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Hauben, Paul, Oral History Interview

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FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



Hauben, Paul (1969-1994)
Professor of History

January 22, 2014

By Roland diFranco

Transcription by Amy Eastburg, University of the Pacific Library, Special Collections

Subjects: Participation in I & I Program, successive General Education programs, College of the Pacific Dean's office, student quality, faculty observation of the President and Regents.

ROLAND di FRANCO: Okay! It's Wednesday, January 22, 2014. I'm Roland di Franco and I'm going to interview Professor Paul Hauben of the History Department. The interview is being conducted in Room 3 of the University Library.

Welcome, Paul, to the Oral History Project.

PAUL HAUBEN: Thank you.

DI FRANCO: Let's start out with the standard questions. What years did you serve the University?

HAUBEN: '69 to '94.

DI FRANCO: Okay. What were the titles you had?

HAUBEN: Associate Professor, Professor, and temporarily Associate Dean, and I was also the Department Chair.

DI FRANCO: Good. What circumstances brought you to Pacific?

HAUBEN: The job.

DI FRANCO: Good job. Lovely job? If you had to relocate to come to Pacific, what were your first impressions of the city and the people of Stockton?

HAUBEN: Took me a little while to figure that out. I lived in a very nice neighborhood initially, just a couple of blocks out of the University. The fact that I was able to not only walk to campus, but also frequently come home for lunch was nice. Very pleasant neighborhood. I didn't quote, unquote "explore the city in a major way", but I became, in time, acquainted with its various ups and downs.

DI FRANCO: What were your first impressions of the University? The physical appearance? The people?

HAUBEN: Well, as it is now, it is a very lovely campus. I figured out very quickly at that time that the University wasn't certain of its direction, which still continued somewhat. The University was in the midst of a change-for-the- sake-of-change cycle.

DI FRANCO: What kind of changes are you talking about?

HAUBEN: Well, mostly curricular, of which there were several in my curricula.

DI FRANCO: What about the people at the University?

HAUBEN: I got along with almost everybody I met. I think the one silver lining in the committee structure, which was most of the time a waste of time in long hindsight, was that you got to meet all kinds of people that you wouldn't have met otherwise. Most of my good friends on campus are from other departments and units.

DI FRANCO: Was there someone special at Pacific who helped you integrate into the University?

HAUBEN: I don't think so. Not that I remember. Nobody sticks out.

DI FRANCO: Okay. How did the curriculum change over the years you were at Pacific?

HAUBEN: Well, the second year after I came, actually, (I had to pilot the first year I came) the second year was the full-blown Information and Imagination Program. Which from my point of view looked very good on paper, but had its own internal problems. Same thing with the winter term, which was starker.

DI FRANCO: What would you say those problems were?

HAUBEN: Well, I think a lot of the problems, particularly, the winter term, was quality control, which was in some cases in very short supply. The other thing about the I & I, is that I had one very good experience and one terrible one. Structurally, the first time it worked because I was paired with a guy I really liked, Charlie Clerc in the English Department, and we worked together very well. I guess it was a year or two when they had opened up to pools of faculty and we had a seven-man pool that really didn't work, to say the least. The other thing was I think almost any faculty that I have met in my life has a very hard time coming up again and again with new courses. It's just not in our DNA. I think for most of us.

DI FRANCO: Was it the case that you couldn't repeat a course in I & I?

HAUBEN: I think that was true.

DI FRANCO: Yeah, that's what you mean by constantly coming up with new courses.

HAUBEN: To be perfectly honest about it, by different names of I & I courses, I taught the equivalent of a Western Civilizations Honors, course in sections. I mean I found out one of the things that to my pleasant surprise when I came to Pacific, was that while I was a lefty, liberal on most things, I'm a circular conservative. I have never seen anything wrong with that.

DI FRANCO: Okay, what does that mean in terms of the curriculum you support?

HAUBEN: Well, I think in the 60's, a lot of the times they threw the baby out with the bathwater. Almost all requirements were abandoned, very broadly interpretative like the I & I

and the winter terms and so forth. So, as you well know, students could go through college by avoiding all sorts of really important subjects, like my own discipline. I think the whole society has suffered for that.

DI FRANCO: Were there any courses or programs that you helped develop at Pacific?

HAUBEN: Yeah, two things in particular. Besides my electives, which were obviously in place when I came here, the winter term provided me with an opportunity to do something way outside my field in which I had read widely as a personal interest. I developed a really great course, called "Totalitarian Experience" which was examining the Nazi and Soviet eras strictly through their concentration and labor camps. They are not identical. Of course the reading was riveting, and I showed a couple of short films, mostly on the Nazi side. There was nothing available on the Soviet side those days for obvious reasons. I never had a bored student in that course. I taught it three times, and I had between 15 and 20 students.

DI FRANCO: Wow!

HAUBEN: Everybody got grabbed. In fact, one of my enduring memories, in one section I had one black student, a very good young woman, and when she handed in her paper (the only assignment was a research paper) and she said that, "I thought we slaves had it bad," which of course they did.

DI FRANCO: Sure.

HAUBEN: But, she said, "I haven't really read anything like this," which she was like most of them I reckon. She was oblivious to historical facts, and that was a very successful thing. In the mid 70's I came up with an idea of a course based on the first and I still think the greatest science documentary is "**The Ascent of Man.**" Particularly the first time it worked like a top because I enlisted a whole bunch of volunteer lecturers where I met, a lot of my subsequent close friends. That's how David Fletcher and I met. It was a great course. The second time it didn't work because the administration in its great wisdom saw fit to assign two 'Science Guys,' who frankly were mediocre. They thought in their wisdom, it would be nice to have permanent guys from departments, which I won't mention. I never repeated the course. The science documentaries moved on and large parts of **Ascent** are dated but it was emotionally and brilliantly riveting.

DI FRANCO: You say, you taught it twice?

HAUBEN: Twice, I supervised it twice. I didn't teach it. I mean. I gave some historical lectures.

DI FRANCO: What's your perception of your tasks to enhance the education and the programs of the University? What were the challenges?

HAUBEN: Well, I guess that's pedagogy, mostly.

DI FRANCO: Yeah.

HAUBEN: As you well know I always emphasize discussion, almost no matter what the class size is, and I've met occasional resistance. I usually overcame it, with some exceptions. I did have a couple of classes that were literally un-teachable in that respect. They expected to be lectured to and regurgitate the lectures because that had been their experience for many.

DI FRANCO: What do you think is the reason for not wanting to participate in discussions?

HAUBEN: Oh, I think there are several reasons. One of them is sitting in the back of the room hoping not to be noticed. I was this way as a student myself in college. I *couldn't* do it in graduate school. It was not an option. I mean a lot of kids are terminally unwilling to speak in front of their peers. I mean I don't know if it's their fault. But I had one student before I came here and a very good student in a small school like this now. I called on her and she literally had a mini nervous breakdown. I didn't think that was worth it, so I just left her alone and graded her on very good paper work. I always included participation, constructive participation in my grading.

DI FRANCO: Do you think curiosity or student quality had anything to do with it?

HAUBEN: At times I mean it particularly showed up in the introductory courses. Get General Ed out of the way! I mean that was the reality, especially for some of the professional school students.

DI FRANCO: I want to switch topics a little bit. You had a brief encounter with administrative responsibilities.

HAUBEN: Yes, thankfully!

DI FRANCO: To whom did you report?

HAUBEN: Dean Whiteker.

DI FRANCO: Who reported to you?

HAUBEN: I don't think anybody reported to me, but I was in charge of some things.

DI FRANCO: So, what was your administrative philosophy and style?

HAUBEN: Well, first of all I'll tell you a brief story, which illustrates the whole thing. When I came into the Dean's office, my file cabinets were full. My predecessors, particularly, Don Duns who preceded me and then followed me, never had thrown anything away. So, I thought 'to

hell with this!' I went through some of the stuff and it was institutionally irrelevant. There were old papers, a lot of them, and there were a few things worth saving, but maybe 2 or 3%. So, I cleaned house, and I put together eight large boxes to be carted out within my first week. I felt Whiteker and Jackie Smith would have a giant, nervous breakdown and I said, "Well, you are free to go through the boxes" and they declined. So, that way I had room in my file cabinets. I was the first, one of two Assistant Associate Deans during my tenure that resigned early. In my case it was two and a half years. For Anne Funkhouser it was one year. She lasted only one year. She couldn't put up with it because it wasn't a good atmosphere under Roy Whiteker. He is a fairly decent human being since he retired, but he certainly wasn't in my time. That's all. That's an objective statement.

DI FRANCO: In your position, did you have any occasion to communicate with the faculty or the students?

HAUBEN: Ahhh, on General Ed matters, not so much with students. I mean I did a lot advising from that office. Gene Pearson was a very good Assistant Dean when I first came there. He handled most of the office's advisees. General Ed stuff was for me as well as the faculty.

DI FRANCO: Did you generally use memos or how did you communicate with the faculty?

HAUBEN: There were some memos on certain subjects.

DI FRANCO: Yeah?

HAUBEN: But, I was on the General Ed Committee by mandate, and I had to attend the COP Council, which was a joy (sick). But, it cured me of any administrative interests.

DI FRANCO: [laughs]

HAUBEN: When I came back to the Department about a year or so later, I became Department Chair and I enjoyed that! I found chairing that bunch, who in my opinion were solid, but stolid. On the whole, it was a pleasant experience.

DI FRANCO: Yea. Good.

HAUBEN: The last year I was Chair, (I served two three-year terms,) annual faculty evaluations, and I was glad I missed most of that. I thought to myself the minute they pronounced it, "this is a veteran faculty, what the hell do they need annual evaluations forms for?" Every three to five years would suffice. I mean, there was no way annual evaluations were going to shape up the obvious tenure losers.

DI FRANCO: So, would you list that as sort of administration activity, which is not very productive?

HAUBEN: My impression is in this present form, it's not very productive, but that's just an impression, but it's consistent. It justifies the administrative bloat.

DI FRANCO: Any administrative activities, which were not very enjoyable?

HAUBEN: Well, working in that office with the personnel, there were Roy and Jackie Smith. Gene Pearson figured out the situation the minute he walked in, and he just kept his head down and did his job very well. He told me that in so many words, without any rancor or bitterness. He was a real pro! He had a good impact on me throughout my years, even though I have a different temperament.

DI FRANCO: Anything that was enjoyable?

HAUBEN: Yes, I really enjoyed meeting with the parents in summer orientation. Most of them were grownups and they asked, most of the time, pretty good questions. I'd like to think I handled it pretty well. That was nice.

DI FRANCO: Good. This is sort of about governance. Do you think the committee structure at the University produces effective governance?

HAUBEN: Is what?

DI FRANCO: produces effective governance?

HAUBEN: No.

DI FRANCO: No?

HAUBEN: No, it's the only game in town.

DI FRANCO: Does it affect your productivity?

HAUBEN: Well, in a way, I had too many hours on committees. In that sense it did. It's limited obviously, but in the absence of a union I thought it was the only game in town. I think governance has been gutted in the DeRosa and Eibeck years. DeRosa did some good things, though that was not one of them.

DI FRANCO: Okay, let's switch gears to people. Who were the individuals at Pacific that were most memorable to you? Why were they memorable?

HAUBEN: Well, I can answer that in a heartbeat! Dave Fletcher and Ray Sylvester, they are the best! Now, Caroline Cox is well on her way to joining those ranks because they are campus citizens. I mean all three of them are probably the straightest arrows I've come across. Present company, excepted. It was a real pleasure getting to know Dave and Ray.

DI FRANCO: Sure.

HAUBEN: We are still pretty good buddies after all these years, as you know. I really like Caroline. I think she's the best that the History Department has to offer. I'm really sorry, but I don't know why, but I'm really sorry she is going into fulltime administration. Of course, no one will knock her for that, given her miraculous recovery, so far.

DI FRANCO: The opposite of that is who are the individuals who were not supportive of you?

HAUBEN: Well, Whiteker certainly, but he didn't even support anybody else. He didn't even pay Jackie Smith well, as I found out later.

DI FRANCO: Really?

HAUBEN: So, anyways, and of course particularly when he was Dean, he supported nobody but McCaffrey, as you well know. So, for the central administration on the whole, this institution has been poorly served, and I think despite his occasional warts, Clifford Hand was the best Academic Vice President we have ever had. I think with considerable warts DeRosa was the best President we ever had because he did some really good and important things.

DI FRANCO: I want to talk about the different groups here and get your assessment.

HAUBEN: Well, I retired early, in part but not entirely, because I was burned out. Everybody goes through peaks and valleys in their career. You're not human if you don't. I no longer cared. I didn't care to rally. I did the numbers and I found out I could afford to retire at 62. Particularly, my last three semesters were a disaster, and I'll take some of the responsibility for that, but mostly it was just luck of the draw. I had a very poor collection of students in both Western Civilization sections and most of my electives. Just the luck of the draw. I had one great elective the last term I taught, but that was it. By that time I had already put in my retirement papers. I'm sorry to finish that way but when I walked away it took me five seconds to get used to retirement, and I really mean that! I was ready, big time!

DI FRANCO: In general, how would you describe the Faculty of the University?

HAUBEN: Well, up through Atchley, the faculty saved this institution. I don't say that egotistically at all. It's an observable fact. I think a lot of people, not just on the faculty, would agree with me which is another reason why I am disgusted by Eibeck's approach to the Order of Pacific. So, I mean, our generation, frankly, had collective cajones, and I see only small sizes in this generation, despite their many virtues.

DI FRANCO: Yep, so it seems.

HAUBEN: It's a change of circumstances. I mean it's not the same situation. A lot of them commute. They come in and teach their classes as if they're at Berkeley or Stanford and they go home.

DI FRANCO: What they call the Tuesday-Thursday Syndrome. We've probably done this already, but I'll give you another chance to talk about administrators.

HAUBEN: Yeah.

DI FRANCO: Anything you want to add?

HAUBEN: "More slings than arrows". As you well know, I'm just disgusted by the administrative expansion that started out with DeRosa. Various centers continue to phase out or fade. I mean the standing joke around my lunch table and mostly retirees goes, "All we need is an Assistant Provost for lunch and we will complete the arsenal." I mean I don't know what the hell these people do! I know some of it, I don't have the numbers, but some of it is certainly mandated by federal and state mandates. I know that they have no control over that. I don't know what the hell these people do, except generate wasteful requests for faculty to respond to and read reports and write reports for these people. I don't know what the hell it all adds to. It's just a hill of beans. I think we taught in the last golden age of academia, I really do. I'm sad to say that. I wish it were not true.

DI FRANCO: I have to agree with that.

HAUBEN: Well, a lot of people agree with it, not just on this campus, either.

DI FRANCO: What do you think about the staff at the University?

HAUBEN: Well, in the Social Sciences we have always had pretty good staff, just luck of the draw. The present gals are very fine. The first staff I encountered was superb. I was "Convener" one time. Do you know about that position in the Social Science Division?

DI FRANCO: No.

HAUBEN: It's a two-year term. It rotates among the Department Chairs and they loosely supervise the staff. In the middle 80s, when I was chair, '85 to '91, I think it was the beginning of my time. I had one personnel problem, which was not the woman's fault. She allowed herself to be bullied by her subordinates, and my predecessor buried it under the rug. He knew about it and did nothing. So she appealed to me, and she was a "capable mouse" in terms of her personality, very nice lady, but she had an invisible sign on her butt saying "kick me." Her subordinate was a very aggressive young woman, which we didn't know at the time because she seemed very pleasant and jokey. I found out, so I asked the accused, what was her side of

the story and she said, “Well, yeah, she’s right but she deserves it.” I said, “Well, you have to stop!” I said this is not an option. I was surprised to find it all out because we all liked both of them in different ways. She quit a week later solving the problem. The University. She’s actually Bill Swagerty’s distant cousin.

DI FRANCO: What about the Regents?

HAUBEN: What about them?

DI FRANCO: [laughs]

HAUBEN: Most of our time they were a collective disaster as illustrated by the late, unlamented Bob Eberhardt. Actually, there are two great things that DeRosa did, both of which have to do with Eberhardt, after he conveniently passed away. He got rid of football and severed the unhealthy and unethical connection with the Bank of Stockton. So those were DeRosa’s two crowning achievements, and he put up a good public front for the institution. He is a reasonably good speaker, and so forth. Of course above all, he hired Pat Cavanaugh. [laughs] Pat retires in a few months. They are gonna really have a problem. Anyways, that’s not our problem. Anyway, the Regents, they were collectively out to lunch during most of our time. Then there was some uptake when Bob Monagan took over, which was around the time I retired, I think. I think when Phil Gilbertson was running things there was a lot of faculty contacts, as I understand it. I was not involved with it myself, except through some of the high-level search committees.

DI FRANCO: Was that the beginning of the DeRosa years, I think?

HAUBEN: I believe so. Apparently, the present bunch, from what I can pick up, and I’m on the outside looking in, and it doesn’t affect my life whatsoever, are not very different. But I’m a concerned retiree. I think the present Regents don’t give a shit about the Faculty.

DI FRANCO: Yeah.

HAUBEN: I mean that’s the kindest thing I can say.

DI FRANCO: Yeah. Have you had any contact with alumni and University donors?

HAUBEN: Just the occasional one, once in a blue moon.

DI FRANCO: You sort of hit this, but you have the opportunity to add to it. What about the working relationship with faculty and administration during your years at Pacific? How did the faculty and administration cooperate, or not cooperate?

HAUBEN: Well, if there were no problems I think everybody just treaded water, as it were. Because you know sometimes constructively, but you remember this, we had the famous, mass protest over Jarvis becoming the full Academic Vice President without a search, and there were some other things. When I first came here, you may remember this? What year did you come?

DI FRANCO: '72

HAUBEN: You might have missed this. They opened the Olympic size pool the first year or two when I came. The faculty had been promised free access to it and their families. When the pool opened there was an announcement about fees. I think it was 15 bucks a year. That was one of two times when the faculty rose up over 15 bucks a year. It was the principle. I understand that. The only other time they rose up in my experience was the McCaffrey-Jarvis mess. There were other lesser things with the faculty. A large segment of the faculty was active and involved and made their views known. Many specifics I don't remember.

DI FRANCO: When I came in '72, the Dean of COP had just been fired.

HAUBEN: Yeah.

DI FRANCO: What's your impression of that situation?

HAUBEN: Well, I was one of a very, tiny minority that actually thought the administration was correct in firing him because in my dealings with him, which were not constant, nor significant, but they were enough to have an impression of him, he was basically a "wheeler dealer". That's not a compliment in any way. I don't think he stood for anything much, except his own ideas. I mean he was a perfectly pleasant guy on the outside. But I think the Academic Vice President had, for whatever reason, had the right to remove him. I think the timing was god-awful. It was just at the beginning of the summer. Of course the administrators had figured out the calendar, so this is not unusual as I found out in my subsequent years. The COP faculty was in a dither and I can understand that, but I took the position that he was a subordinate to the Academic Vice President and the President. This probably shouldn't be on the tape, but I will tell you about it later, so we can talk. I found out something, which is privileged information after the fact.

DI FRANCO: Okay. Let's talk about programs. Which of the programs were you involved in that you felt were particularly significant?

HAUBEN: I would answer that by saying that some of my courses were significant to the students, and me as I described, earlier. I thought the I & I was a good idea, but it did not work, particularly in the winter term component. A lot of the faculty took the money and ran. Again, as I said the idea of creating new courses all the time was naïve. I think the year before I came, the program was passed. And I'm pretty sure this is true. A lot of people subsequently went on

to have massive indifference to the I & I and the winter term except for what they could get out of it. They bought the dramatically reduced teaching load and the generous sabbatical program. They knew a good thing when they saw it. I mean a lot of them didn't really care about the program, and some of them told me to my face. Then we went to the subsequent program in the early 80s, that's when I was on the General Ed Committee with Ray Sylvester. I think that Ray always chaired the General Education Committee.

DI FRANCO: Did you think that was successful?

HAUBEN: It was a quasi-traditional program and everybody understood it was a bridge taught to the next "innovation," with quotes, and the next innovation came along, as you know.

DI FRANCO: Benedetti took over.

HAUBEN: Benedetti took over. I think Bob's ideas were good. He had a lot of good ideas, but I never taught in those programs. I retired too soon to teach any of them. In my case, I don't think I embraced them with great enthusiasm because I saw some potential danger spots. Of course, now, as I understand it, I haven't really kept track because I really don't care, but I think there is an overreliance on adjuncts in professional schools. Since Fletcher retired, I don't think there's anybody in the professional schools that gives a damn about it. Like all programs, it has its ups and downs.

DI FRANCO: Were there any programs within the History Department that were significant?

HAUBEN: We were pretty traditional Department in my time, and so we taught the Western Civilization and US Intro, the courses all of which we were educated on. The reason I found out that I was a circular conservative is those programs prepared me very well, not only for my career, but for life. You know, there is something to be said, I mean I know the problem, for requiring Western Civilization. You have sections of two to three hundred people, and that has its own problems. On the other hand, being able to avoid a discipline like History in your four college years, just like anything else they will offer you, has significance. There is something really wrong with that picture. I don't know how to square that circle. I've never figured it out.

DI FRANCO: How about, what I think now are additions to the history curriculum, like the place of women in history?

HAUBEN: Well, the '60s produced a lot of silly stuff, but they also opened up the curriculum in constructive ways. I have nothing against well-taught women's history or ethnic history or whatever.

DI FRANCO: Did we do any of that here?

HAUBEN: Well, Sally Miller always did it, even in my time.

DI FRANCO: So, we did some.

HAUBEN: Of course, Sally was the best historian of my generation. She was also my best friend. The present History Department, unlike my generation, really seems to like each other. They socialize. Some of them are really productive. But having sat in on some of their courses in my retirement, and I won't single out names for obvious reasons, they know their own fields very well. They don't know much of anything else *and* they don't care to know. It's a different University. I don't know if that applies to other departments or not, but I have a gut feeling it probably does.

DI FRANCO: You see the world through your own prism. Are there any particular controversies that are very significant?

HAUBEN: Well, the McCaffrey-Jarvis thing.

DI FRANCO: You mentioned that already.

HAUBEN: Those are the two main things I can think of. Well, actually, I will add a third one, the Regents forcing Atchley on us. The Search Committee wanted Appleton. That was a dreadful mistake.

DI FRANCO: Yes.

HAUBEN: Because Appleton, as you probably know, Appleton had already been promised the job by Gordon Schaber. You didn't know that? Yeah, I found out, well after the fact, and apparently it's true, far as I can tell. Gordon had already called Appleton with the job offer and he was excited to receive it. The Regents told him, "Nah, nah, nah we want Atchley" and he had to call Appleton the next night to withdraw the offer which was putting a great guy like Gordon into a hell of a position. Yeah, I actually forgot to say this when I was talking about people who influenced me late in my career. Working under Gordon on those couple of high-level search committees, I mean from my point of view, Gordon was everything an administrator should be. He was a star in that department. I never worked under him in the Law School for obvious reasons, but I think he set up a good shop from everything I heard.

DI FRANCO: Yeah

HAUBEN: He was one of the most impressive human beings I've ever met, frankly.

DI FRANCO: Yep. I mean Appleton went on to be the President of Redlands.

HAUBEN: The other person who influenced me was Bernie Rosenberg, the great, old part-time rabbi in the Religion Department. He was one of the joys of my life when my schedule permitted it. Just a couple years before he died, suddenly, I asked him if I could sit in on one of his classes and he said sure. This guy, he was amazing. Despite his part-time status, he should have gotten a teaching award. He could run a discussion with 70, 80, 100 kids. I've never seen anyone like that. It was good discussion. He just had the technique, the persona, and a lot of the kids took it because they heard he was a good teacher. He was an easy grader, but in his case, I didn't care. He had so much to offer. He got these kids, even the most indifferent kids stimulated. I saw it. I sat in on both courses. He was incredible. He certainly influenced my pedagogy as well as his great sense of humor. I will give one example for the record. Somebody was talking about the Hebrew and Christian Bibles and Bernie's answer was "I don't like sequels."

DI FRANCO: [laughs] Okay, what do you think was your most significant achievement at Pacific? I knew you'd love that one.

HAUBEN: Yeah, right. Well, I think those two unorthodox courses I described earlier were my most significant achievements, The Totalitarian Experience and The Ascent of Man, the first time. I think they were pretty good.

DI FRANCO: So, it was in the classroom then?

HAUBEN: Yeah.

DI FRANCO: You shined.

HAUBEN: In that respect, yeah. I mean I didn't know who shined, but who does? Those are my high points.

DI FRANCO: Good. Good.

HAUBEN: I think the students, particularly the first time, would agree. Otherwise, my other significant achievement was negative, surviving the associate deanship and getting cured of administrative interests.

DI FRANCO: [laughs]

HAUBEN: I suppose it was important that I was a member of high-level search committees. I chaired the COP Dean's Search Committee, which ended with Whitaker.

DI FRANCO: We are going to switch and talk about students.

HAUBEN: Sure.

DI FRANCO: Let's see, how do I put this? How did student attitudes change from when you came to Pacific?

HAUBEN: Starting, vaguely, in the early 80s, after I had been here a dozen or so years, I began to notice it picking up steam which contributed a lot to my early retirement, some years later. Even the good students lacked what I would call "intellectual stamina," both verbally and on paper, which they had to do on occasion. I only gave essay exams. They could not write a line of thought or an argument significantly in a way that would really catch your attention. Circa 1980 give or take a few years, it was the early to mid-80s I began to become aware of it. Before that I had a small but consistent number of students who could do that. Now, that has nothing to do with that the fact that the GPAs and the SATs were going up. I don't give a crap about that! I have no reliance on standardized tests. I'm very skeptical, having never taken one myself. I was lucky. I graduated high school just before the SATS came in, and when I applied to grad school, the GREs were just coming in. Only one of the three schools I applied to for grad school required it, and in the other two it was optional. I don't take optional exams, so I didn't apply to the one that required it, showing my naïve egotism, but it worked!

DI FRANCO: Good.

HAUBEN: So, I think that phenomenon is almost measurable in my opinion. It's not the kids' fault because they are set up by their previous education.

DI FRANCO: Yes, with those tests and changes in high school education.

HAUBEN: In fact I remember it was a friend of mine who is now a retired high school teacher and counselor, I was talking about this phenomena, before I retired. He said, "Well, what do expect? They are reading snippets about snippets." Those were his exact words. I think he had a point.

DI FRANCO: Let's talk about the growth of Pacific and the changes there. What do you think is the most significant change over the period of your tenure?

HAUBEN: Well, in my time the finances were never good. To give him his due, Atchley at least was somebody in administration who made some progress on the endowment, and he did try to shake up the Regents a little bit, which was probably a good idea. I don't know how successful it was. I don't know. I don't think I can pinpoint anything.

DI FRANCO: Subsequently we had Cavanaugh?

HAUBEN: Cavanaugh was after my time.

DI FRANCO: Okay.

HAUBEN: It was DeRosa's second major appointment a year later.

DI FRANCO: At the point of financial fragility?

HAUBEN: Yeah, right.

DI FRANCO: Okay!

HAUBEN: I think the significant thing was negative, that the Faculty saved the place.

DI FRANCO: So, the energy came from the Faculty.

HAUBEN: Oh, I think so. You think about the central administrators. We had wonderful administrators, Deans like Bob Heyborne (Engineering). Waiting for people to die was a development strategy.

DI FRANCO: Question is, did Pacific meet your expectations?

HAUBEN: I came here because I found in my previous job that big schools and I were not a fit. I was just not comfortable, and the job market was just beginning to close up in the Social Sciences, the "soft social sciences," quote unquote, and in the Humanities. Pacific was the best job I could get. I had a pretty good deal coming in for the standards of the day. I never thought I would finish up here. To me in my head I was going to move on and out in a few years. I got over that real fast. I came to like the place. That old tired cliché, the "Pacific Family," had some meaning. It's gone now as far as I'm concerned, thanks to the last two administrations, particularly this one. I have a lot of friends here. I found out, as you well know, when Jeannie and I retired, we moved to Iowa briefly, to be with our grandkids. It didn't work out at all. We came back soon enough so those deep-rooted social links had not been ruined. That was one of the best moves we ever made as a couple, coming back. I do have a fairly reasonably large network of pals, as you do. Given our lives, particularly since we've retired, that's nice.

DI FRANCO: Yeah.

HAUBEN: We both have had our ups and downs, to put it mildly. That's an unquantifiable plus! So, despite my own inclinations, I became not a Brooklynite living in Stockton, but a Stocktonian, which surprised me once I realized it.

DI FRANCO: Do you think that outside perception of the academia at Pacific has changed?

HAUBEN: I don't know what the outside perception is, to tell you the truth. When I first came here I believed the outside perception was that it was a school for spoiled rich kids. It was a pretty consistent impression, but I don't think that's quite the case anymore. Pacific, by a study,

some studies quite a while ago, does a lot better at financial aid than a lot of state schools and scholarships. Of course that's compromised by the wonderful phenomenon of student debt.

DI FRANCO: Yep.

HAUBEN: A slow form of national suicide.

DI FRANCO: What contributions do you feel Pacific made to the local community? What do you think the community's response has been?

HAUBEN: I have an impediment. That's not what I went to grad school for. I know the current president makes a lot of noise in that direction. I suppose some of it's pretty good. My only exposure to community involvement was the original "black studies" program, which had some serious academic question marks, as a lot of those did in those days. That's a fact.

DI FRANCO: Anything about the town and gown relationship, or is that the same sort of thing?

HAUBEN: Well, as far as I know, it's not all that significant to the students and the faculty. I mean we live here and blah, blah, but we only live in certain kinds of neighborhoods. Which is true amongst most academia, so it's nothing unusual.

DI FRANCO: Well, that takes care of the questions of the circular. Is there anything else you want to tell us about?

HAUBEN: Well, I'm gonna be off the record, so wait till this thing is off.

DI FRANCO: Okay.

HAUBEN: Well, in broad terms socially, Pacific has been very good for me. I don't know how you can quantify that, but actually you can't. Just in retirement, well since the mid-80s, we've had this lunch bunch and we haven't been bored of each other yet. Except for one of us, we are still kicking, which is pretty good for our ages. You never know what's going to come up. It's not planned, some of it is school talk, but if it was only school talk, I wouldn't bother.