publicity, but I think that they should tell the whole world that over the years since 69, this University has educated a lot of young people from Stockton, many of whom – because we used to, in interview times, ask em... it was kind of a requirement, you were gonna stay in Stockton – so now you look at the local politicians, the local lawyers, and you'll find many CIP Alums. And Jose Hernandez, I think he was in the first class of engineers, because engineers were the first

ones that we moved to have a full 4 year education at Pacific. Because transferring from Delta and going into engineering, you weren't ahead of the game in the least, because we started out saying okay, we will take Stockton residents were are committed to staying in Stockton, and making a difference. They go 2 years to Delta, and they come here and they finish up. And we found that mixing it and having some come in as Freshman was healthier for all concerned. And there's been a lot of changes, but I'm really, very, very proud of the University for what it has done for Stockton. I am very pleased that the new President is more interested in reaching out to the Stockton community, that's one of your categories here, and I will say, doing the memory lane thing, I got to know people... well, I got to know people on the picket line, but I also Jim Riddles, who was the head of the library, and his wife Marge, who lived here too and worked in the library as well, had a summer event where they lived just down the street here from the university, and when he brought his house, he bought 2 lots so he had this gigantic back yard, and every Wednesday, during the summer, he had a BBQ for anybody from town, or the University who wanted to come. You brought your own meat, you kicked in a dollar for which you supposedly were paying for the charcoal, but we were actually, I think, paying for the wine, if there were, there was wine, there were cokes, you brought your own meat, and you brought something to share. A salad, a... if you were single you could bring potato chips. It was no big deal, right. I loathe potlucks, that expect you to have a big deal, and you get over there. Well, that's where I met people from the community of Stockton. They were teachers, but I mean, they were from all different parts of town, and all different walks of life. And Riddles' back yard was my connection.

MEYER: Yeah, you know, I've heard about Jim Riddle's group. I never knew about it at the time, but...

BROWNE: Hm, it's probably because you lived so far east of town.

MEYER: Right, and, but, I've heard about this group from others. Maybe I read about it in some of the oral histories...

BROWNE: It might be that other people tried. I wanted to mention it because I thought, well, other people might not have, and I think that was a very important... because there was never anything that connect on the campus. That connected us to the community.

MEYER: Right, would you explain to clarify a little bit. Again, about Jim Riddles, was the librarian.

BROWNE: Yeah, he was the head librarian, and his wife Marge worked here in circulation I think it was... no, collections and periodicals.

MEYER: And so the Wednesday evening things were what again?

BROWNE: Anyone who wanted to go went to Riddles' back yard. And he lit the charcoal as soon as he got home from work. And people started showing up about 5:30. And, you brought your own meat, or whatever you wanted to cook on his charcoal, and something to share. And people just sat around. Some people played volleyball, because he had this extra yard, and as long as it was light there was volleyball. He had a little fish

pond there, and it was just... it was just very relaxed, very comfortable, and I think that's where I met Cliff Hand, because he was not an administrator when I first came here. He was teaching in Raymond. And...

MEYER: And that was really...

BROWNE: It was town and gown, and it was not anything official, and there wasn't anything official that moved us between town and gown. Not even when I came, the year I came was the year that it disaffiliated from the Methodist Church. But there was not even any official connection to across the street.

MEYER: Yes, that's... back up again, about the Anderson Y and the CIP program. Because, the Anderson Y, when I first came, too, seemed that it was outside of the university.

BROWNE: Oh, it was. Particularly during the peace movement, it wanted to be outside, and the University wanted it to be outside, because I mean I can remember this was one part of what Bob Burns said when I was up there with his kid. To be able to identify controversial activities with the students, but not the university, was advantageous to the university. And the Anderson Y was in the building where the President's office is now, McCaffrey stole that building. The building was designed and built by Joyce Jacoby.

MEYER: Is that right?

BROWNE: Yes, Joyce was the head of the YMYWCA, and I think that's where she met Jake. And the Anderson family paid to have it put up, and it was put up attached to the Anderson dining hall, which belonged to the University. So it was built at the same time as the Anderson dining hall, but the University did not build that building.

MEYER: So really, it was connected to the YM, or the...

BROWNE: It was both YM and YW. And then the later years, the YW was much more helpful as a national organization, and coming and visiting and making suggestions for survival. But first we owned the whole building. I mean, you can't own it because it was on the campus. But it had been built, and we had documents running out our ears which did not good. And when they founded CIP it was the Anderson Y Center that agreed to have CIP upstairs. The second floor was turned over to CIP because the kids in the Anderson Y and the kids in CIP were very close. In fact, I think it had, CIP kids always had trouble adjusting to the campus. The first theory was that they were all going to just commute, was traumatic for many of them, because they didn't come from a family that was related to education, maybe had 10 other kids in the household, so we got them into the fraternities and sororities as termites, and we did manage to scratch together a little amount of money, they put a few of them in the dorms, but it was the Anderson Y kids that made them feel at home on campus because they never did feel. I don't think they still feel totally at home on campus. In fact, as criticisms though, I think the mistake that this campus has made consistently is not making kids from Stockton fit, and it's stupid because they stay in Stockton, and they would be our best boosters. But they go to Delta- I had a grave grievance with a kid. And actually was talked to plagiarizing. But he had

gone two years to Delta, he transferred over here he was in Chemistry, he did not know one fellow student, and he didn't understand what plagiarizing was. Beauchamp was the faculty member who saved him because Mar didn't get the hearing going until commencement week. And he's still in town as chiropractor.

MEYER: My association with the CIP type of student was the Teacher Corps. The Teacher Corps was a wonderful program, and that was federally funded, I think.

BROWNE: Yes, but I think we were one of very few that was an undergraduate teacher course. Yes, when I came we had Teacher Corps, we founded CIP, there was New Directions. We had all kinds of programs that brought diversity, and there would have been absolutely none. There would have been white Anglo-Saxon Protestant tuition paying students on this campus in 1969 if it hadn't been for those sorts of things.

MEYER: Okay, now let's see. Tell me a little bit about your impression, did you work with Doug Smith in the...? The student freshman advising program?

BROWNE: Yes, always. From the beginning. I don't think there was a year that I didn't take on freshmen. And some of them I had forever. I had to sort of beat them along. No no, you're majoring in this! You have to go! You can always come back here and visit me, but you have to go! And get the signature over there!

MEYER: Yeah, you talked briefly about that a few minutes ago when you said that students had changed in a year, as when they came in as freshmen. Tell me a little bit about your impressions of the, that is still continuing today, and it's still...

BROWNE: Oh yes. I suspect, if anything, the change in our students may be faster. It does seem, well it seems like everything goes faster, but it seems like popular culture shifts much more quickly. And that's always the main thing that you see in the kids. They change as the outside culture changes, but also interior... one of the things I noticed, that started me originally being negative about fraternities was that if a kid pledged a fraternity, he changed because of the influence of his fraternity brothers. And I don't think that the sorority sisters change as much.

MEYER: That's your impression?

BROWNE: Yeah, but I mean, I've had tons of kids who wanted to live in the zoo, as Grace Covell is frequently called, because of its proximity. To sorority circle and fraternity circle. But, did you realize that the fraternities on this campus are not the same fraternities that were here when we were here? You need to look at the Pacifican and look at the names - you'll see that practically the whole roster is different.

MEYER: So, I don't know a thing, I think it's still R Chis and Omega Phis, and so forth and so on... I don't know about that, I haven't kept track of the...

BROWNE: I was very close to the demise of AKL, but that was another matter. But...

MEYER: I remember that group too...



BROWNE: Yeah, they were off campus.

MEYER: Let's see, teacher advised students, let's see. We're getting down to the... We're getting there.

BROWNE: Toward the end, I hope...

MEYER: Progress and evolution. So, over the span of time, from the 60's when you came, and you retired when?

BROWNE: Uh, 87. No, 97. Lost a decade. 29 years...

MEYER: Tell me about, you mentioned earlier that you think that over that span of time, one thing was that the quality of student that we're recruiting was a brighter more intellectual student perhaps.

BROWNE: Yeah, but I'm not sure that if you went into the high schools you wouldn't find that those kids were more engaged than ours, I mean, I'm not sure that we were responsible. But I do think that, more or less, I don't know the current students as well as I did. But I do think that students we're getting now, they come, you know, if you talk to Les or somebody else from the admissions office, you'll hear that the statistics are better. But I really think that they're a more academically inclined group.

MEYER: Oh, I think that they become more selective. That was Les's attitude from the get go. He wanted the standard, he wants the bar to be really up there. And it worked, because the higher the bar, the more selective, the more people want to be part of the selected group.

BROWNE: I guess.

MEYER: Okay, let's see... you were in 4 institutions before you came here.

BROWNE: 3 before I came here, this was my fourth. I mean, not counting ones where I was a student, ones where I taught.

MEYER: And so, what is it about the university that has kept you here...?

BROWNE: The job market changed badly. That was one piece of it. I had never intended to stay, let alone in any one place. But part of what I had decided – based on previous things – I didn't want to work in a state school, because, again, remember, this is the Vietnam War. State schools were much more inclined to having academic freedom cases. To have political pressure brought to bear on the members of the faculty and what they could do. I knew I didn't, I had taught in City University New York. I hadn't had any trouble, but then I was so far down in the hierarchy, they'd have never found me. I had taught at a very small private school. In fact, they asked me twice to go back, and I am still very, very fond of Washington College. I knew that I wanted a private school, and I had a bad experience at Bradley. And Bradley is just about the same size. So here I was, debating between smaller private schools, and middle sized private schools. Well, I'll try

another middle sized private school, so I'm not being turned off completely. And besides, the school and I, it was wooing me. Somehow that never works. When people are really nice to me and they want me to come, I decide not to do that. The guy actually said to me on the phone 'what would I have to do to get you to come here' and I said would you consider moving your school to California? I had fallen madly in love with this campus and weather. I got onto a plane in Illinois where the snow was gray because it had been on the ground for a couple of days. And I had boots, and gloves, and cap and muffler, and I got off the plane in San Francisco, and stripped off most of the outer layers and got over here. And the trees were starting – this was February, late February – the trees are starting to bloom, and the birds are singing, and I thought I'd died and gone to heaven. I mean, I always made fun of my students who said that they chose to come here because the campus was so pretty, but I think I did the same thing.

MEYER: I did the same thing, too. I had the same kind of experience. But then you were here. Why didn't you leave?

BROWNE: Because the job market changed. I had one really serious job, and I was, I was mature enough, I'd been enough places, I'd looked, it was [Samon State?] which is in Springfield IL. I'm not terribly fond of the Midwest and its weather. But, I looked at this place, and some parts of it was very interesting, but I thought of all the things that could happen... it had a young faculty, and it didn't, they were green as grass, they didn't know anything about... they weren't sure they approved of tenure. They hadn't been through a summer... I had been through 7 summers in the Midwest. And whenever it gets warm in Stockton, I just think about the summer in the Midwest and I feel cooler immediately. But anyway, I thought of all the bad things that could happen to contemplate whether or not I wanted to go there. And all of them did. And I was really glad I didn't go, because one of the things I couldn't predict they did... they were going to get a law school, and they got a medical school instead, so I could've retooled my ethics rather heavily. But also, all of the kinds of problems, because they're sitting on the front doorstep of the state capital, and it was a state institution. And it was new, and it was innovative, and it got into trouble. Of every sort that you could possibly imagine. And I just would sort of sit and snicker to myself, gee whiz, I didn't go there.

MEYER: Is there anything else that you would like to say before we close?

BROWNE: No, I don't think so. I mean, I never expected to become this attached. I did become attached to that little bitty school back in Maryland. I mean, that was forty faculty, and we all had lunch together. But I became attached. And I left when I retired. And I came back after 3 years. And that, that's something... you know, it says more than I can imagine about my attachment to Pacific. To say nothing of the fact that I still buy season tickets, even though as Emeriti we can get into athletic events free.

MEYER: Well, Gwenn, I've enjoyed this conversation. I think that your contribution to the oral history is unique because of the kinds of things that you did. I haven't read all of them, but I think that your social issues, activist, kinds of things are unique. So now what we need to do is fill out that little work sheet that says what it is that we think is special about your contribution to the oral history project. Thanks a million.

BROWNE: Okay. Thank you for your patience.