



2010

Betz, Edward as remembered by Bud Sullivan, Beth Mason-Gregory, Peggy Rosson, Jesse Marks, Pearl Piper, Ted Leland, Judith Chambers, Laurence Meredith, Gwenn Browne, Paul Fairbrook, Les Medford, Doris Meyer, Bill Biddick

Helen Betz

Follow this and additional works at: <http://scholarlycommons.pacific.edu/esohc>

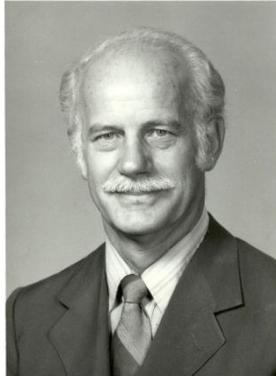
#### Recommended Citation

Betz, Helen, "Betz, Edward as remembered by Bud Sullivan, Beth Mason-Gregory, Peggy Rosson, Jesse Marks, Pearl Piper, Ted Leland, Judith Chambers, Laurence Meredith, Gwenn Browne, Paul Fairbrook, Les Medford, Doris Meyer, Bill Biddick" (2010). *Emeriti Society Oral History Collection*. 36.

<http://scholarlycommons.pacific.edu/esohc/36>

This Book is brought to you for free and open access by the University Archives at Scholarly Commons. It has been accepted for inclusion in Emeriti Society Oral History Collection by an authorized administrator of Scholarly Commons. For more information, please contact [mgibney@pacific.edu](mailto:mgibney@pacific.edu).

FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Edward Betz (1938-1980)**  
**Speech Professor, Dean of Students, Dean of All University  
Programs, and Faculty Representative to NCAA**

As remembered by:

Bud Sullivan  
Beth Mason-Gregory  
Peggy Rosson  
Jesse Marks  
Pearl Piper  
Ted Leland  
Judith Chambers  
Laurence Meredith  
Gwenn Browne  
Paul Fairbrook  
Les Medford  
Doris Meyer  
Bill Biddick

February – May 2010  
By Helen Betz

Transcriptions by Kelly Gerhold and John Sayer, University of the Pacific,  
Department of Special Collections, Library

Subjects: Debate team, Student Advising Program, CIP Program, Cluster Colleges,  
PSA-ASUOP Senate, Academic Regulations Committee, NCAA

## UOP ARCHIVES FACULTY EMERITI INTERVIEWS

**BUD SULLIVAN**

**March 9, 2010**

Helen Betz: My name is Helen Betz, the wife of the late Edward Betz. Ed began his tenure at Pacific as an instructor where he became a core professor then Dean of Men, followed by Dean of Students, Dean of All University Programs, and retired in 1980 to yet teach another class in the ensuing year. Today is the 9<sup>th</sup> day of March 2010. I am interviewing Bud Sullivan. Bud, what can you tell us about you times with Ed?

Bud: Well I first met Ed when I was a senior in high school. And he was kinda scouting out the high school debate teams, and at that time I was a member of that, plus doing extemporaneous and impromptu as well. Anyway, I was going to go to Stockton College, which is now Delta Community College. And then Ed offered me a half tuition scholarship if I went to UOP. He kinda kept his eye out for what was promising at various schools, high schools in the area. So that's how I came across him in the first place, and he offered me the scholarship so I changed from Stockton College to University of the Pacific, back then we called it College of the Pacific. And anyway, he was of course the speech person. He didn't teach classroom speaking, but he was the head of the debate team, and all the things that go with that speech activity, which included extemporaneous speech, and impromptu, and original oratory, and a few other things. I never participated in them all, but most of them I did. And he was a very good speech coach, he really was, and being dean of men, he had not only the responsibility of coaching the debate team, which by the way did very well, but also, he had to exercise his duties as dean of men, at that time, eventually he was dean of all students, I suppose. But he was dean of men, which meant that he not only was my mentor, but he also was my disciplinarian. You know, so sometimes we kinda stub our toes as we go through college life, and that happened to me, and I was suspended for a while because of some wild things we did at a debate tournament in Oregon [...] my downfall. Mainly responsible for that was this debate partner I had by the name of Jerry Stanley. He was about the worst human being I ever met. He did have fluency, he had a good brain, and he ended up being an attorney like I did. He went to Hastings, and I went to UC Berkeley Bolt Hall. Any event, he was constantly a troublemaker, and if I had to predict something right now I'd say he's probably in prison because he was convicted of bribing a juror and some other things that were very nasty, and he just got me in a lot of trouble too, including Oregon. So anyway, [...] we travelled a lot, we went to about [...] Dean sent us both up there, I was only 17 years old, and Jerry wasn't much older, and so anyway we just kinda had a tough time of it up there. Basically, Jerry had it all screwed up, and we had to hitchhike because he missed the bus connection back to Portland, so we could get the train back to, well actually Sacramento. And we didn't do badly up there, but not great, but then we had other field trips, and I can't tell you how many because there are too many for me to remember, but I know we went to Tucson Arizona, University of Arizona located in Tucson, which is one hell of a drive. And what we'd do is Dean would check out the College station wagon and we'd just take turns driving it until we got to Yuma, Arizona, first, and Chuck Mansfield and I were really good buddies back then and anyway we didn't debate together or anything, he was more like original oratory or even memorized oratory. And so then we went down there, we did quite well in Tucson, but it was one long drag, I mean, the ride to College of the Pacific to Tucson Arizona was one drag, and I say we switched off

driving, but we finally got there. We stopped just to kind of sightsee I suppose, if nothing else, and these are the photos I can't find right now, but Yuma, Arizona, you know it used to be called a prison town, it was a miserable place. But anyway, so they had a Federal Prison there, back in the days of Geronimo and other Indian people. Anyway, so we stopped there and we had a kind of a sightseeing thing and Jack got in one of the cages, jail cages, and peered out so I could take his picture, which I have but I don't know where it is. Anyway, so Dean was a pretty good, tolerant person. Of course, he had to meet out punishment too when fraternities were out of line or people in the fraternities were out of line. And so we had a lot of disciplinary problems as well as you know all of the speech activities. Now, when we had our speech classes, we had them in the evenings, and so, I lived in Lodi, out on the West side, on a ranch, and so I'd have to commute. Not only did I commute to go to college, but I had to commute to come home, and then I had to turn around, and take the car, and drive back to campus. I think we met in Bannister Hall, and of course, yeah, dean's always there. And I don't know how he could put in that many hours, 'cause he had a full day's schedule, and then he volunteered, I suppose, for the speech coach position, which he did very very well. And we had some real winners, I mean, we started off the original and probably the only, annual Earl Warren debate, and we debated. (names) and I, we debated two debaters from the University of Southern California. Bo Janson was one of them, and he, he had become the statewide champion in, I guess it was Lions Club but I'm not much sure, I competed in at two and went all the way to the regionals, held all the way up in Yosemite valley, and I got beat out by some guy who'd just come back from Korea or something, and he was like 21, and I was like 17 or 18, anyway, but I came in second. And, yeah, dean was there. Pardon me now, I'm thinking of something else I think here. I think I'm thinking about my high school. I know, the year I competed in the Lions Club in high school level, this Bo Janson from USC who was you know, a contender, an opponent at the Earl Warren debates, uh, anyway, he, he had won that at the high school level, I mean the entire state of California and Nevada. So I had quite a bit of admiration of him, because of all the things he'd done, however, um, he had some failings too. He didn't get along with the navy that well; he took a commission in there and I think he had to resign it or something, but I can't remember all that, doesn't have anything to do with Dean Betz. Now, Dean, I think he related very well to the rest of the faculty. I think related very well to most of the students, ...? Some always thinking they're getting a broad deal if they discover a keg of beer in the basement, but basically, now, he kind of meted out justice as it was required, it wasn't any pleasurable thing for him to do, and I remember one, well I remember several, but I remember one instance where I was running for vice president of student body, ok, in my senior year. I should have been president, but, but I made a bet with a friend of mine, Jack Mansfield, that we'd toss a quarter, and whoever won the quarter toss would run for Presidency and the other guy'd run for Vice President. Well, I lost the bet, I mean I just did, so I ran for vice president, the other faction there of which I was partly too, I mean I was president of Newman Club, at that time, and I was never really blue key society, I was a member of Omega Phi Alpha fraternity, I was, I was really deeply involved in everything, in, in campus life. Anyway, so when I was running for Vice President, they offered me the Presidency but I couldn't break a promise to a friend, so I said no I can't do that, I can't go back on him. Or they would have thrown their support to me, and I would have been automatically elected, and there'd be no doubt about it. So I said no. That was a big mistake in my life, I will never make another flip of a coin choice, it was a bad bet, and he talked me into it, and I should have said no, we don't decide these things that are that important, you know, with such a flippant attitude. Well anyway, there was another candidate against me for vice president, his name was Larry Wells. Larry Wells, we only had about 3 black people on student body at that time, and he was one of them, and he was a track star, and he was a very nice person, but you know,

he'd committed some, which I can't remember, transgressions I guess you'd call them, against the the rules of the race. So I got really teed off about that, and so I appealed it, whatever the transgression was, now I can't remember, I think poor Larry's dead now, but anyway, but anyway, I'd appealed it to the student council. I remember Dean coming over to me, I was right outside the administration building, and crossing the road in between there, and to wherever else it was, and anyway I know he came up to me, caught up with me, and he said, "Don't you think, Bud, that maybe you're giving off the wrong signals here?" I said, "Dean, you mean by appealing this decision? To the Student Council?" He says, "Yeah." I said, "How can that be?" "Oh you know, people would," he said, "people would get the wrong idea. You know, maybe you're just picking on him because he's black." I said, "Dean, I never ever thought about him being black. I never, I never ever thought about it," I, you know, I came from Lodi California, I was born and raised here, and we didn't have blacks. So, that was the furthest thing from my mind, that he was black. As far as I was concerned he was a transgressor, which, of course, was a hill of beans. Anyway, the Student Council voted against me, which is probably what they should have done, and anyway, so that was over. Now, he gave me that advice, which I always remember to this day. He also put up with some shenanigans with this debate partner with me, this guy, Jerry. Stanley. I know one time, 'cause you know, usually we'd bunk together I mean, you know, debate partners are always together. I used to smoke back in those days, I haven't smoked since I was 43, but I used to smoke then and Sheldon Nicholaison was a very straight-laced Mormon, so he didn't want me smoking in the room at all, so I had to hang my head out the window, and huff it and puff it, but I was with Jerry Stanley at the time, and you know, he went down to the bar and I went to bed, and we weren't old enough to drink in those days, but he came back and he had about three or four bottles of beers that some sailor had bought him down at the bar, and then, we didn't have an opener for the bottles, so, what are you going to do? So he took the key to the room, he used the key to pop the caps, but in doing so, he broke the key. And then the only way we could get out of the room was to put one part of the key in and then back it up with the other broken part and then we could get it open, but we could never get the key back out, as you could imagine. Anyway, somehow or other then I think, well Dean was with us. Not during the episode of opening up the bottles or anything like that, but you know, he was in another room. So, when we wanted to check out, um, I, to be honest with you Helen, I can't remember exactly where we were. But anyway, the you know the hotel, motel, manager, he wanted to assess us some money because you know, we blocked his key up and all that. I can't remember how exactly that happened but I know that Dean Betz, he kind of smoothed that over somewhere in there. I don't know much. Yeah, well, we we went a lot of places together, and and I always thought that, you know, Dean Betz didn't really get the recognition from the rest of the faculty. I mean, he really did deserve a lot more than what he got, I mean, not that he didn't have a successful career, of course he did, but, whatever, but I don't know. And I noticed in your questionnaire you said something about you know, the difficulties of the sixties. Well, I graduated in 1955, so I have no idea about the consequences or whatever happened in the sixties. I always found him to be a good, honest, great guy, we'd go over to his house, have dinner from time to time, and of course Donna was in my class. Now where's she living?

Helen: Grass Valley.

Bud: Oh, Grass Valley? Huh. Well, that's usually a place to retire to. Yeah. Well, anyway, so, I kind of miss him. I can't tell you all the other things I've done with him because I can't remember them all, but I was trying to picture in my mind all the things we were involved in. I mean, you know, he, I, you know, I was fraternity, of course, you know, we all had a keg of beer in the basket, ro at least in the basement, and

uh, I know he knew that, but you know, as long as we didn't get raucous and cause a disturbance or something, you know, when it came inspection time, he just passed it over. Course, there were some times we got in trouble, particularly during Pledge Week, and we string a banner across the court house, that old court house that was there in Stockton, we put up a big sign there, painted on canvas, that said "Long Live Stalin!" So that everybody that came into Stockton that morning for work, I mean, there it was! I mean, the big sign up there, perfectly legible, and then we, we didn't cause a lot of things, I mean really crazy things, but yeah, and when , you know, we got kind of punished for that sometimes, but maybe not always. Well, you know, it's just one of those things when they call it Hell Week, then, and it was hell, particularly for the plebs, and you know, we had to go perform these things that we'd never dreamed of doing otherwise, I mean, any other time, I mean we just did that to be part of the group. Almost sounds like a gang activity or something, and it was kind of a gang thing. Just to belong. Now, I didn't really stay at the fraternity much, I did some nights, but for the most part I was just busy commuting back and forth, back and forth, and back and forth. I don't know, I have a lot of documents here, you're certainly welcome to go through them. I've been trying to search around if I could find things about Dean and some of those things, but some of the old debate films and all that. You know, Margaret and I were together for a long time, you know Margaret. And, uh, you know, she's ombudsman among other things, and so she left about six or eight months ago. To marry a friend of mine, so I've been kind of, you know, alone, to some extent but with all my support group I don't really have to worry about that. I got people in and out of here all the time.

Helen: Well, that's good. Do you have anything to say about Blue Key Honor Society?

Bud: Oh yeah, I was a member of Blue Key, I think I was the secretary of Blue Key. I was president of the Catholic Club. (Newman Club.) That's right, the Newman Club. I went to some of those conventions and things, and I belonged to, of course the fraternity, and I belonged to so many I can't even remember them all. I know I used to write scripts for radio drama, in the radio program, I remember that. (Was that KUOP?) Yeah, that was KUOP, back in those days, anyway, oh yeah, I do interviews on KUOP, I remember interviewing Dean DeCarli, Mayor of Stockton, but that was way back then. Dean was pretty young man then, yeah, and I was even younger. I don't know, course, I was in debate, I was in all the debate societies, I was in all, all of that speech stuff, you know, um, a diamond student or whatever you want to call it, a diamond winner. I was the outstanding senior debater, when I was a senior, and my name went on a cup; I don't know where that is now. Used to be in Bannister Hall. Um, I don't know, there are so many things, it's so hard to remember. (Yes.) Of course, I was obviously a member of the student council. Don't, can't remember everything.

Helen: Can you remember any special anecdotes that you might have included in this interview?

Bud: Any special what?

Helen: Anecdotes?

Bud: Anecdotes. Oh, well, I told you one, about Dean and Larry Wells and I, you know, um, that was one anecdote, and I'm sure there are many more. Oh, there's one thing, I remember we were driving somewhere, and somewhere in southern California, or wherever, USC, maybe. Anyway, and uh, so we were kind of having a little argument about, you know, singers. You know, and I know Dean said, I was talking about someone like Bing Crosby, I mean, he'll go down forever or whatever, and you know he

said, "No, Nat King Cole will." And I said, "How could you say that?" And he said, "Because, I just, I believe that." I always thought back about that and said, to myself, you know, he was right. You hear a lot more King Cole than you do Bing Crosby now. So, anyway, we used to have these little chitchats, things like that, and it was very enjoyable. I never had any fear of him, um, you know, even though he was the enforcer, I never had any fear of him, he was always considered my friend. That's about it.

Helen: That's a good way to conclude this interview so, we shall say that this is the conclusion of the interview, and thank you so much, Bud, for all your—

Bud: I'm sorry I can't remember more. If I would have found that other scrapbook, I would have.

Helen: And we'll see about that. I'll find out if the University wants to have some of the, some of the articles that you have saved.

**BETH MASON-GREGORY**  
**May 25, 2010**

Helen Betz: My name is Helen Betz, the wife of the late Edward Betz. Ed began his tenure at Pacific as an instructor then professor then dean of men, followed by dean of students, dean of all university programs, and retired in 1980 to yet teach another class. Today is the 25<sup>th</sup> day of May in the year 2010, and I am here... interviewing Beth Mason Gregory. Beth, when were you at Pacific, and what titles did you hold?

Beth: I came in 1921 at Ed Betz' invitation, and became director of the counseling center, and I stayed in that position until 1989.

Helen: Can you describe a course and/or courses or academic programs that Ed helped you develop?

Beth: No, I'm sorry, that's not the area in which I was associated with him.

Helen: Then I think I'll just hand it over to you and you can talk about Ed as you will.

Beth: You asked about the changes in curriculum or academic programs while Ed was at Pacific. I thought it was rather remarkable the extent to which we went from being a small university, actually college in the early years, to a multifaceted university, and Ed accommodated to these choices, these changes beautifully. The student body changed in many ways, from a largely regional, pretty much uniform culturally, group, to a group with a large international component, and then there also developed technical specialties like the School of Pharmacy, Engineering etc., which diversified the student body composition tremendously. Another change that I think affected everything was the change in financial resources. In the early years financial resources were very thin, and always problematic. In later years, we had resources to do things we could not possibly have thought of doing. And once again, Ed had programs in his mind that he wanted to develop and essentially became the father, or progenitor I guess is the better term, of these programs that enriched Pacific tremendously. You asked about the years that Ed was involved, the characteristics of some of the following groups. I've described the changes in the student body. The changes in the faculty I think were interesting. In the early years, I think there was a great deal of discontent and contentious spirit among many of the faculty. I think frankly that many of

them had something of an inferiority complex, and while there was certainly some distinguished faculty, many people were anxious to leave, and this did not build a sense of community at the time. I think the fact that there was a steady, predictable program of student services had a lot to do with Pacific surviving. The other characteristic that I think relates to Ed is that the administrators were very accessible. There was no sense of closed door, or that you had to go through channels in order to speak to someone. You knew most of the administrators and called them by their first names. I think this made for a communication system that worked well. All right, moving on.

The programs at the university that Ed was involved in that I thought, there were three really, the one that is most clear in my mind, is his initiation of drug education as the era of student revolution and heavy drug usage was just coming in. I remember clearly that he invited David Smith over from Berkeley and David Smith was **the** expert at the time on psychedelic drugs, and he invited him to come to Pacific and speak to students, administrators, faculty, in separate groups. He did a marvelous job, and as far as I know, this was the first campus that did extensive education. I think it saved us from some of the drastic consequences that other universities had to go through. Second, he was instrumental in developing the community involvement program, which brought underprivileged students and students who would be the first college graduates in their family to Pacific. Heretofore, Pacific was known kind of an elitist campus and certainly, I suppose, all white. I don't remember any persons of color being there in the early years, though I may be wrong about that, but certainly they were a rarity. With community involvement, students came in, they accentuated, and learned to dignify their own ethnic characteristics and origins, and I think developed a sense of pride that I would hope is still useful. Many of these students have gone on to be very successful community members. Third is the development of the resident assistant and student assistant program. This, particularly from my point of view, as I'm from the counseling center, this group of peer counselors did a great deal to support and encourage student development, and that student development was always the emphasis of student services at Pacific.

All right, moving on to the, you asked about controversies resolved. Frankly if there were controversies, I didn't know about them. Things appeared to me to run quite smoothly. What about the activities during Ed's years of services. I was impressed with the number of late bloomers who came into their own during their years at Pacific. There was a program for early admission in the summer for students who were not academically eligible, but who showed promise in some way. And, if they made good grades in the summer, they would be admitted as freshmen in the fall. UOP has any number of outstanding student leaders and later community leaders, who came through that program. It had the unfortunate title of 'summer dummies,' but these late bloomers certainly proved they were anything but summer dummies. I think that may just about be it. Yes, that's it. I will turn the mike over to Helen Betz again.

Helen: Ok Beth, thank you, this concludes this interview, thank you so much.

**PEGGY ROSSON**

**April 16, 2010**

Helen Betz: --Betz. Ed began his tenure at Pacific as instructor, became full professor, then dean of men followed by dean of students, dean of all university programs, and retired in 1980 to yet teach another

class . Today is the 16<sup>th</sup> day of 2001—excuse me, of April 2010 and I am interviewing Peggy Rosson. Peggy, when were you at Pacific and what titles did you hold?

Peggy Rosson: Came to Pacific as a student in 1966, graduated in 1970. In 1972 I began working as an administrative assistant at the school of pharmacy, when I left there in 1989 I was the Associate Director of Student Affairs. I accepted the position of coordinator of new student programs and the student advisor program in 1989. I became director of that program in 2001, and my current title is assistant dean of students.

Helen: Thank you Peggy. Could you describe a course or courses or academic programs that Ed helped to develop at Pacific?

Peggy: Yes, one of the programs that I worked with Ed on was a new way to do new student orientation. It had been done in the weekend before the fall semester for all students, and he piloted and innovated a way to do them over the summer so that we had multiple sessions, and he hired ten students or recent students to be the student leaders, and that was actually the beginning of the student advising program which I later and still work with, so, he began the program that has been the bulk of my professional life here at Pacific, which is now called the Student Advising Program.

Helen: Were there any other programs that Ed developed that were particularly significant?

Peggy: Most of my relationship with Ed was through Student Life; he was the Dean of Students when I was an undergraduate. So another program where I worked closely with him was on ASUOP, or then the Pacific Student Association, so the PSA Senate. He was the advisor to that group, and what I remember most is that he was very respectful of students and allowed the students to have opinions and implement programs and ideas, and used thoughtful and general guidance rather than any enforced way to make us work. So it was a very educational process even though it wasn't in a classroom because his goal was to develop us as leaders, and he did that by example and also by providing us with opportunities to explore new ways to do things.

Helen: My next question is, what controversies was Ed involved with, and what was his role? How did Ed help to resolve the issue?

Peggy: I was at Pacific during a time when there was, great controversy about the war in Vietnam, and during my senior year in high school the killings at Kent State and other universities took place over war protests. So there was a lot of student activity about that issue, and I remember Ed supporting the students in expressing themselves and, actually, in the fall of that year, 69, there was a protest march on October 15<sup>th</sup>, which was his birthday and my birthday, and we ended up at Morris Chapel. And he stood up, and made a very courageous comment about honoring the opinion of the students and the issues at hand and saying probably he had been too quiet before about this issue but he really wanted to be with us, or supporting the efforts we were making to bring about peace in the world.

Helen: Tell me about any students you knew who worked closely with Ed and how Ed helped them.

Peggy: I can't think of any particular students, I think my comments about the senate were where I saw him helping students the most in terms of their leadership skills. I always found him to be accessible and supportive of students, and I think that was very powerful in the role that he had because he could help

the university to embrace students and help them with their growth and development , and he could have been a really different kind of dean, and not help students in that way.

Helen: Are there any anecdotes about Ed's tenure at Pacific that you'd like to report?

Peggy: I think the birthday story is my favorite, because we talked about sharing a birthday, and only that one year were we ever together on our birthdays, when we were at the protest meeting at the chapel, but I think just his very fine good nature and always being willing to make time for students is what I remember best.

Helen: What have we not covered in this interview that you would like to discuss about Ed's time at Pacific?

Peggy: I'm not sure we've covered the academic contributions he made to speech and debate and to the communication department, but I didn't know him when he was a faculty person there. I just heard about the skills he used to develop that program and help students become the best they could be in that department. I got to Pacific when he was in Student Life, and so that's the bulk of my connections with him.

Helen: Peggy, thank you very much, and, uh, then we'll say this closes this interview. Thank you very much.

Peggy: You're welcome.

**JESSE MARKS**  
**March 11, 2010**

Helen Betz: --Betz. Ed began his tenure at Pacific as instructor, became full professor, then dean of men, followed by dean of students, the dean of all university programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 11<sup>th</sup> day of March, 2010. I am interviewing Jess Marks.

Jess Marks: Ok! Well, I'll sort of begin with my, early way of coming into contact with Ed, which later developed into a more personal and friendship relationship, but, that would be back in the mid-sixties, particularly about 1967 or thereabouts, and that's because my involvement then shifted from what I was doing at that time in the then PHD program that the English department had, and doing my classes, and also teaching, which had been a graduate assistantship when I started and I'm not sure whether it's classed as part time by the time I had reached that point or not. But, by the back door, so to speak, I was called in one day to meet with Kay Davis, which was probably the first time I met Kay, and she was Dean of Women, and she was calling me to see if I would be interested in doing I guess at least a preliminary interview for being a head resident in Elbert Covell College, which was the Spanish-speaking college of the clusters that had been initiated at the beginning of the '60s, late '50s beginning of the '60s, by President Burns. And, they had a last minute opening in Casa Jackson for a head resident position, which it was and then sort of became the more appropriate term for what were called the house mothers, house fathers or whatever you want to call them, before then. And, so I gave it some thought, and I went over and talked to Ed Grant, who was Dean of Students for Elbert Covell College, and ended up taking that

position as a head resident. And that kind of started my career in my direction, while I stayed at Pacific, to become involved with the things that are called Student Life, Student Affairs, Student Personnel, all the different terms over the years. But that also probably was the beginning of the first contact that I had in a more regular way with Dean Betz, Ed Betz, because in the early years there were some, when it was Elbert Covell College, there was some interconnection with some of the things with what was considered the general university, because at that time, the clusters, which were Raymond College, Elbert Covell College and Callison College, basically they were responsible for their own, if you want to call it, student affairs program. So they were responsible for the staff, and the students in their buildings over in the quad area. So, I technically, the head resident, reported to Ed Grant, but because there were a lot of things in common, there were often times where, with the Dean of Students office, which was Ed as Dean of Students and Richard Williams as Dean of Men and Kay Davis as Dean of Women, we had some overlapping kinds of contacts and issues because in particular, in Elbert Covell College, in Casa Jackson, as in all three buildings, which were Casa Werner, Casa Jackson and Jesse Ballantine, which was the women's residence hall, is since they didn't have quite enough students to fill all those buildings from Elbert Covell students, they had regular or general university students, COP students, or Pre-Pharm, or whatever they might be at that time, housed in those buildings. So there was some things that did call for some collaborative things and communication and so forth with the general university people, meaning Ed and particularly for me Richard Williams, since I was dealing with mostly, well with all male students. So, it wasn't until later that some things began to develop where, being with the clusters, and I kind of was involved with that over the years, that more and more of that coordination began to take place between what went on in the general university buildings, Grace Covell, Southwest, McConchie, North Hall, those kinds of things, and the clusters needed more coordination. So, at a later point in the early '70s, at that, that was about the point where I became coordinator of university residences, under a collaborative system. It wasn't really until 1975 that, when Judy Chambers was made the Vice President for Student Life with Stan McCaffrey, that actually everything was formally and officially combined into one single university student affairs or student personnel system and residential program. It was also in those earlier years, because it was two years at Elbert, with Elbert Covell College, and then when I was going to probably be leaving, is when Richard Williams approached me, and of course, while it was Richard doing this, I'm sure that Ed had a hand in it too, since he had to approve what Richard wanted to do with what was then South Hall and West Hall. They were operated, even though they were connected, they were operated like two different residence halls for men, and had head residents, older people, one of which, a couple stayed on, still worked for a number of years there, which was Chloe and Art Lentz, and the other one, that was West Hall, and the other person was Lou Stewart, who then moved to become the head resident or house mother at SAE, the old SAE house. But the purpose of this, in combining the two halls and bringing them together and having one person, myself, as director of what then became called the Southwest complex, was to deal with a number of situations that were now becoming probably the regular stuff of which Deans, Deans of Students, Deans of Men, Deans of Women had to deal with in the out of classroom kind of things with students. Some of those things that impacted and all that were the increased use of drugs, and of course LSD was, and cocaine was not, and heroin were not big items at all, it was LSD and psychedelics and shrooms, mushrooms, and whatever. It was that time, coming out of the, well, coming out of, still in the hippie era, Timothy Leary, school of thought, all of that. And, particularly in Southwest, there was a usage problem, marijuana, LSD, other kinds of things, and more importantly at that time, probably, there was a distribution problem. There were students that were living there and selling. At that time, it was not viewed quite the same as it is today, it was a different world,

but things needed to be done to change that environment, and this was part of this position that Richard talked to me about and I agreed to undertake. Along with the question about, shall we say, the drug usage in that, this is the time, remember, the Vietnam War. So you had all the issues of those against the war, those supporting the war. We had here, as well as across the country, you had lots of students, male students, were enrolled in college as a means of draft deferment, because if you were a full-time student, you were deferred from the draft. And sometimes, their interest in education wasn't as strong as it might have been before the draft helped them with that decision. So, a lot of changes going on. You also have to combine this with what was also happening with the race issues, particularly those things with African Americans, and the struggles that were taking place then. Still the impacts of the early on, and 1964, the Free Speech movement, Mario Savio and Berkeley. So this was the environment that the university began to respond to, and make some changes, and to deal with things definitely. And Ed is Dean of Students, as much as maybe he didn't like some of the kinds of things that were happening, he knew that the change had to be made, and there had to be a different way of dealing with things. It's also during this period of time that I would say that we also begin to see the first of the, what I would attribute as the changes in the social fraternity system, especially the male organizations, which had been traditionally on campuses, public and private, had been the accepted organizations for doing a lot of things about building leadership, contributing to that, responsibility, other kinds of things, although there were pranks and the other kinds of things that accompanied that, but clearly that's the way that they were viewed then. Sororities, a little differently, there's still always that and it continued for a long time afterwards, even though the fraternities changed in whatever way they, it was a long time before the sororities weren't viewed in the cliché way of saying they were social, women's social fraternities for MRS degrees. But, an interesting thing in my way of viewing that is that because of a lot of the things going on, the anti-establishment movement amongst young people, the hippy generation, the drug usage, the other kinds of things, there was a lot of things that went against what was considered establishment and mainstream. The fraternity associations were considered mainstream and part of the establishment, so particularly for the male organizations, they begin to lose a lot of membership. They couldn't recruit quite the same, or they couldn't recruit those people that were becoming either formally or informally the campus leaders at that period of time. So they began in that practical kind of way to keep their houses full so they could pay their bills and loans for building these places or whatever it might be, they begin to take in a lot of other people for membership that perhaps they might not have done before. I think also that, in a short period of time, really, is where a lot of kinds of things in terms of the behavioral issues started to change in the fraternities and sororities, not the sororities, sorry, the fraternities in particular, drug usage, so many other things, I would have to say that of the nationals, for the men's fraternal organizations, I don't think they provided much support or much leadership during the time of that transition, so a lot of chapters on individual campuses, began to, even if they were national, began to change and modify their traditions, their practices, their regulations, whatever. And it changed the nature of the organizations, and they're still recovering from that, I think, in many respects. Now, that didn't happen quite the same way with the sororities, however, because with the sororities, and it took the sororities a lot longer to change overall, but they held together, they managed to keep their finances good, they managed to keep their enrollment or their membership ok, but that is my view, I'll have to limit it to that, probably because their alums kept control of the organization, and didn't let the sororities kind of just disintegrate or change or modify. They held on; sororities took longer to change because it wasn't until more alums became involved with the sororities that grew up, came through a world where women were recognized differently, and they themselves were looking for , they were professionals, they were other things, this was no longer the

question of, and women's rights and women, the ERA amendments, all these kinds of things eventually, slowly, in a more systematic kind of way made the changes in the sororities. So those were some of the things that, at that time, in the world that I was beginning to become involved with and definitely while he was Dean of Students, Ed was involved in. So. Oh, I might also add that we also had another little phenomena begin to occur, and that would be right around this same time, and it was interesting because it's what you would call, it was the Fundamentalist Jesus movement, began to emerge on college campuses in a way that wasn't there before. That's not to say there weren't Christians or people who believed in Jesus or those kinds of, but also part of that was we begin to see a number of the students that had been into drugs and into that kind of things, and maybe it's a way of, you know, the drugs were a way of dealing with issues, or whatever, nuclear bombs, the draft, escapism, help me. Then they began to turn, more and more of them began to turn to, as we say, they "found Jesus," and they became kind of strident in those early years. I can remember when Bob Silva was first on campus, which was about, he come in 1970, I think, as the Roman Catholic Chaplain here, and in some situations I remember there were a couple of these newfound Christians, and actually there was a term for this, not necessarily positive, it's kind of like when we were talking earlier before the tape was on about Summer (donage?) Program, yeah. There was a term and it was called the Jesus Freak. And I can remember that there were some students that started this thing for Bob Silva that, calling him the Devil, that he was the Devil incarnate, and because his views in terms of Christianity and Jesus, all the things, was much more open, and much more liberal, than how they found Jesus to be. So this is, the working melieu of Deans of Students back then, and to find your way along. So I'm sure that I can't speak entirely for Ed in this respect, but I know that, you know, that's part of what he had to deal with, in his role, and, I mean, years earlier, some of the things that led to the first of the big student protests, and so forth, back, particularly in the UC Berkeley campus, with the Free Speech movement and Mario Savio and so forth, was that, and that'd be about 64 the Berkeley Deans of Student operations there, the ones that dealt with it, were not very effective in responding, they were taking the hard stance that this is right, this is the way it is, this is the establishment, whatever, and I think that that had a great deal to do to, they misread the times and the tenor, the tenor of the times, and that just really caused that to break out into a much much more significant movement. I also think that it ruined, because I know that, I can't remember his name now, he eventually lost his job because, or got moved out of the Dean of Students position there at Berkeley a few years later, and it took years and years for Berkeley's Student Affairs, Student Development, Student Personnel program to kind of recover, if you want to look at it that way. So that's some of the things that I got involved with and worked through, but it led with Ed, you know, well, Ed was Dean of Students, that's when some things began to happen. The establishment on the campus of the first BSU, black student union, and Ed is Dean of Students, at least as part before where I don't know what other steps it had to go through after that, but he had to have a role and acknowledgement in chartering that organization on campus. I know that along with the racial issues, and I'd mentioned those before, this is part of that, that (melieu?) at the time, but there were protests, there were marches, there were students at the Delta College campus was right next door, I know that there were some, not many, of our students, but Delta College students that had been marching against the war or for racial right who got beat up, got attacked, by other students, because at one point that other students, and of course one of the kinds of things that always came out before when you had these problems, and you had protests occurring on the campus, one of the quick things always was people say, 'these are outside agitators.' But I can tell you from Pacific, that was not true, that in many many of those cases, they were some of our own students that had opposing views that were, you know, the establishment is right, whatever it is, and led them to

conduct themselves in also less than desirable behavior. So. So, you know, the things that occurred then, now people always said that somewhere in here in the earlier part, Ed had to play a role. And some of this is, you know, in the earlier part of the sixties, a little beyond what I might have some more cursory knowledge of, but I did have a, you know, because I was involved in a number of things including things with, you know, the graduate students association was formed then, and being its first president or chair or whatever. And some of the other kinds of things would be the racial things, and dealing with the number of the African American students that were on campus, so. But one thing that people used to say, which I always thought was erroneous, is they used to say well 'Pacific never had much of a problem with the unrest, with the protesting, with these kinds of things, and I would have to agree, in comparison to a lot of institutions, private and public, that did. Pacific didn't have the same kinds of troubles. But I attribute that to, well, it gets attributed most of the time and I probably would have put it there too, but, that's to Burns, Robert Burns, because Robert Burns always made the choices that, if there were issues or whatever, he made the choices to say, dialog, let's talk about it, let's fix it, see what can be done. When some of those examples are when there were people like Angela Davis, who were to come here to speak, you know, she was African American, but communist, and she's still well known ... Hughey Newton came here, Timothy Leary, and there were some others, but there was tremendous pressure put on to not let them in, and Burns took against, some people in the Stockton community took a very strong stand for an open campus and academic freedom, and freedom of speech. So, that went a long way, I think, to allow Pacific to move through those times in a different kind of a way.

Helen: And then, of course, Ed was involved in carrying that out.

Jess: Yes. Well, he had to be! You know, I mean, let's say that he maybe disagreed with Burns (laughter), but, on some things, but ultimately he knew enough that, you know, this was, this was, yeah. You were right down there where I was. Yeah. Because ultimately, like it or not, you know that these, the difficult decisions, and if you're going to do, is you've got to take a stand, you've got to take a stand where there's value and purpose and worth that's associated with it, and not the kinds of things that, you know, you could say well, there's value, purpose and worth in principle in upholding a singular, limiting, you know, ideology, but when you're a university, university values, value-wise, is not mono-value. It's pluralistic. Many values, and they conflict. That's what a university should be, is that, you know, and not all values are going to be resolved up to something greater all the time, you know, and the Hegelian dialectic or something, synthesis, thesis, antithesis... At a certain point, there're certain things that, you know, exist side by side, but they conflict or they clash or they're varied or they're different, and, you know, in a more ideal sense that's also what a university should be. So when you have that, then you work in a different kind of way, to support, and also I think that ends up where you define 'in a different kind of way,' what is really of worth and of value and of purpose. You know, the blinders have to go off, so, we see a lot of that today, too. Everybody just wants their, their own ideology to dominate. Ok. Going down my list, here, (laughter) this is harder than you—

Helen: Than I imagined?

Jess: (more laughter) Ed, we're talking about the racial kinds of things, here, and I get sidetracked there a little. And Jack Bevin, who was the Academic Vice President at this time, between Wallace Graves, Wally Graves, and Alistair McCrone, was also heavily involved in this, because he got his hands in there

and worked with lots of student groups. But Ed was also involved, along with not only the chartering of the BSU, but later the founding or the initiating, as a way of responding to these issues about access to higher education from the, whatever, the underprivileged, the there's a term I want to use here and I can't remember it, but basically the people that couldn't qualify because of their socio—their socioeconomic status didn't give them enough leverage in the educational systems to qualify as regular students financially, or even grade-wise, and that tended to be a lot of, you know, African-American, Hispanic, Philipino, I mean, because Stockton was a very diverse community, even then. And so the CIP program was, in a way, the university's finally putting some money, so to speak, to where people's mouths were, and initiated a program that worked to, to, see to it that the admissions standards were, taking into consideration some of the factors that were limiting people in their access to a college or university degree, and also at the same time, to provide some financial aid so that they could come to an institution like Pacific. So that program's now been in existence as of last November for 40 years, or October I guess it was. Also under Ed's tenure, which many people forget about, there was a program launched here that went national. I can remember the student's name that headed it up, but I cannot remember the other fellow from the university, Charles Something-or-other, Charles, Hickman? Charles Whatever. I'll get it someday. But, Dennis Warren, who's, you know, still an attorney up in Sacramento—

#### SIDE B

--yeah, the Let Us Vote program. And that program had a role, I won't say it was the only reason, but certainly was a significant player in finally getting the 18-year-old vote for young people. It had been 21 prior to that. So. During Ed's tenure as Dean of Students, before he moved over to being Dean of All University Programs, the first of the co-ed residence halls came into existence. So, ultimately, that had his blessing, too. It started out with a, you know, kind of experimental program with McConchie Hall going co-ed, and then of course, eventually, officially almost all the buildings were, and then finally there reached a point that even, you just couldn't fill, we kept continuing with the same, you know, there still was a need for, to have a separate residence hall for just women, and it, if you want to call it this way, the need for space, the need for filling up, because you couldn't fill it! And we went to some systems there that were just maybe the first two floors would be, you know, men, women, and then, but the top floor would be separate for just women, and even after a while that disappeared. You know. There just wasn't that much demand anymore. But that progressed over, over what, 20 years? So, and so but the first one, maybe the first, I can't remember exactly the, yeah, the first one came into McConchie, Ed had to have a hand in that. Now, the subsequent things later on, I think he became Dean of All University Programs, like, 1973, may have been first. 72, 73. What gets confusing for me is the academic years versus the other. So. So, it may have been really fall of 72, or it could have been fall of 73. Whenever. But I know that, I'm pretty sure that it was in the fall of 72 that McConchie, I don't think it was 71, I think it was 72, became the first co-ed building. So. Another little corollary issue off of that, though, is that when we start going co-ed, then the issue became, and I know Ed had a hand in this, because he got Catherine in to start a program for when parents were coming to bring their students to campus they could come to a program where the issues about what's going on in the campus, and particularly the co-ed business, could be talked about. So that's how Parent Orientation started. You know, which later became Family Orientation, much more, but it was basically to deal with any concerns or issues they had about, especially the parents of women students. So Ed had a hand in that. I know that somewhere in there, I can't remember just exactly what his role was and I can't remember at that time, because I worked with the, what was the Special Freshman Admission Program, which was a program wherein students that

didn't quite make the mark were offered by the admissions office the opportunity to come to a special summer session program, five or six weeks depending on the programs, the sessions at that time, and with special support and special faculty teaching the classes, and that if they made a 2.0 in their work for the summer, then they would be admitted in the fall. And, I cannot remember for sure if Ed headed that up. I know Les Medford, and Les, if you ever get a chance to talk to him, Les definitely in those early years had a hand too, in it, so, but, I remember that in 1969—68, 68, is when I became involved in that program and handled, had the students and the residence halls, handled the student-side, you know, was responsible for them getting all the other support systems into place and then working with the faculty on that. And I remember being with Ed and things, but I just can't remember who headed it up! (laughter) Brain doesn't work as good as it used to, so. Ok, well, I've highlighted a lot of the things that, that I remember, and where there's connections that I had with Ed, where there's enough to know that it had to do with what Ed did, at least in that period of time, as Dean of Students. I know that after he became Dean of All University Programs, I don't know whether I still, along the way he hooked me into doing, helping the Proctor, and then other things for the testing on several different ones of these tests, that Pacific was a testing site, such as the Charter Life underwriters and some others. And I worked with Ed when those were kind of, for, for a number of years, but. And I know he continued doing that, I think, after he was also Dean of All University Programs, but at some point I stopped doing any proctoring or working because, whatever, too busy, I can't remember the, I can't remember those transitions in that. And other things I remember about Ed, Band Frolic, you know, those faculty members including Ed and, oh god, was it Ced Dempsey?

Helen: Oh, for sure, I would think.

Jess: Yes, as director of Athletics and other faculty members and that May used to get up there on that stage and, I know one time, this was fairly early on, Ed actually said, "Why didn't you come, why didn't you come?" And I just said, "I—NO!" (loud laughter) You know? They dress up as female cheerleaders and swing their pompoms, and (more laughter)

Helen: All in great fun.

Jess: Yeah. (more laughter) So. I don't know, should I mention the story about the Winterberg thing? Ok. (more laughter) He might hear the tape.

Helen: I don't know, I think, we won't do that.

Jess: Well, the last things, then, I probably would say now, even though before we talked about a lot of different little anecdotal things, is that thing, where I got to know Ed best, as, as I say, friend, more personal and so forth because it continued afterwards was skiing. Snow skiing, downhill. And a number of trips, usually during the week. Ed liked to go up, you know, and come back. And, Bear Valley, Dodge Ridge, I've never skied with, I used to ski a lot at Squaw, but I never skied at Squaw with Ed, I think Sugarbowl, went at least once, and I'm trying to remember, I think may even have gone, may have after Kirkwood opened, I think I may have gone at least once with Kirkwood. With Ed to Kirkwood. Skiing. But mostly it was Bear Valley, because it was a clear shot, (up in the head?) and back. Yeah. And he was an intrepid skier, you know, he'd go wherever he could get his leg broken. (loud laughter) And if I remember, did he break it twice? (more laughter) And that didn't deter him, he went back, and he didn't start skiing until he was in his 50s, I think, wasn't he? He did not start skiing young.

Helen: Correct.

Jess: I just can't remember when he took it up, and skis good. So, yeah, a lot of good fun going skiing with Ed, just the two of us. So, the only other thing I'll add on that, which I shared with you before because I think it deserves to be part of his memoirs, is his driving technique. (loud laughter)

Helen: Amen. We'll conclude this interview right here. Are you game? We're going to conclude the interview.

Jess: Oh yeah. We, but, I just, I wanted to add one thing—

Helen: Oh, you want to add?

Jess: Yeah, I want to add that! I can remember! Ed always wanted to drive. He had that Chevy pickup as his living camper.

Helen: What year was that pickup?

Jess: Oh god, that was 60-something? Early 60s? 64, 62, I can't remember. And, you know, after a few times I learned what the game was, but I think Ed probably always thought that I must have been staying up all the time late at night and whatever, because, Jesus, seemed like I always had to sleep on the way up and sleep on the way back, but mainly I had to close my eyes because (loud laughter) watching him, I would be stiff-legged, pushing my feet through the floor, so I just decided it was easier to just close my eyes and pretend to be asleep! I almost took up religion again! (more laughter) Ok, that should conclude.

Helen: Jess, thank you so much, and this concludes our interview with Jess Marks. Thanks so much.

## **PEARL PIPER**

**March 5, 2010**

Helen Betz: --here at Pacific as Instructor, became full professor, then Dean of Men, followed by Dean of Students, the Dean of All University Programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 5<sup>th</sup> day of March, 2010. I am interviewing Pearl Piper. What years, Pearl, did you serve the University?

Pearl Piper: What years? Well, here's where I started. I started, if you want, I was part time, as a student part time, until '42.

Helen: You started in '42?

Pearl: No, I started in '40, I started working part time in '40. And then, '42, I signed on full time for the army signal corps.

Helen: '42, army signal corps. Ok.

Pearl: And then, September of '42 I started working for the Dean of Men, and I worked with him until, that was James Corson, until 1947.

Helen: Ok, James Corson until '47.

Pearl: Yeah. And then, July of '47 to '49, I worked part time for a whole bunch of offices, President, Development, Registrar, Guidance, I'm assuming he was in Guidance, then.

Helen: Uh huh, yes.

Pearl: Yeah. But I don't, I don't have a thing down. And then I started working full-time in 1949.

Helen: And, until what year?

Pearl: Until 1980, I retired in '86.

Helen: 1986.

Pearl: Uh huh. And then I started working part time!

Helen: And then you went part time, yes.

Pearl: And now I'm doing volunteer work because of my hearing, but I worked. But anyway.

Helen: What do you remember about Ed and his persona? How he dealt with people.

Pearl: Yeah. He, well of course I (says is?) there's never been anyone in this University campus that I have not liked, and he was just part of the, he was, he made up the part of the college that made it feel warm, that you are welcome. He was very, very appreciative of anything you did for him, and always ready to listen. Always ready to listen to if you had any problems, you went to him. And of course, having worked with him, .... But, no, he was, let's see if I have anything any memorabilia.

Helen: Can you recall any controversies that he had to do with?

Pearl: Absolutely none! The only controversies I ever recall were, I you don't repeat this, was when Atchley came, and there were some people that were upset with Atchley about some things. But he was the only person I've ever heard, I just have nothing negative! No, no, no controversies about him whatsoever. Oh, Dr. Burns. He always ...? Ok. Oh, you have a huge ...? Let's see if there's anything in here. Dr. Jacoby, Pilot training, pilot study and teacher training. Who were the individuals at UOP that you admired most and why? So many it would take two hours to say. Ed Peckam, I'd recall, and Kay Davis, Delia Watson, ..... Great, and he got scholarships, vision, nope, nothing in there. I don't know if I might have part of copy of a phone interview would say, just because I, we were close friends.

Helen: Mmhhh. Well, I'll mention things and see if they trigger anything. He worked with enforcing sports eligibility, that is—

Pearly: With what?

Helen: Sports eligibility, you—

Pearl: Oh oh oh yeah!

Helen: Young students who could only play for so many years, and he would work out their eligibility. Did you have any connection with that at all?

Pearl: Yeah, sports, no. I worked with Dr. When there was a question, and an athlete didn't qualify, it went to Doc—to the president. And that's the only time I ever knew about any sports—no.

Helen: Ok. Maintaining the standards for academic performance, that would include probation, academic probation, or social probation. Did you do—

Pearl: No, I wouldn't have, I wasn't involved in that.

Helen: Ok. Maintaining a nationally recognized debate team as debate coach.

Pearl: Yeah, I wasn't involved in that, but I know we had an outstanding debate team. It was always, it was just outstanding.

Helen: Organizing the freshman orientation program?

Pearl: I was involved in that, but I didn't work directly with him, I don't know.

Helen: Ok. Establishing the community involvement program?

Pearl: Yeah, I had some work with that, but I don't remember any details.

Helen: Ok. Maintaining and developing standards for the inter-fraternity and sorority councils?

Pearl: No, I wouldn't have been involved in that, no.

Helen: Maintaining and developing standards for the dormitory head resident?

Pearl: No, I wouldn't be involved in that, either.

Helen: Ok. Organizing and setting the standards for student body organization? Prior to ASUOP, what was it? What was the student organization called?

Pearl: COP.

Helen: Ok. And managing the unrest among the students of the '60s era?

Pearl: No. I'm sorry.

Helen: That's ok.

Pearl: I'm trying to think of someone that could, Kay Davis is dead now, she can't. I just don't know. Les Medford?

Helen: I have interviewed Les.

Pearl: Have you interviewed him?

Helen: I have.

Pearl: Ok. He has a good memory for someone's 92 years old.

Helen: Yeah, he does.

Pearl: And, uh, 'cause he would work very closely with the deans. All the committee meetings. I used to take minutes at some of the meetings, but I. I worked with Methodist Youth Fellowships, but he wasn't involved in that. I'm sorry.

Helen: So do you think we should conclude the interview? Should we conclude the interview, then?

Pearl: Yeah.

Helen: Ok. This concludes the interview, Pearl, and thank you very much for your time.

Pearl: Ok, I'm sorry.

**TED LELAND**  
**March 18, 2010**

Helen Betz: I am Helen Betz, wife of the late Edward Betz. Ed began his tenure at Pacific as instructor, became full professor, then Dean of Men, followed by Dean of Students, Dean of All University Programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 18<sup>th</sup> day of March, 2010, and I am interviewing Ted Leland. Ted, when were you at Pacific, and what titles did you hold?

Ted Leland: Oh, I was a student in 1968, '69, graduated as undergraduate in '70, and then between '70 and 1974 I was assistant football coach and also got my Master's degree in Physical Education Sports Psychology, and then I was back again as the Defensive coach in '77, '78, '79. I left in 1978, I think, to go to Stanford, and then I came back, and I was the athletic director, and director of recreation, and also a professor in '88, '89, '90, and then I came back in 2005 to be the Vice President for University Advancement. So, I've had three incarnations here.

Helen: (laughter) Ted, can you describe a course or courses, I'm not sure that that's meaningful in this case, but, or academic program that Ed helped to develop at Pacific?

Ted: Well, I, you know I didn't, I wasn't, when Ed was here I was sort of the low man on the totem pole in the athletic department, but I think I probably, I remember Dean Betz, as we used to call him, sort of three ways, I think. He was, when I was a student, he, I was one of the founders of SAE the house, which was the pre-successor of the Rhizomia House, and Ed was involved in the administration, helped sort of get that going. Dean Williams, I think, was the Dean of Men then, when I was taking, but I think Ed helped us, so I got to know him then. But then more over a period of time, I, when I was here as an assistant football coach in the '70s, I remember Ed's leadership in two ways. One, is that he was very involved in making sure that we were attuned to Title IX and equal opportunity for women in athletics, and he may in fact, if I remember correctly I don't remember exactly, but I think he chaired an (in-

sibling?) committee—(tape gets cut off) –the NCAA started offering championships but when I was in, in the '70s, we were in AIAW, Associated Intercommunity Athletics for Women, and we converted over to the NCAA, and I think Ed was a sort of a national leader and of course a local leader of that. And then Ed and Cedric Dempsey in the '70s started the Northern California Women's Conference, which was then one of the, the first women's college athletic conferences in California. It had Cal and Stanford and us and everybody in it, and, but it was a real opportunity for women, I think Ed, so, Ed, Ed's sort of known to take a, have taken a strong role in the, sort of the founding of women's athletics here, and I think there are some things in our archives that, Cindy Spiro was a big fan of Ed's, always talked about. She may have done her dissertation on this committee, I think, Cindy Spiro may have. And the second thing, and the other remembrance I have of Ed is, and this has sort of stuck with me all my years in college athletics, that we had made, and I think Ed was the author of this policy, and the policy was that we would not change our admissions standards to admit athletes, and so our athletes had to meet the same admissions standards as everybody else did, all the other students being admitted. And I was, for many years, not many years, four or five years, the liaison between the athletic department and the admissions office. Now, Les Medford for most of the time was the Admissions Dean, in those days, but I think Ed Betz sort of set the emotional, or the, the, the tone over there, and so and at the time, we were one of the only schools in Northern California that had that policy, and so I think ourselves and Stanford were the only two schools that really said you must meet the normal entrance requirements to be admitted even if you're an athlete, and that was something I think I learned from Ed, and I think it was his, that was his policy, and stood us in good stead. I know we had a big blow-up in the late '70s regarding when Bob Toledo came. I don't know what Ed's role was, but I know how ingrained the idea that athletes would meet the same entrance requirements would be, because in, I think it was 1978 or 79 when Bob Toledo was admitted, what became the football coach followed Chester Caddas, one of the things he said in his press conference was that he had five special admits a year, and that these were athletes who met the NCAA requirements but not the Pacific requirements, and it caused a huge stink between the athletic departments and the President's office and the faculty. Because our tradition was one of athletes meeting the same entrance requirements, and that was something we took great pride in. And so those are the two ways I remember Ed as, one as a pioneer for women's athletics, the other one was a sort of the person that was most concerned about this and set the tone and the policy about admission of athletes. I have ended up in my career loving women's athletics and profiting, and I've also always been a supporter of maintaining high entrance requirements for student athletes, even though they can win for you. So.

Helen: Mmhhh. That's very good, because the next question was 'what controversies was Ed involved in and what was his role?' so you've certainly answered that. Ed was regional Vice President of the NCAA.

Ted: Yeah! In those days the NCAA or the University's representative was always a faculty member, so it was never an athletic director. If the athletic director went to the NCAA they didn't vote, they couldn't attend the meetings, and of course that's all changed now, of course, now the athletic directors run the NCAA but in those days faculty members, and Ed was always our faculty rep.

Helen: Ok. So tell me about any students you may know who worked closely with Ed, and how did Ed help them?

Ted: You know, that's too far back for me, I mean that's, yeah, I don't, what I remember is I said that the way I remember him is sort of those other ways, he was kind of way high up on, he was way above my pay grade, as they would say, when I worked there.

Helen: And the next question is, are there anecdotes about Ed's tenure at Pacific which you would like to record?

Ted: No, not that I can think of. Again, I just remember him from, those two, the two issues I remember Ed for was the admission, which I think were both very positive for the university, both supporting women's athletics and making sure that our athletes were students at the same level the other students were. I think one of the reasons, there was a time in the '60s, late '60s and '70s when a lot of our athletes went on to be successful, and a number of our board of regents members are ex-athletes, and I think part of the reason is because they were good students too. Also. They didn't just come here to play their sport, they came here to play their sport and get an education, and everybody knew that was why. So if you came to Pacific as an athlete you knew you were going to be expected to go to school, and you were expected to achieve academically just like everybody else, and I think that was part of the reason we were successful athletically because we had a little marketing edge, you know. If you wanted to do both, if you wanted to be a good student and a good athlete, this is a great place to go to school. If you just wanted to be good at one, this wasn't the place. So we had a little marketing edge, and it really, it really I think helped us be successful.

Helen: Well, that's a good place to stop.

Ted: Yeah.

Helen: Alright, so, I will say then that this concludes the interview with you, Ted, thank you so much for your time, I appreciate it.

Ted: Great! Now I just have one question for you.

Helen: Yeah, go ahead.

Ted: And stop.

## **JUDITH CHAMBERS**

**March 31, 2010**

Helen Betz: Ed began his tenure here at Pacific as instructor, became full professor, then Dean of Men followed by Dean of Students, Dean of All University Programs, and he retired in 1980 to yet teach another class the ensuing year. Today is the 31<sup>st</sup> day of March, the year 2010, and I am interviewing Judy Chambers. How are you, Judy?

Judy Chambers: I'm fine, Helen, how are you?

Helen: Well that's good to hear! Would you share with us when you were at Pacific, when you first came to Pacific as a student?

Judy: I came to Pacific as a student in 1954, and I left in 1960. I graduated in '58 with an AB, and then I stayed for 2 more years, got my Masters degree, and then went to Ohio for 8 years, and then I came back in 1968 and I'm still here. I believe that I am now the oldest living employee of the University! Though no one says that, I've pretty much figured it out.

Helen: Could you describe a course or courses or academic programs that Ed helped to develop at Pacific?

Judy: You know, this isn't really an academic program, but we used to have, he was the adviser, he and Dean Davis, were advisers to Student Government. And you could take a course that Ed taught in Student Leadership if you were a member of the Student Government Association, and, you know, it was Techniques of Leadership, and it was really good! And it was fun. And so, every semester that I was involved in Student Government, and that wasn't every semester but it was a lot of semesters, I took that class from Ed. Now, I know that he was a great teacher and he taught a lot of communication courses, but he was a full-time administrator when I was a student, except for this one class that he taught, he didn't have time to do anything else, but I did not take courses from him, and I think he coached debate at one point, because I remember Pearl West talking about what a great debate coach he was, but I, he was into full-time administration when I was a student.

Helen: Mhmm. Were there any other programs that Ed developed that were particularly significant?

Judy: Well, several programs in Student Life. Now, I kind of inherited them later on, but the Student Advising Program, that became nationally recognized. Ed started that, I know for sure. And of course then, when he became Dean of All University Programs, he started virtually a new division that had never existed before, which has grown and developed over the years and enlarged, and it's a very successful, very important program, and he was in on the ground floor of that, providing non-traditional students an opportunity to go to school, some with credit and some without credit, and it was the University's really first effort to reach out like that.

Helen: And the, the people that the University reached out to were returning students?

Judy: Yes, in the community, yeah, uh huh. A lot of them women, because they'd raised their families, but they never had a chance to get a degree.

Helen: And then?

Judy: (tape skip?)—but, and then there were, my recollection is I think under his watch, we started non-credit courses like certificates in substance abuse prevention, where people from the community would come in and teach these classes. I think there was some of that. It's, you know, Ed was the first Dean of that program, and it was so long ago that I can't remember a lot of the specifics, but I do remember it was our first effort at reaching non-traditional students and having night programs, and having courses being taught that were not at a traditional time.

Helen: And speaking of non-traditional courses, were you here when the Community Involvement Program came in?

Judy: Oh yeah, that was in 1969, and I had come back, and I was working in the President's office, and I remember that very well, because that was probably, now Ed would know much more about this than I do, but that, to me, that was the most serious demonstration that we had in those really difficult days, I mean there were some other, you know, hee-hawing around about this and that, but that was a real march and they, they marched around the tower where the president's office was, and as you will recall there's only one way in and one way out, and actually one of the ringleaders of that is Peggy Rosson, who's still on the staff here, and a guy by the name of Greg Graves, who was then student body president. And, what they wanted was programs that would serve the minority students that were very under-represented on our campus and students from the community, and so the CIP program was born out of that. But what I remember, Presidents Burns more than I remember the Student Life deans just because that was, that was the office that I worked in at that time, but I remember that President Burns sent me out to get coffee and doughnuts for those students who were protesting, he just wanted to be sure they were ok, and they were there all night, and so I mean I, of course, again, I can't speak for Ed, but I sort of feel we got through that period with less friction than a lot of places because President Burns really did stick to his guns about opening the campus for all points of view, and I mean I was in that office when he got calls from donors, saying, "You let Angela Davis speak in the chapel, and I'm not gonna give a thing!" and of course, we'd all laugh because then we'd have to check the records to see what they gave to begin with which was nothing! So it wasn't a great loss! But, you know, it had to be, and I was going to get into this later, but, it had to be an extremely difficult period for people in Student Life, and I know that, because I got a little of the residue, but I didn't get it like Ed and Kaye did. When, you know, you had dancers that were topless dancing in the chapel, you know, (Helen: Dancers topless dancing in the chapel?) I mean, yeah... Larry Meredith brought, that just, you know, that just had, I mean the repercussions from that, it just had to be extremely difficult, and when Timothy Leary came, I went to that lecture and he was so drugged out that I was really proud of our students, they could tell he wasn't even coherent, and they filled the chapel, and then when they couldn't understand what he was saying they started to leave. But, you know, it was just, it was a difficult time, and I think it was the most difficult for people in Student Life.

Helen: Let's see here now then. Well, I don't know whether, perhaps we've answered this already, what controversies was Ed involved with and what was his role, how did Ed help to resolve the issue?

Judy: Well, we've pretty much covered that, but I just have to say that people all across the country during those times, people in Student Affairs were leaving the field, because they couldn't handle it. It was very difficult. I had a couple of friends that I met when I worked in Student Affairs in Ohio who had heart attacks, and had serious anxiety attacks, and had to leave, it was a, I can't, if you didn't live through it you can't remember how terribly stressful it was, and the key is that sitting right in the center of it were the Student Life people because, on the one hand, it was your responsibility to represent the student point of view, to the president, to the cabinet, to the regents if necessary, you had to try and help them understand where the students were coming from. And on most university campuses, and we had some of this with our regents, not necessarily the president, but the regents, or trustees I think we called them in those days, where they didn't get it. They did not understand why the students were fighting for free speech. They didn't understand most of the demands that the students had, and so sitting right in the middle of it you have on the one hand, the man who's paying your salary, and you're trying to be respectful of his wishes, and, you know, the board that hired him, and then you're also trying to represent the students, and it was just a total no-win situation for people in student affairs. So Ed really weathered

that storm very well, but my sense of it, and you would know better, that when the time came to be Dean of All University Colleges, he was ready to move on and do something else, because he had lived through a very difficult time, and just the two years that I was out of Student Life when I worked in the President's office, I got very used to having nights and weekends free, and I loved it, and so it was not easy, then, to go back into Student Affairs, where most of the time your life's not your own. So, he really earned that last job and did a great job with it, but it was a very stressful time. And any time you get people my age and older together, that's the era we all talk about. I mean, I just got back from a conference in Chicago and had brunch with the guy who was at Kent State when the National Guard came in and those students were killed. And it's just a totally life-defining experience! But, I don't think this fits into any of the questions, but I could tell you what, what some of what prompted that Free Speech movement, because I was a student, you know, in the era where you walked into the Dean's office and said, "I'd like to do this," and the Dean would say, Kaye would say, Ed never did, but, you know the jobs then were Dean of Men and Dean of Women and those jobs were defined by sex, not by area of responsibility, so I go in and I say, "I'd like to do this," and she said, "No, that's not a good idea," and I said, "Why?" and she said, "Because I said so!" (laughter) And I just wished I had been Dean in those days, (more laughter) but it just didn't work by the time I got into serious Student Affairs work, so you know, that's some of, it's that build-up, you know, of those oppressive rules and, you know, I think students just got tired of it.

Helen: Mhmm. I think this next question, tell me about any students you knew who worked closely with Ed and how did Ed help them, is there something you can say about that?

Judy: Well, I just know he was a wonderful friend to me, and encouraged me in my career, and gave me really good advice, and I think that the students, you know, that were in school with me all felt the same way. You know, people in Student Affairs, of course, get the rap because they're in charge of the discipline. And just the fourth of July, last year, there was a new couple who moved into the park where I live, and I thought it'd be nice to invite them because they didn't know anybody! And when they got to the house, it was a potluck, he came up and introduced himself and said, "I went to Pacific." And I said, "I'm sorry, I don't remember you," and he says, "Well, you wouldn't, I was never in trouble!" And so, you know, that's the rap, and so when people my age get together, and we talk, we always talk about how we got in trouble and how Ed, or Kaye, or you know, mostly it's the fraternity guys talking about getting in trouble and, it was 'Ed did this' and 'Ed did that' but they always say it, you know, with the greatest respect, and I've never heard anybody say, "Well, Ed shouldn't have done this." It was kind of, "We deserved it, and we must have been really difficult." So, I think that whole role of being disciplinarian, it takes a special person to do that, to make it an educational experience, and to have people feel, you know, every action has a reaction, and I shouldn't have done this, and these are the consequences, and I think Ed did that really well.

Helen: And I, I'm going to ask you if there are any anecdotes about Ed's tenure at Pacific that you would like to record?

Judy: Well, I want to give you a copy of the remarks that I made at Ed's memorial service, which I was very privileged to speak, because running through that is a series of really awful jokes that Ed used to tell, and made me get involved in! And it was just the funniest thing, it started when I was in college! And, I would go up to him, and he would say, "Wait!" This is, this is just an example. "Wait until there are a

large group of people, and then say to me, ‘Dean Betz, your hair is really getting thin on top!’” And then he would say, “but who wants fat hair?” Well, I did that a couple of times, and he would say to me, “Judy, there weren’t enough people.” And I had been gone for almost ten years, and as I was leaving the administration building one night I, this is right after I got back, I saw Ed, and before he even said hello, or he had a chance to say ‘Welcome back,’ I said, “Dean Betz! Your hair is really getting thin on top!” And he said, “But who wants fat hair?” And then he yells right back to me, “There weren’t enough people around!” (laughter) So Ed had a wonderful sense of humor, and I tried to capture that in my remarks, I hope I did.

**LAURENCE MEREDITH**  
**February 25, 2010**

Helen Betz: --the late Edward Betz. Ed began his tenure at Pacific as instructor, became full professor, then Dean of Men followed by Dean of Students, Dean of All University Programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 25<sup>th</sup> day of February, 2010. I am interviewing Larry Meredith. The first question, Larry, is when were you at Pacific, and what titles did you hold?

Larry Meredith: In 1966, we came in the fall, and I was here until, well, I retired in 1999. And, my title, when I came, was Dean of the Chapel, and Professor of Religious Studies, and in 1970 I moved from the chapel over to Callison College full-time. I was part of the charter faculty of Callison, and putting that together, but the college didn’t get going until ’60, 1968. And, then, I was there full-time for 12 years until, from ’70 on to ’82, and that’s when the clusters finally all closed; Raymond had closed, and Covell and that’s, it was, it was over. And then I came back full-time in religious studies as professor of religious studies. That’s about it.

Helen: That’s about it? Can you describe a course or courses and/or academic programs that Ed helped to develop at Pacific?

Larry: You know, I really can’t, I know Ed was very, very important in speech and debate at Pacific, and also he was a longtime member of Pacific, and he’d been here, he knew the old college, I remember that he, he actually was the head of the debate team, which won national championship in 1947, and he was back at West Point with a group, I think in the ‘50s sometime with the debate team, so he was very large in Speech, but that was, I wasn’t really that keenly aware of what he was doing with the academic programs. He was Dean of the Students when I came, and we talked a lot about students, but that was the extent of it.

Helen: Mmhmm. Were there any other programs that Ed developed that were particularly significant?

Larry: Again, that would be the same kind of answer. You know, my relation with him was really more personal than institutional. I’d talk to him, he had a terrific sense of humor, and we’d share a lot of interest in Student Life, and he was interested in the kind of programs that we were setting up here, and what we were doing, he knew Burns very well, and that kind of thing. So, again, that would be my general answer to that. It would be much more personal than institutional.

Helen: Mmhmm. The fourth question is, what controversies was Ed involved with, and what was his role, and how did he help to resolve the issue or issues?

Larry: Oh my goodness. I don't know. I know that—

Helen: The sixties, the seventies?

Larry: Well, yeah, in the sixties, the controversies were all about the war, and the student revolution. That's just overwhelming, and he was involved, and the executive policy come in, and he was involved with Burns and how to resolve these problems, and he was very helpful to Burns in setting up the program to help 200 students from the Stockton area come here to Pacific and get degrees, and—

Helen: Are you referring to CIP?

Larry: Yes! To alleviate the pressures of the student revolution, Burns was very aware that that could create a huge controversy here at Pacific. Everywhere else, universities were going down; Tokyo was closed for a year, and you know, the strawberries. In fact, they had a lot of films shot here about the student revolution. Strawberry Statement was shot here. RPM was shot here, Revolutions Per Minute, and that was in 1969, Strawberry Statement I guess was '68. But Ed, I don't know, he had his hands full with the students, and so did I! I might, I don't know what it said down here somewhere about were there any anecdotes, if I could speak to that right now.

Helen: Mmhmm, certainly.

Larry: When we invited Timothy Leary to come here and talk about the psychedelic revolution, and students dropping out, I remember Ed and I, we talked about that and he said, "Well, this ought to be really exciting." And the day he was supposed to be here, Ed and I were out in front of the chapel, together, and there was, the chapel was full of like 700 people, and everybody was outside, and the place was a madhouse, and no Leary. And this is, like, about 10 minutes 'til eleven when he's supposed to be, no sign of him. I'm standing out there, and I said, "Well, you know, I don't know, this Leary thing, he, you know, he was going, I hope he shows, I was going to, he said he was going to charge me a thousand dollars to be here., and then he finally says 'well, it's chapel, and I won't charge you anything.'" And Ed looked at me and said, "Well, if he was going to be good for a thousand dollars, he sure would be good for nothing!" (laughter) I know it, if that's not, then I! I thought, well you know, this whole thing is worth that joke! And at just about that time, I looked, and this car drove up, this old car, and this guy got out of it, looked like he was 2 million years old, hair down. And, Ed says, "Well, let's find out!" (more laughter) Though that was, that, you see, that was Ed. It was a personal relationship. So that, that was one thing we did.

Helen: Are there any other controversies or anecdotes that you can recall?

Larry: Oh my. What else. Gosh.

Helen: I can stop this, you want me to pause it?

Larry: Ok, you can pause it just a minute—(tape jump)—Oh it was, yeah, I was just thinking, yeah. He was, he sort of laughed about the thing, I had a tendency in those days to make jokes about administrators. I was an administrator, so I thought I, you know. But I was always, you know, this is just fun. And, I

remember, it was some kind of a big, a big thing, and he made a joke to the whole student body, there had been a, and it was in all at the conservatory all the time, 'had there been a Dean of Women in the Garden of Eden, there wouldn't have been any world!' (Helen's laughter) And he just thought that was really funny, and he said, but he couldn't admit that to Katherine Davis, who was highly offended (laughter), and, oh, and then he told me one time, he said, "I'll have to check this out, but I hear," he told me, "I hear that Katherine has written your name on her golf balls!" (laughter) And when she goes out to play, (more laughter). I said, well, I said, "Well, the tenants in the chapel, I'll I hope she doesn't hit a slice, because that goes to the right, I think if she hits a hook that'll go to the left, and that's where the ball ought to go," because that would have been, I guess everybody thought that was the direction of the chapel. But anyway that was Ed, that's the kind of thing all the time we had! I remember when he had, came back with a broken leg from skiing, and I'll never forget the, all after his death, the eulogy you know, the, Judy Chambers, (Helen: Judy?) and Judy, and kept saying, and used it over and over it was like a, beautiful timing, because you use the same joke over and over, just the line of it, Letterman does it all the time, if you do it really well, she did it well. She say, to Ed, she said, "Ed, I see that your hair is thinning!" and then he said, "Well, yeah, but who wants fat hair?" And this went on (laughter), 'who wants fat hair?' And I, you know, I went up to, by the way went up one evening to (Gold Run they had a cabin up there, and go run off a, I, off 80, and played Bridge all evening, and Ed had some fun like that. He, uh.

Helen: You mean at his cabin?

Larry: Yeah, it was a cabin! It was a cabin.

Helen: Right, yeah, (Kingvale).

Larry: And then he'd just. I learned to really, I really, I really liked him a lot. One, that we had that much to do with the, together deciding which direction the university would go, he had his world, and worked on it, and mine tended to flow toward the cluster colleges, and once I was out of the chapel, I was literally in another world, with all that international stuff, and they immediately sent me to the East-West center in Hawaii, where I lived out there and, they sent me to Japan, they sent me around the world, and all this kind of stuff, and it was like, barely touching base here! So, that was, that was Ed.

Helen: That was Ed. Ok, I'm not, I don't think I asked you to tell me about any students who you knew worked closely with Ed, and how Ed could have helped them? No?

Larry: Yeah, no, I really didn't, because the cluster college students tended, see, we had our own Dean of the Students. That's what the Preceptor was. It was the Ed Betz of the cluster colleges, and Raymond had it, they had it at Covell, and we had it, and ours was a very good one, in fact, that's how we got Douglas Moore here. Douglas Moore was a very close friend of mine, he'd been Dean of the Students in Southwestern College in Kansas, so when we started the clusters, to get a Dean of the Students, I said, well, Doug, that's what he does, he's really good. He's got a degree in, he's a PhD. in psychology, and works wonderfully with students. So, he came, and all our problems, and there were a lot of them, were all, and Ed really had very little to do with that. Doug would have had much more to do than I would, in that sense. I don't remember Doug talking about it very much, but I know the thing Doug, when Jackson left, he became the Provost, stepped right up, and then when he left here, he became, eventually, President of a College in Minnesota, and then also Redlands. And that's where he died. In fact, Pat and I just got back from Redlands a few days ago, and saw his widow, and reminisced about the old. But that was the

deal, it was split frame, and a lot of people resented that. Ed would have had to deal with the split in the college, I would think, I don't know, and he would have dealt with it dexterously, but that would. When Raymond was set up, it was set up to really be separate from Pacific. I mean, we're talking separate. I mean, classes set on the half hour so you couldn't take a.

Helen: You couldn't mix.

Larry: You couldn't mix! And they, there was a [ ] Wednesday night deals where this, you had white table cloths, and people waiting on the tables, it was high tables, it was supposed to be Oxford.

Helen: Oxford.

Larry: Oxford on the Calaveras. And, uh. Ed was, by the way, not vocally critical to me of all that that happened there, but he must have felt it, because there was so much animosity that the clusters raised, and the COP faculty. I mean, I, Charles Clerc, to the day he died, hated it. Didn't say that to other people but he did.

Helen: Do you think that led to the demise of the cluster colleges?

Larry: I don't know, Les Medford was very positive in helping to recruit students. He appreciated what was trying to be done by the clusters, but I. Not lack of, oh, death, Burns's death had more to do with it, I think, than that. When he died in '71, that, he was, it was, that was his thing.

Helen: So how long did they exist, then? Before?

Larry: Well, it was, Raymond started in what, '62? '60, yeah, '62, until '82.

Helen: Twenty years.

Larry: It had a 20 year run. But, Callison and Raymond amalgamated in 1976. Because they were, there's two, two, it's very expensive to have one, eight to one ratio of faculty to students, that's the whole idea was to be tutorial, and constant contact with the students. You ate with the students, you played with the students, some of the professors lived in the dormitory. And it got to be too much, sure for Brian Martin, just about, he was at his wit's end after 4 years, he was wa—

Helen: Very intensive.

Larry: Yeah, he was wandering around in the midnight when the sprinklers were going off, thinking, "What have I done?" (laughter)

Helen: Oh dear!

Larry: Oh, and Ed would have had to deal with all that, I'm sure he did it very very well.

Helen: And the last question, what have we not covered in this interview that you would like to discuss about Ed's time at Pacific? Anything?

Larry: No, really, except he represented the, in some sense, the best of the old Pacific, you know, the Pacific that was College of the Pacific, and those famous years that he, he came, he was here, what?

Helen: '38...

Larry: '38?

Helen: ...to '80...

Larry: I mean, that's incredible! Knoles, and Burns, that's, it's just 2 college presidents in the whole history of this campus, and that, and he knew, he knew everybody, and everybody knew him. He was, you want Ed on you faculty and your campus, you know? He was terrific. I'm, I was sorry that I was swept in the other direction, and I really didn't know him as well as I could have, in his days, but, and that, he really had a wonderful presence and humor, and he was very bright. Oh, and one last thing, this is just an anecdote, but, they asked us at Central Methodist Church one time to do a little program, you know, for, I don't know, it was fund-raising, and Marge Denning, Bill Denning was doing the choir, Marge Denning was there, and so, they wanted me to do, I wanted to be a Jesus Cowboy in the Holy Ghost Corral, that's a silly thing, I rolled well. So I wrote a special verse about Marge, you know, and Jesus Cowboy, think about it. But, I wanted to do the old evangelistic thing, like, the old, the woman, you know, with the "Hallelujah, Hallelujah!" And I said, "But it has to have a finish to it!" And the joke goes that the woman gets up and she says, "Oh oh oh, I'm saved, I'm saved, last night I slept in the arms of my husband, but tonight I sleep in the arms of Jesus!" And so, I said, "Ed, help us here! And when I get up and say, 'I sleep in the arms of Jesus!'" I said, "you raise your hand and say, 'does the lady have any plans for tomorrow night?'" (lots of laughter) And, it was perfect timing! (more laughter)

Helen: It was a tent, wasn't it, didn't you do that in a tent?

Larry: No, we didn't, we actually did it in the banquet sort of hall.

Helen: In the Fellowship thing?

Larry: Yeah, the Fellowship Hall, it was a big hall with tables set up, and the piano, and I played this silly stuff, and, um, anyway. That's what we did. It was. But Ed was so good! I mean, he just, he was really terrific, and he must have been one great debate coach! I mean, to take the College of the Pacific, it had, what, 20 students? (laughter) I mean, they had a miniscule amount of students, there they were with this world-class football team, and what, 900 students or something? And they were number 10 in the whole country in football, and then he gets, that year, he takes it, goes back and wins the national championship with this debate team, and wow! At that time, you'd think, well who needs the clusters? (laughter) That was Burns' thing, but Burns was thinking and I guess Ed concurred, that they were out of the running academically by 1958. They had, you had, Dick Bass here, it was all-American, and Playboy magazine featured Pacific as one of the great Playboy schools on the West Coast. It was in Playboy!

Helen: I didn't know that.

Larry: And, Burns was thinking, I'm not sure that's what we want! And that's when the, that's when he took off with the academic Dean, they flew to Oxford and Cambridge and wandered around, finding, and that's when he came back, said, that's what we need, we need a little Oxford here. And therefore, and then, when Sports Illustrated examined our basketball team that was doing so well in the '60s, they called it, 'Oxford on the Calaveras.' Bless his heart, Ed, my goodness. Well.

Helen: Thank you very much, Larry, this concludes the interview, and I appreciate very much your time coming in to talk about Ed. Thank you.

Larry: Thank you.

**GWENNN BROWNE**

**March 2, 2010**

Helen Betz: --Betz, wife of the late Edward Betz. Ed began his tenure at Pacific as instructor, became full professor, then dean of men, followed by dean of students, the dean of all university programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 2<sup>nd</sup> day of March, 2010. I am interviewing Gwenneth Browne. And our first question, Gwenneth, is, when were you at Pacific, and what titles did you hold?

Gwenn Browne: Well, I came to Pacific in 1968, and I retired in '97. I was an Associate Professor of Philosophy when I came, and got promoted to full professor of Philosophy, and those are the only titles I held!

Helen: Mnhmm, ok.

Gwenn: Oh, I was department chair for a short time, too.

Helen: Ah, good. Can you describe a course or courses and/or academic programs that Ed helped to develop at Pacific?

Gwenn: Ah, I can't really, I didn't know him that well in any, you know, teaching kind of context. He was the Dean of Students when I came. He chaired the first committee I was ever appointed to.

Helen: Which was?

Gwenn: Student Affairs Committee. And it had been around for a long time, I guess. And that was how I met him. So, I didn't really know him when he was on the faculty, and so I'm not aware of courses that he worked on, because the courses in the Dean of Students office came later, after he'd moved over and the—I used to call him the Dean of Everything Else, because (laughter) the 'All University Programs', he just really got stuff tossed at him that needed to be done.

Helen: Ok. Were there any other programs that Ed developed that were particularly significant?

Gwenn: Well, you and I were talking about the fact that the significant thing that happened in '69 was the Community Involvement Program. And he was involved in that, though it was basically a student initiative, and the original group was as much from Delta as it was from UOP. The administration didn't know it, but the majority of the student contingent from UOP was the freshman class of Callison College! The 82 kids that were the freshmen at Callison, and they called themselves the "Creeping Meatball."

Helen: The Creeping...

Gwenn: Meatball!

Helen: Meatball. 'Kay... (laughter)

Gwenn: And, we didn't really want (them) to know that it was all a clump of kids that were together in Callison, you know, they were 'UOP students,' and they were 'putting demands on the UOP administration!' I think they, well, my personal theory is that Bob Burns and Jack Bevin had anticipated this and kind of knew what they were going to do to bring diversity to Pacific. But then, the student demands gave them the ideal opportunity, you know. They, seeing this going on, so I always had a feeling, because it got done too fast. Well, first of all, the students made their demands, it was just before Easter vacation, and you know, a week later you could have shot a cannon down the middle of campus and not hit anybody, because everybody went home for Easter! But nevertheless, they demanded, and they got an answer before the vacation came. And really quickly, it went through the university administration, and probably that executive policy committee we were talking about before, through the regents, through Academic Council, because Don Dunns was chairing Academic Council, he took it through Academic Council, and they agreed. And then all the details were worked out later, and John Byman was appointed the first head of CIP, and Yvonne Allen, who was just graduating from Raymond College was the assistant, and then, like, 6 months later, they named Al Ortiz as the other assistant, because they needed an Hispanic representation. But I think we were all very involved in that, and like I say, it went really quickly. And it marked what I considered at least to be a major change in Pacific, because when I came, it was pretty much a lily-white campus, and the only minority students were ones that were here on some sort of athletic scholarship.

Helen: Mmhm. What controversies was Ed involved with, and what was his role? How did he help to resolve the issue?

Gwenn: Well, what I remember best, and I, I wish I could say whether it was 1970 or '71, but, was the, you know, when Nixon sent the troops into Cambodia. Alright, the National Student Association came and was holding a meeting at San Jose, and our kids went over there. They wanted to close the school down, NSA wanted Pacific to close up, during this uprising, and we worked something out, and then the kids would go over to San Jose to talk to the NSA and they'd come back all fired up. The story came back with the kids, I was also very involved with the Anderson Y, that, some of the kids from the NSA were going to come over here and firebomb Knoles Hall. And, I mean, there was a major upheaval. In fact, what ultimately was negotiated out by Jack Bevin before he had his heart attack, was that what we would do was we would allow anybody who wanted to, to be released from classes and take whatever grade they had then, but the classes would continue, and nobody would have to do this, and you had to sign up if you wanted to be in the abbreviated semester, with the protests and they had teach-ins, and stuff like that with it. But anyway, we were more than a little upset about the rumor that somebody was going to come over. In fact, it was more than a rumor, they had all kinds of details, they knew what the car was going to look like. And the Students from the Anderson Y, and I considered this very bright, decided that they were going to patrol the campus, a boy and a girl together, sitting on a bench or steps some place, and they were looking for this car that was supposed to come. And, Ed said that he wasn't going to let anybody bomb the building, and supposedly he slept in the building that night, saying that if anybody made an attack on the building they would be in big leaping trouble. That was very, sort of large, difficulty for everybody, and I think Ed was the stabilizing force, because he'd been here for so long.

Bevin was the one who negotiated with the kids, but he'd only been here a couple of years. And, so it was the roots in the Pacific, I hate the term but they always say 'Pacific family,' that made a big difference in our carving out something that was different from what the rest of the students were doing at Kent State or wherever, but nevertheless demonstrated the same sets of concerns that students everywhere shared.

Helen: Right. Those were trying times. Tell me about any students you knew who worked closely with Ed, and how Ed helped them?

Gwenn: Well, again, I could say it was a more stabilizing thing. The student government, of course, worked very closely with him. Peggy Rosson was the Vice-President, she's still here on campus. Chauncy Beach was the President, well it was then PSA, and I think Ed helped him a lot to find his way, like where he wanted to go in terms of career and things like that. But it was kids in the student government, student advising came into being later, but when there was no such thing, you see the office of the Dean of Students was the main contact with the students, and I think that was where Ed helped a lot of kids get their feet on the ground. I think it was a very important role in those days, because there was a bigger gap between adult influence and peer group influence. And having Ed in the Dean of Students office helped to give leadership to the kids that were the leaders on the campus.

Helen: Were these the days of Bob Bersi and Jack Willoughby, do you remember those names?

Gwenn: No, they were earlier. I did not know them.

Helen: Ok. Are there anecdotes about Ed's tenure at Pacific that you'd like to report?

Gwenn: Well, I think, you know, the story about Knoles Hall is the one that I know best, but when he moved out of the Dean of Students office and into the broader university, there were tons of anecdotes, as I said to you before we started. I used to call him the Dean of Everything Else, because he was moved over on the side of Knoles Hall where the academic Vice President was, and he just kept picking up all kinds of jobs. If it needed to be done, somebody asked Ed to do it. (laughter)

Helen: So, let's see, we covered Student Affairs Committee, he was chairman of that, we didn't cover the birth-control issue, that you were...

Gwenn: Oh yeah.

Helen: ...referring to?

Gwenn: Well, I mean, that was one of the things that I remembered. The Student Affairs Committee was the first committee that I ever served on. And I had already gotten to know the students through the Anderson Y, not all the same but you know what I mean. And the students wanted, when the Cowell Health Center was open, to have birth control made available, and the administrative stance was initially 'no,' and the Student Affairs Committee was where it was to be taken up, and they called in the University lawyer, who was then Mark Grey, who in my opinion was not a very good lawyer. But anyway he got up in front of the committee and he said, "Well, as a private school, we can't do this because it means assuming a great big liability." And the kids had done their homework, and they came in with a copy of Stanford's policy, which was essentially what they wanted, but I mean, they just got the

ground—but they contradicted the university lawyer and they got the birth control in the clinic. They demonstrated, you know, if Stanford can do it, we can do it, and it's not assuming that much liability. There were all kinds of rather ordinary issues that came up, and I, you know, alcohol on the campus, the role of the fraternities, and after I think the second term, I must have spent 6 years on that committee, I went back into some of the older minutes and it looked like the same issues came up again and again and again and—

Helen: (laughter) What a surprise!

Gwenn: Bunch of students and it had to be refined.

Helen: Mmhmm, mmhmm. Well, good. Ok. Well, it says here, what have we not covered in this interview that you would like to discuss about Ed's time at Pacific? Anything that you can think of?

Gwenn: I can't think of it. I mean, well, I remember he used to be regular attendee at the strawberry breakfast, which was another one of the student... And it was like that! If the students were doing something, Ed was supportive, and he would turn out and be there, because his just being there said something and was helpful to the students.

Helen: Well, Gwenn, thank you very much, this concludes our interview with you, and we appreciate very much the time and thought you've put into giving us this information. Thanks a lot!

Gwenn: You're welcome!

## **PAUL FAIRBROOK**

**February 23, 2010**

Helen Betz: Ed began his tenure at Pacific as instructor, became full professor, then dean of men, followed by dean of students, the dean of all university programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 23<sup>rd</sup> day of February, 2010. I am interviewing Paul Fairbrook, very happy to have him here. And our first question is, when were you at Pacific, and what titles did you hold?

Paul Fairbrook: I came to Pacific in August 1965, and I was, I started out as Director of University Food Services, and then I was promoted to Director of Housing and Food Services, and ultimately Director of Auxiliary Services, which included the bookstore, in addition to Housing and Food Services.

Helen: Describe a course or courses and/or academic programs that Ed helped to develop at Pacific. In this case, anything related to the food service?

Paul: Well, not just food service. My contact was, with him was basically in connection with Student Life. I was obviously involved, not just with food services, but also with housing, which presented all kinds of problems, and what I remember about Ed is his, he had two very strong threads that ran through his professional life. One of them, the tremendous loyalty that he had to the university, he really, in those days most of us who worked for the university felt a personal connection to the university and we really,

he was extremely loyal to it and what it stood for. And, equally so, he was loyal to his profession as head of Student Life, and he recognized that student life was an essential part of the student's development at the university, academic was only one portion of it, and student life was the other. In my particular case, I felt that feeding the students and creating a satisfactory environment there, and also making sure that the housing facilities were up to snuff, and those are my particular concerns. Now, obviously, in both areas, he and I had frequent occasion to work together, and I remember him fondly as somebody who stuck up to his principles and occasionally reminded me what those principles ...? I might forget them.

Helen: And the next question is, were there any other programs that Ed developed that were particularly significant?

Paul: I think my recollection of Ed was not in regards to specific programs, but to certain crises that we had to solve together. I'll give you some examples. On the day that Nixon ordered the bombing of, the invasion of Cambodia, which was on a Sunday in May in the early '70s, every campus in America practically got up in revolt, and our campus, we managed to keep it relatively calm. And both he and I were very concerned that we didn't want this thing to get out of hand, because we had certain professors who actually were haranguing the students and trying to get them to, I don't know what, to do what, but I remember them meeting in front of Anderson Hall, and mind you it was a very hot day, Sunday in May, and I remember my sending out a whole bunch of containers of lemonade with a sign on it saying, "Compliments of Dining Services," and so they drank the lemonade, they didn't get, they didn't throw any rocks into the glass windows of the Anderson Dining Hall. So I remember that particular instance. Whenever those things came up, he and I worked very closely together because I obviously shared my concern, and I might have gotten to (include?) advice as to how to handle certain situations. There was another one that I recall very clearly, which is when some of the African-American students were very upset with something, this was in the early '70s or the late '60s, and they congregated in front of what is now the School of Education, which at the time was Delta College, and this could have been the time where they circled around the tower, and demanded all kinds of things, and that was the time when I think, and I'm sure that Ed was intimately involved with that, created the, the, CU? Help me, what's the name of the, there were a hundred and fifty students, Community Involvement!

Helen: CIP.

Paul: CIP, yeah. Where 150 students came from Delta were admitted to Pacific without tuition, or tuition paid, that was a very important decision made by Dr. Burns, and he would not have done it without input from Student Life. So that would have been one particular occasion where, I recall, him being very much involved. Besides that, my memory of Ed as well as Helen, as well as...

Helen: Kaye?

Paul: Katherine, Kate...

Helen: Davis.

Paul: Davis. Those two, when I met them, they had some very high standards in terms of what they felt the Student Life division should be doing. How to deal with students in residence halls. How to meet a happy medium between giving them freedom to do as they want to do and at the same time establish certain minimum standards of behavior. That was particularly difficult in the case of the fraternities and

sororities. There were some instances where maybe Student Life didn't handle it well as it could be handled, the Dean of Men at the time, who was not particularly effective, and Dean Betz had to intervene and make sure that our standards were maintained. We had some very difficult times with the fraternities at the time, in fact one or two of them were temporarily barred from the campus because of misbehavior, there was one time.

Helen: You mean the fraternities?

Paul: Fraternities, yes! There was one time that, I forgot. Fortunately, I forget the name of the fraternity, but several were causing a lot of problems. One time is that students from the fraternity went over to the sorority and picked up a bunch of women in their nightclothes and brought them over to the fraternity and, to the happy squealing of a rare few and to the utter disgust of most, turned them upside-down in the showers, and one of the women brought a suit against the fraternity, and went up to the district attorney. These were difficult times, you know? And Ed Betz would have been very much involved in trying to solve that problem in such a way that the university didn't get a black eye. But those, those were difficult days.

Helen: Well, you've sort of alluded to some controversies that Ed was involved with, and you've almost said what his role was. Is there any way you can help us understand how Ed helped to resolve the issues? What was his technique, or...

Paul: No, I can't tell you, I can't think of any particular technique. I do know, since he was older than I and more experienced than I, that he guided me in terms of, I would call him and say, listen, what am I going to do about this? I'll give you an example of one instance. Students came to me during the time when the Grape Boycott, Cesar Chavez was a big thing, and the students at Raymond College especially, the cluster colleges, Raymond particularly insisted that I not serve any grapes on campus, like many schools did. At the same time I had students whose parents were Japanese Americans who were grape growers, and they came to me and insisted, don't you dare not serve grapes, my parents depend on it. That's the type of thing that I would go to Ed for advice, or maybe I had suggestions and I would bounce it off him. I give you, in this particular case, what we decided to do, which turned out to be the right thing to do, was to let each dining hall, we had three dining halls at the time, the Quad, Grace Covell, and Anderson, so we let each dining hall decide whether or not to serve grapes and we knew that most of the Japanese American students were eating, and the football players were eating in Anderson. We knew that all the Raymond students were eating at the Quad, so the decision was made that we would not serve grapes at the Quad, but we would serve grapes in Anderson. I don't know what we did with Grace Covell, but, that's the kind of thing that we had. And I wouldn't do that on my own, I would make sure that Ed and I were on the same branch, so if it was cut off, we'd fall down together.

Helen: (laughter) Right.

Paul: And, so he would advise me on things like that.

Helen: (interrupting) Along those lines, oh, I'm sorry. Go ahead.

Paul: Oh, I just, these, I always felt, now you, I had to get some guidance about those things. I can't do it, because it involves student life so, even though I was administratively under Bob Winterberg, who was the Financial Vice President, I got most of my advice and guidance about student life matters from him

and from Katherine Davis. And we always, we had mutual respect, we very seldom disagreed, and actually, I would never do anything that was directly against their wishes. I just wouldn't do that. If it was in my own personal and professional interest not to, I mean, we would maybe argue or something, but.

Helen: (laughter) Well, I remember one time when you had traveled to Bangladesh, I don't remember for what reasons, but when you came back would you explain what you did?

Paul: Well, I don't think

Helen: I mean, you must have talked this over with Ed.

Paul: Yeah, well, I, we had an American friend who was an Irish, my wife is Irish, and he was an Irish missionary priest. He was a member of the Holy Ghost Fathers, and he had been to Biafra and when Bangladesh and East Pakistan rebelled against West Pakistan and established their own state in 1972, I believe it was, they, he went down there because there was refugee problems, he was involved with Concern, and Concern was, IS, still now an NGO, non-governmental organization that helps people. And so as soon as the crisis was established there, he went down there, and I got a letter once. He was a good friend of my wife's, who's Irish and who knew him since childhood, and he, I got a letter suddenly saying, "How come you haven't answered my telegram? I've been expecting you." And he wrote me a letter saying that he needed somebody in my profession to solve some problems over there. They thought that they had a lot of young women who had been raped by the soldiers and therefore were unclean, and therefore no one would ever marry them, they would be an outcast, and they wanted to know whether we could find some food service work for them, they wanted a so-called expert to go down there and solve the problem. And so, when I got that, I knew that I was already late, so I went to my boss, Dr. Winterberg and said, "I'm leaving for Bangladesh tomorrow, day after." And he said, "Where's Bangladesh?" And I said, "Well, it's in East Pakistan." And, so I went and got my shots, normally you get those shots in two weeks, but I got them in one day, you know. A day or two later then I flew to Bangladesh and spent three weeks there, and I was asked to establish some sort of system by which we would find jobs for these women. Well, it turned out to be that they asked me to find a place to set something like that up, well, this was just a couple of weeks after the rebellion, and the place was in a shambles. I visited a Behari camp who were really, the refugees that had fought against them, Bangladeshis, and in visiting the camp up and down the dark stairway and I stepped on a baby by mistake. I went down and I heard squealing, and I had stepped on a baby. Now, I don't think I hurt the baby very much, but it turned out to be very useful, as you'll see in a minute. Anyway, after three weeks, I wrote a report on how to establish a cooking school for these women. The idea turned out not to be practical, because at the time women were not allowed, Muslim women were not allowed to leave the house at all, so with the idea of them working in public in a cafeteria was way beyond the time at the time. However, some of the plans were changed, and the minister of rehabilitation, Mr. Chaudry decided that I should go ahead with that school but do it for men, male, men who were maybe injured in the fighting and they could have a profession. And so, they asked me, and I said, "Well, we're going to have to establish a school, and I wrote a report outlining what that should be," because I'd been Dean of a cooking school before and I knew how to do it. And he said, "Well, now that you've given us a proposal, you, will you raise the money to equip such a school?" So then I came back to America, and I gave, happened to give it to a Catholic Priest, a friend of mine, was the program chairman for the national resident association that particular year. He gave me 10 minutes to

talk to a large group of food service executives, and I started out by saying, “Last week I was in Bangladesh and I stepped on a baby.” And that got their attention, and I explained how, and all the details, and the next thing another friend and I, we were both of us the consultants, we went to the national residence show in (Navy Pier?). We collected \$65 thousand worth of pledges for food service equipment, which was ultimately sent over to Bangladesh, and.

Helen: And then, did you, you had the students give up food...

Paul: Yes, exactly, you remember they were very willing to. So as part of that, we decided, as part of the money-raising effort we decided to have a national peace day for Bangladesh. And, I made a mistake, I should have said, “Give up your dinner and we’ll take the money to save the, give it to Bangladesh.” That would have probably brought in about \$15 or \$16 thousand dollars. Instead, because I didn’t want to starve the students, my job is to feed them, I said, “No, you donate some money to Bangladesh.” And we had a Bangladeshi meal, all Bangladeshi, except for the football players who wouldn’t eat that type of food. And, so, when we ...? We got about 20 or 30 colleges participating with me, and so we raised about \$17 thousand, it wasn’t 150 or 100 that I was hoping for, but it was a good effort, and we did establish a lovely kitchen on the, and our friend the Father (Meek?) did set up a school for one year, and we had men study to be cooks, but after the year we found out that there weren’t enough jobs for the graduating cooks. And so the idea of the school was scrapped, but it is now the food service facility of the (Sri Bagda?) Hospital in Bangladesh, so it is, so they do have a modern kitchen. Not everything we planned was used the way we were hoping to, for instance the beautiful stainless-steel table that nobody used because in Bangladesh they sit on the floor with their legs crossed and cut their vegetables on the floor, and the wonderful walk-in refrigerator is used as a storeroom because electricity is only intermittent, and besides they buy food every day, enough for all week. On the other hand, their gas-fired steam kettle was just what they wanted for rice, so we had, I mean, some things turned out to be wonderful, some things.

Helen: Sure, right. But you discussed that with Ed, and he thought that was a good idea? Or, I mean, from a student life point of view?

Paul: Oh, I, absolute complete support. Absolute. They were with me 100%. One or two faculty members wrote to my boss, Bob McMasters, and said, “How come Fairbrook is taking all this time off?” and so forth, and he got iced and had the letter response in which he said, “This is a good thing, we’re glad to have.” Even Mr. McCaffrey was very supportive of it. So I had. But Ed surely was with me on that.

Helen: Good. The next question is, tell me about any students you knew who worked closely with Ed, and how did Ed help them?

Paul: I don’t think I can be that specific, I just don’t remember.

Helen: Ok, that’s understandable.

Paul: I just don’t remember anything.

Helen: Are there anecdotes about Ed’s tenure at Pacific that you’d like to report?

Paul: Well, I remember, I remember something during which you and I met, which was that we went by to Ed's cabin out in the mountain on the way to Truckee and we spent a wonderful weekend there. And I remember, hiking up a mountain, something I don't think I'd be able to do today, but (laughter) at the time, I remember, I mean, it was a lovely time, and you probably remember that as well. This was a, I don't know when that was, but I remember. It's an example that we were really good friends, the fact that he took the trouble to invite me and Peg to join him for that weekend, so that was, I remember that incident with a great deal of pleasure. But I don't remember any other specific incidents.

Helen: So what have we not covered? In this interview, that you'd like to discuss about Ed's time at Pacific?

Paul: I think that, the thing that I would remember was that the school, as good as Pacific is now, the school was more intimate then, it was much more intimate. The faculty were much closer, in terms of... They all had come at about the same time. The '60s, when there was almost a complete change in faculty, at the university. Many of my colleagues came when I came in '65, '63, '68. All the faculty for the cluster colleges we had moved, in those days, and so there was a more intimate relationship. And so somebody like the Dean of Students, and the Dean of Women influences, would be much more involved in the life of the campus in many ways in which they are not now. It's so much larger now, and so much more compartmentalized, that the way Ed functioned on our campus and the influence that he had on the smaller campus would be very much diffused today. There'd be two or three assistants who would do this and that and the other thing, and so I think that what I would remember, was the intimacy of the relationships between Ed and me and everyone else who was administrating, with the faculty and with the students, and that's something that I think is ...? Because the character of a university does change as it grows and the number of ...? And it's just, whether it's for better or for worse, I don't know right now, the university is in a very good shape, and it's well respected, and I think a lot of it, but in those days there was an intimacy as evidenced by the fact that in September, all the faculty and administrators met at Oak, at ... was it Oak Grove Park for a picnic, and we met each other's wives and husbands and children, and that was something that no longer exists, and of course those of us who remember it miss it. I mean this, meeting Ed and his family at the time.

Helen: This concludes our interview.

## **LES MEDFORD**

**March 2, 2010**

Helen Betz: Edward Betz. Ed began his tenure at Pacific as instructor, became full professor, then dean of men, followed by dean of students, the dean of all university programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 2<sup>nd</sup> day of March, 2010. I am interviewing Les Medford. The first question, Les, is when were you at Pacific and what titles did you hold?

Les Medford: Well, I came to Pacific in 1961. I had just retired from the Marine Corps., and my last duty station was Naval Post Graduate School in Monterey, and I felt, based on the very pleasant experience I had there, I would like to get into a college, administration somehow, and someone gave me the name of

Ellen Deering, and I came up and talked with her, and one thing led to another and I actually came to the university in the fall of 1961 as a masters candidate and as a part-time employee in the registrar's office, and, working for Ellen Deering, and then as time moved on, I got other involvements in the university.

Helen: Ok...

Les: I eventually, I guess to complete that question, 1) I eventually became associate Dean of Admissions and then later Dean of Admissions, and held that title until I retired in 19... 19...

Helen: Can't recall that year?

Les: 1980-something.

Helen: 1980? Ok, I'll put 1980-question mark, and we'll check that. Ok. Describe a course or courses and/or academic programs that Ed helped to develop at Pacific.

Les: Well, I don't think I have any background information. Oh, and that subject, I'm sure he had his hand in developing coursework and specific academic programs, but I really don't have a response to that question.

Helen: Ok. Were there any other programs that Ed developed that were particularly significant?

Les: Well, the only, actually the only one that I can think of, that I remember Ed being involved in, and it's kind of a minor program, but on the other hand, I remember a conversation that I had with Ed and with the Dean of the School of Education, well, what's his name?

Helen: School of Education?

Les: Yeah. Marc Jantzen.

Helen: Oh, right.

Les: Yeah. We had a conversation, the result of which we established a special summer program for students, applicants for admission who didn't qualify but were fairly close, and this summer program involved their coming to the university in the summer, taking English and one other course, and if they completed those two courses successfully, then they were admitted. And, as I say, I remember that Ed was involved in the development of that particular program. So that's one thing that I can remember. Besides that, I can't say that I recalled anything specifically.

Helen: What about the CIP Program? Were you involved in that?

Les: Well, I was involved in the CIP program primarily because Elliot Taylor was very much involved in the CIP program, and so as time moved along, I was obviously involved, had to be involved, because it, the program involved the admission of students, minority students, who didn't qualify for admission but wanted to be admitted, and the CIP program provided an opportunity, a counseling opportunity, as well as a coursework opportunity, for them to come, and, start the process of getting a college education.

Helen: Do you have any idea how that came about, the CIP program came about? What committee did that go through, or...

Les: Well, I don't remember a committee, particularly. I remember that there was sort of an effort on the part of students and community people who approached President Burns and in essence asked him or requested him to let some minority students in, in order to, well, in a sense tie the university to the community. And, then, after that process of initiating the idea, there was in fact a meeting in the Raymond Great Hall, as I remember it, in which John Diamond, a black professor in Religious Studies, and Elliot Taylor, Dean of Admissions, and, those two primarily, maybe somebody else was involved, but that was the kick-off, as it were, for starting the CIP program, community involvement program, so-called, which provided a process by which some marginally qualified for, maybe not non-qualified students of minority backgrounds and so forth, could come to the university, take some courses, be appropriately supervised by a CFP director, and so forth, and that started. The key movers were Elliot Taylor and John Diamond, again a professor in Religious Studies.

Helen: Ok, thank you. The next question: what controversies was Ed involved with, and what was his role? How did Ed help to resolve the issue?

Les: Well, I don't know that I can respond in any way to the question. I, as I say...

Helen: The sixties? The protest movement? Maybe? Or...

Les: Well, I, guess I can say I'm sure he was involved in a variety of controversies, particularly over Student Life, and things related thereto. And I suspect that he was a prime mover, so to speak, in resolving those questions, but I can't remember any specific controversy or question or area of concern that Ed, the Dean of Students, was involved with. I suspect there were questions with relation to fraternities and sororities, athletics, and so forth, that he was very much involved in, again, it, he was down the hall from me and thinking back, maybe, if I, if this question were asked 20 years ago I would remember something in particular. I just remember that when controversies came up involving students, obviously he was involved and the key to responses thereto.

Helen: Thank you, Les. Tell me about any students who you knew worked closely with Ed, and how did Ed help them?

Les: I can't, I don't think I can remember any students...

Helen: Were there, like, money issues, where students couldn't stay in school because they didn't have enough money, or...

Les: I don't remember that specifically, but again, since Ed chaired the Academic Regulations Committee, some of those kind of questions would come up to the committee, and obviously Ed as Chair would be very much involved as were also the Dean of Men and the Dean of Women. Probably the three of them were more involved than other members of that particular committee, but that's the way it was.

Helen: Are there anecdotes about Ed's tenure at Pacific which you would like to report?

Les: Well, I can't think of any anecdotes.

Helen: Ok. Last question, what have we not covered in this interview that you would like to discuss about Ed's time at Pacific?

Les: I can't think of anything, any way that I can respond to that in particular. Again, I, well I was an administrator, working in Knoles Hall, I saw Ed frequently. I can't recall anything in particular that lingers in my mind.

Helen: Ok.

Les: I'm sure there were, if this question had been asked 20 years ago, something would have popped up.

Helen: Right, right. Well, thank you very much, Les. This concludes this interview, and we appreciate so much your time taken to interview here. Thank you very much.

**DORIS MEYER**  
**February 23, 2010**

Helen Betz: I am Helen Betz, excuse me, wife of the late Edward Betz. Ed began his tenure at Pacific as instructor, became full professor, then dean of men, followed by dean of students, the dean of all university programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 23<sup>rd</sup> day of February, 2010, and I am interviewing Doris Meyer. The first question is, when were you at Pacific, and what titles did you hold, Doris?

Doris Meyer: Hi Helen, this is going to be fun, I look forward to doing it. I came to the University of Pacific in 1956, young teacher at that time, and I was in the department of what they call Physical Education, Health and probably that was it. The names have changed over the years. I was an instructor, and I think we called ourselves at that time an "assistant professor," which was the low man on the totem pole in the tenure track. (laughter) Ok, that's about it on that.

Helen: Now, next question is, describe a course or courses and/or academic programs that Ed helped to develop at Pacific.

Doris: Yeah, I knew Ed at first primarily as a teacher in the speech department, and then over the years I knew, as Ed moved forward into Student Life positions, and his title changed over the years, and I remember that he worked very closely with Kaye Davis, and I think Judy Chambers, probably, in there...

Helen: She was the president of student, women and women's... Trying to remember the name of...

Doris: Speak up a little bit there, or they won't hear us. Yeah.

Helen: Oh, I'm trying to remember the name of the women's organization.

Doris: AWS, they used to have an Associated Women Students or something like that.

Helen: AWS, Women's Students. That's right. She was a student then.

Doris: So at first I didn't have any position that coincided with Ed's, I just knew of him, and I don't know if one of the questions will move on here. Go ahead.

Helen: Mmhmm, ok. The next question is, were there any other programs that Ed developed that were particularly significant?

Doris: Yes, moving forward, I distinctly remember that each institution, each university or college that had a relationship with the NCAA, National Collegiate Athletics Association, had to have what they called an “academic representative,” and that was someone from each college that in fact did what the title described. They represented, they went to the various conferences and conventions, and they voted on organizational procedures, changes, things that had to do with student eligibility, things that had to do with recruiting, and this is the NCAA. And at that time, when Ed first was involved as a rep, it was the men’s program and only the men’s program that were governed by the NCAA. That, as I don’t know what the next question is, or what’s the next one.

Helen: Well, before we, before the next question, you certainly were aware that he became the regional vice president for NCAA after, I don’t know how many years, but he did. That was wonderful for the university to have a vice president.

Doris: Yeah, a regional rep.

Helen: A regional vice president, represented here at Pacific.

Doris: Yeah. I was aware that, from being the institution I was with, he became a regional officer. And, I don’t know how many people I’ve told, Lynn King, the athletic director, Michael Wurtz downstairs, that as the years moved along in women’s sports, I think I probably need to review that with you just a little bit. But anyway, Ed was closely responsible for the changes that took place. And I’ll tell you a little bit now about the review of the women’s program and how that, how Ed’s role was so important. Originally, when women felt that they should be given more opportunities, at least those skilled athletic women, programs were controlled, governed, sponsored by the professional physical educators in each college and institution. We had our own governance, we had our own governing bodies, and didn’t want to have anything to do with the NCAA, because we felt that the men’s programs were business-oriented, had a lot to do with the outside of the university publics. In fact many of the athletes were pawns, in the case, when the institutions used them in all kinds of business-oriented... We used to say here in the university, ‘downtown is running the program.’ And so, the women didn’t want to have anything to do with the men’s program. They became their own governing bodies, and I represented the university just as Ed did, I represented the university in the athletic conferences held by our physical educators. And I remember distinctly, probably one of the last conferences in the women’s-controlled programs was in 1979. Actually, the Title IX federal mandate came through in about ’72 or ’73, but it really wasn’t implemented, and women’s programs didn’t fall under NCAA until about 1980. And, oh, without moving too much into detail, at this time, about ’79 and ’80, Ed’s role became a really important one. There were 11 folks selected from the whole United States to try to meet, negotiate, challenge, do everything to try to bring a good feeling with the women physical educators, and to try to convince them that the NCAA was not going to try to control the women’s program, and try to in fact bring the men’s program under a more academic setting. Ed was one of these 11 people, and in fact, I remember one of the women who were part of that group. So there was about 5 or 6 men and 5 or 6 women that met, and about 1980, I think, Ed retired in about...

Helen: He did, he retired in 1980.

Doris: And it was about that time. And so, it was a really crucial committee of 11 selected people of which Ed was one that finally sat in a table and worked out all of the myths, the misunderstandings, the difficulties, and the vested interests that professionals had at that time. So, let me stop a minute for there and catch my breath and see where we are.

Helen: Ok. The next question would be, did we do ‘were there any other programs that Ed developed that were particularly significant’? Or can you think of any?

Doris: My relationship with Ed was almost entirely through this athletic program. Go ahead another one and then let me think about what happened next.

Helen: Next question: what controversies was Ed involved with and what was his role?

Doris: Well, I think that’s what we’re talking about right now, that, in addition to all of Ed’s responsibilities with Student Life, all of the other things he did as a younger man with drama—with Debate, etc., these were in addition to this responsibility with the women’s athletic program. There are other folks who probably know even more about this, certainly Cedric Dempsey, who was our athletic director, maybe at this same time, but very close to this same time, and his tape is going to be handled soon, and that will help understand Ed’s role even more closely. It’s very interesting that our university, a very small institution, had so much to do with this Title IX implementation, of providing equal opportunities for women athletes, and so we should be proud of Ed and of the University of the Pacific and the whole women’s athletic program.

Helen: Mhmm. Tell me about any students who you knew who worked closely with Ed, and how did Ed help them?

Doris: I did not, I did not have that kind of relationship.

Helen: Ok. Are there anecdotes about Ed’s tenure at Pacific which you would like to report?

Doris: No, I just feel like I need to clarify as best I can, I probably know more about this transitional time than anyone around here, of moving from the women’s movement then into equal opportunities for women in a variety of fields including athletics, and Ed’s intimate role in this. Someone said, I don’t remember whether it was you in our conversation, Helen—Oh, I know, I was talking with Mike Wurtz, and he said that by having a secondary person speak about Ed, that’s me at this point in time, it’s hard to know what Ed was thinking about during this very responsible committee that he was on, and whether he was in fact apprehensive? Or not? About the movement, and whether, I think he felt that women should have equal opportunity, but his exact thinking at the time is something we can’t tell, unless he spoke to Cedric Dempsey, or to some of the other NCAA people about that. And that would be very important, because we can talk about what in fact he did, but what was in his mind at the time and how important a role he felt it was or was not... But anyway, Ed (laughter), wherever you are right now, you wouldn’t believe it! And, you know, they say, “we’ve come a long way, baby!” (laughter) So, many of the programs in the whole United States, at least the collegiate level, have better programs in this day and age for women than for the men, and for a while, you’ll remember, I’m sure Ed, you and your committee, talked about whether men’s programs would be brought to a lower level in order to accept the women’s programs. And for a little while, and in some institutions, that were true. But...

Helen: Monetarily, you mean? Because they had to share the budget?

Doris: Oh, they had to cut programs in order to, there was only so much money for athletic programs in each institution, and it was all going to the men's program, then where were they going to get the money to subsidize the women's program? And, so that's about it. I think I, I feel good about it, certainly we here at the university have an excellent women's program right now, and we wouldn't if it weren't for pioneers like Ed Betz.

Helen: I don't know whether I should say anything, but I do know that Ed and I had many conversations about this, the women had his total support. Ed did not take on this responsibility because it was something that he wasn't engaged in and devoted to. He was in total support of it, and he saw his responsibility as smoothing the transition, smoothing the way, making it possible and helping to make the transition as easy as possible. Our next question is, what have we not covered in this interview that you would like to discuss about Ed's time at Pacific?

Doris: Oh, the tape is moving while I'm thinking. (laughter)

Helen: (laughter) Tikky tikky tikky!

Doris: Uh...

Helen: I can stop it.

Doris: Yeah, why don't you stop it for a minute.

Helen: Oh, I can stop it. (tape stop)

Doris: Yes Helen, the last question you asked me, if there was anything else I wanted to say, and in closing, I was just thinking that Cedric Dempsey, who became the national NCAA president, or executive director I think he was probably called, at that time, served as the athletic director here at the university for 10 or 12 years, and I'm trying to think of how Ed's role in the transitional time overlapped with Cedric. Because you see, that's an unusual relationship there. Cedric and I would talk about the women's program and how we should give, just morally, just with one's conscience, it seemed like it was important to give our women a fair shake. And there were women at that time who really were just wanting so much to compete at a higher level, and we were only providing mediocre coaching at that time except for the volleyball program, which was the first of more highly-competitive programs. But Ed and Cedric Dempsey must have been conferring a number of times on our thoughts here at the university of the need, just the real right thing to do for women. And then, how that transferred to Ed's thinking and a unique position of decision-making, is a very interesting point. I mean, we're really talking about a society change, and a real cultural change in what we're talking about right now. It's a very very important issue. And, I guess that's about it. I, Helen, I've enjoyed the opportunity to talk a little bit about what I knew, which was not very much at that, but probably more than most folk would have known.

Helen: We thank you very much Doris, thank you.

**BILL BIDDICK**  
**February 23, 2010**

Helen Betz: I am Helen Betz, wife of the late Edward Betz. Ed began his tenure at Pacific as instructor, became full professor, then dean of men, followed by dean of students, the dean of all university programs, and retired in 1980 to yet teach another class the ensuing year. Today is the 23<sup>rd</sup> day of February, 2010. I am interviewing Bill Biddick. Bill, my first question is, when were you at Pacific, and what titles did you hold?

Bill Biddick: I was a student at Pacific, and I started in 1937, when there was a 2-year junior college in the lower division, and I stayed there until I graduated from College of the Pacific in 1941. The titles, I was active in debate and student affairs, and I was student body president in 1940 and '41, and that's about the only formal office that I held there. I lived at home for the first three years, and commuted—I had a Model A Ford—and my senior year, when I was student body president, why, they underwrote my board room at Omega Phi Alpha, so I lived at Omega Phi Alpha the last year, along with Allan (Breed), who was also a debater, and we debated together in my senior year and his junior year. The next question, 'describe a course or courses and/or academic programs that Ed helped to develop,' well, I'm not aware of, I didn't have any classes from Ed, I was with him much for four year when we were debating. Actually, I debated '37-'38, '38-'39 when I was in the junior college and didn't have much connection with Ed during that time. I knew him, and I think he probably arrived just about the same time I did at Pacific, and during the entire time I was there I was debating, and I was on a debate scholarship in the upper division, and I traveled a lot, starting with the freshman year, and during all of that time I knew Ed very well. He was more or less the professor in the debate, the speech and debate department that I spent my time with. I did have a course with Roy McCall, Fundamentals of Speech during the first year, and he kind of suggested I ought to get involved in debate, and I was involved in debate from my freshman year, but not really that seriously. It was later on, particularly in my junior and senior years, that I got quite involved.

Helen: Did you, did, when Ed was debate coach, did he expand that program any? Did he take it to a national level, or was it already?

Bill: Well, he was more or less The Debate Coach during the time that I was there. There were two other professors that were there, one who was, later on became president of San Jose State, and his name was Clarke, Bob Clarke, and, but he didn't have anything to do with my debating. I think he was handling all those who were in the junior college, and when I really got active in debate, it was during my junior year, and freshman and sophomore years I did, but I didn't have a lot of trips and I didn't do a lot of debating during that time. I really got involved in my junior and senior years. And Ed was kind of The Debate Coach, I mean Roy McCall was Chairman of the Department, but he kind of steered me into debate, and Ed was really the one I had a lot to do with, and the others I knew just because they were in the speech department, but I knew Mrs. McCall, and I knew Bob Clarke, and I knew a fellow who came from Redlands University and taught for a year or two, and I can't remember his name now, but his father was also on the debate department at Redlands. I think he was in charge. But Redlands had a big influence, but Ed was not from Redlands. He was from Hastings, I think.

Helen: That's correct.

Bill: Yeah. And we had other people who were in and out, but really Ed was the kind of the stabilizing force in debate during the entire time I was there. He was really the only one that I ever worked directly with, and... so, I don't recall ever having an academic course with him, but I was always getting units in Debate, every year I got at least one unit in debate, and of course I had a debate scholarship when I got to junior and senior year, so I had, paid no tuition at all for 4 years in Pacific, which was very good.

Helen: I should say.

Bill: "Were there any other programs that Ed developed that were particularly significant?" Not to me, he was the debate coach for me, and I'm sure I spent more time with him than with any other member of the faculty, and it was a good faculty, a lot of them had been there, with the College of the Pacific before, and, but I really, he's really the one that I spent most of my time with. We had good faculty, and they're people like Farley, Dr. Farley, I took a lot of these major survey courses, but they were, just, each one with a separate person. Let's see, what was the literary man? He was also my, there's a building named after him at the junior college...

Helen: Turico?

Bill: No, no. He was an excellent man, literary man, and he was my counselor to start with, but he didn't teach anything in the upper division, he was only in the lower division, and he stayed on—Goldman. Irving Goleman.

Helen: Oh, Faye Goleman's husband?

Bill: Yeah, Faye's husband, yeah. So he was very influential in helping me get my program started before I was even thinking about speech.

Helen: Really?

Bill: And, but it was after I got into speech that I really got into speech, so. But that wasn't when I started, I didn't really have any thoughts of getting involved with debate when I was a freshman. It just came, and then it got to be the big thing, as far as I was concerned.

Helen: Mmhhh. Someone saw an inherent talent in you and tried to further it.

Bill: I don't know, I had never done any speech work in high school, and I had never really done any speech work at all, and I got interested when I got into debate, and they kept pushing me, and you know? And I was enjoying it, so that got to be the big thing. And of course, in student politics toward the end, when I was student body president, but debate was the big thing.

Helen: And the next question is, what controversies was Ed involved with, and what was his role, and how did Ed help to resolve the issue? Were there?

Bill: You know, I was just not aware of controversies, really. We got along fine, nobody was critical of any of us, it seemed to me.

Helen: No one was critical of the debate schedule, or?

Bill: Oh some of us, well, actually some of those that weren't into debate would laugh about all the effort we put into debate. And Jacoby, among others, he...

Helen: Jake?

Bill: Jake, supposedly was head of the Society for the Prevention of Organized Debating. (laughter) He was always needling us, but, you know, liked him, he was a great guy, but he didn't think much of competitive debating, and of course, that meant a lot to us, you know, we liked to compete, that was fun.

Helen: Goodness gracious, ok. Tell me about any students you knew who worked closely with Ed, and how did Ed help them?

Bill: Well, of course, he worked closely with the top debate teams, and my, when I had my good success it was with Martin Pewlich. He was a year ahead of me, and Ed worked with us constantly, and he went to law school. I was in the service and he was in the service, he went to law school at Bolt Hall, and I went to Stanford, and we both ultimately became judges, and we kept in touch all our lives. We debated together, once we started to, we debated together junior year and we kept in touch, and then he graduated and went to Bolt Hall—(tape stop, Side B)—we were put together by Ed! I mean, there was suggested, when I was a junior and Martin was a senior, that we ought to debate together, and of course we did, and we were very successful. We had a great year of debate, and we were, I think we won 35 debates and lost 3 or 4 or something like that, and we won 2 debate tournaments, and we went to the nationals, and we had to make, win 7 of 8 in the preliminaries, and we only won 6, so we, so our successes in the various tournaments did not carry over into the nationals, and that was our great low, but that's the way it happened. And we, we did well, we debated well. On that, we were with Ed the whole time on that trip, maybe it's a good time to mention that. We started, and we were in a tournament in Southern California, and then we debated going across to the South and Southeast; we debated in Birmingham, we debated at private college, we debated at University of Oklahoma, we debated New Mexico, and all this was on the way to the Nationals, which were in Tennessee, and so we debated there, and that's when we didn't qualify for the finals, we won 6 of our 8 debates, and then that was the end of the finals. We were in a, did I say, in Tennessee, and I can't remember the name of the place, it's right there, and I could look it up and tell you, but I just can't remember, at age almost 90, (laughter) these things go away, as the...

Helen: It's ok!

Bill: But we spent a week there, and we stayed in a hotel that time. All the rest of the time we were staying in dormitories or fraternities or sleeping on, when we were on the train. This whole thing took about 6 weeks.

Helen: I was going to ask you how long it took.

Bill: Yeah. And we were, we participated in 3 tournaments on the way, and I think we won two of them, we won several tournaments in that year, and I think we won a couple, maybe, on that trip. After the time in Tennessee, and then we split up, there were four debaters and Ed, and we stayed with Ed the whole time, and the other two were John Fanucci and Carl Fuller were the other team, and they were very good speakers and very smart, but they didn't do too well in competitive debating. But, after we left, we went across the Northern part of the country by train, and ended up in Seattle, and we debated the University of Washington there. Ed was with us all the time, we were just, like a member of the team, you know. And

then we went from there down to Corvallis and we debated in a tournament down there. I think we won that tournament. And I think that was the time that I was selected as the outstanding speaker of the tournament, of the meeting or the tournament, whatever it was. And, so, we, then we finally came home, but that was our Big Thing, that. And plus, the tournaments we played, we were in that same time. So we were away a long time, but we all, I don't know how we did it, but we all kept good grades, and maybe we were encouraged (laughter) to this along the way. But that was the big thing, that national trip, and the national participation, but we debated probably maybe 3 or 4 other tournaments, as I say we did win 2, and we had a very good record. I think we won, 35 or 40 or something like that debates that year. We had a good year.

Helen: Yes, that was a good year.

Bill: Yeah.

Helen: Let's see, are there any anecdotes about Ed's tenure at Pacific that you would like to report? (laughter)

Bill: (laughter) Well, you know, we had a lot of fun when we traveled together...

Helen: I've been waiting for this! (laughter)

Bill: And, I don't know whether Ed did it, or whether he participated in it, but when we were in Corvallis, somebody found a duck and brought it into the hotel room, our hotel room, and put it on the toilet seat, put the seat down and... (laughter)

Helen: A REAL duck?

Bill: A real duck! Yeah. So that was one of the really unusual ones. But, sometimes when we were on these trips, too, if there was a good movie on and we had some time, we'd all go to a movie together, because we were gone for a long time, and I lost probably at least 20 pounds. We didn't, I went down to, what, 140 from 160, you know, because we were working all the time and we didn't really have great meals, and I think they allowed us a dollar apiece, a dollar a day apiece for our meals, so I, I know that we lost a lot of weight.

Helen: Oh goodness.

Bill: So, there're so many other things, the little anecdotes that I remember. We came into Oklahoma one morning, and it was, oh, we were tired, we'd been up all the time, and this very cheery waitress came in and said, "Good Morning!" And Ed says, "What's good about it?" (Helen laughs) And the lady looked at him and says, "I figured you was that kind." (laughter) And so, so, the rest of the trip, whenever there was a little gap, why, somebody would say to somebody else, "I figured you was that kind." (more laughter) So, they got to be kind of, keynote of the whole trip.

Helen: Uh-huh. 'I figured you was that kind.'

Bill: So that's, those things just occurred to me, those are the things I really remember, you know. We, you know we debated probably in 5 or 6 debate tournaments, and we spent one evening a week all together, and many other times too, we spent, probably much more time on debate than on, just talking

about the academic part and not on anything else, we spent a lot of time. We were all very close together, it was a very great experience.

Helen: Really bonded, you do on a trip like that.

Bill: And we weren't, you know, we weren't aware of controversies, I mean, maybe there would be arguments, but we didn't have controversies among us, the debaters and Ed. And Ed was really the one for us, because there were a couple of others, but we just didn't see the others, we just spent a lot of time with Ed.

Helen: Mmhm. So that's good. So, what have we not covered in this interview that you would like to discuss about Ed's time at Pacific?

Bill: Well, you know, I knew nothing about his later time at Pacific, it was all the debate time, and he was the debate coach. I mean, the McCalls were very very fine teachers and everything, but they just turned it over to Ed, and that and there were the other debate coaches, but he was the one, so to us that's what he was. He was our debate coach and good friend, you know, it was a pretty close relationship. And, of course, in later years, why, we saw him with the Methodist Church, and he was there, so we saw him there regularly.

Helen: ...?

Bill: Yeah. But I, we had good faculty at Pacific, they were, the faculty that was collected over a long time, and the department heads were all great. I mean, we didn't have a lot of top people, but Ed was really top debate man, I mean, he was just, he was very good. So, he was, he fulfilled his role there, I mean, and there were, I don't think he was, I don't think he came until I was a sophomore.

Helen: '38, I believe.

Bill: Yeah, '38, I started in '37. Yeah. I don't know that anybody really much did any coaching in our first year, and then we started in the next year, and by the junior year, why, it was, just, Ed was exclusively, we were with him, because we were the number 1 team, and then I debated with Allan Breed my senior year. And we did, we did pretty well, but Martin and I did very well. That the, it's kind of interesting, because this is a part of the way the thing was put together. I was debating in the year before my sophomore year was, little fellow who was, I can't even remember his name now, he was a pretty good debater, kind of average, and I guess I was kind of average. Then, on our junior year, Ed took, put Martin Pewlich and me together, and that was very very important. Martin debated with Ed, with Dorothy? What was the name of the... oh, he was very very active in the Methodist Church, and he was very smart, but he was kind of like a very, used a lot of life-lecturing techniques and, he and Martin were both very... They didn't have a broad approach, they had a very preachy approach, they were going hard at it all the time, and what Ed did was to, I was not nearly that focused in on that, and Ed kind of balanced us, because Martin was very intense and I was more relaxed, and Martin was really smart, and I guess I wasn't dumb, but I mean, Martin was really smart. And, so, that balance is what really made the team. Martin and I, we stayed in touch all the rest of our lives, we both became judges, and we would see each other at judges tournaments, and so it was that pairing that really made it. And then, in my senior year, of course Martin had graduated, and I debated with Allan Breed, and we were more alike, and we were kind of, and we did well, but not anything like Martin and I, but it was, Ed saw that Martin and, what was that,

did I say the name before, the... well, he saw that, my colleague and I were kind of alike, and Martin and his were kind of alike and intense, and he split them up and put us, Martin and I, together, and we got along well, we got along very well, but we were very different, and that's what made the team pretty good. And it was a good team, and we remained good friends, and...

Helen: Can you name any of the other debaters that were on the team with you who were the debate experience led them into a profession that they were later very successful at?

Bill: Well, the other debate team that traveled with us, Carl Fuller and, what was the name of the other, but they became, they both went into the academic field. And Carl, they were both at the college level, and they were both very smart and speech was very important to them. But they weren't debaters so much. I mean, they debated, but I mean, they were, they had a wider approach to speech, and they were both very good, and both college professors. Carl was in a Midwestern university, and he married a gal who was active in the theater at Pacific, and every so often he'd call me. We stayed in touch, we were, well, actually we lived, before I lived on the campus, our parents had next-door homes. We'd lived there a long time, and his folks, his father was an inspector with the post office, but. So we, we saw each other all the time, and I had a Model A, and before I moved onto the campus, why, Carl Fuller would ride out with me every day, and Martin Pewlich lived a block away, and he'd ride with me, and so, and we were all debaters! So that's kind of interesting, and we all got along, and we all did pretty well. But they, some of them went into the academic field, and Martin and I went into the legal field, and there were others that did that. Of course, Allan Breed became head of the Youth Authority, and he had a, we were good friends through the YMCA, too, and we went to Y Camp together, so we, we're still good friends. And I roomed with him at Omega Phi, in the last year. So, there were very close relationships of very different kinds, like with Martin Pewlich was one, and Allan Breed was another, and they were very different. So, but, ...? Moved us around, which was good.

Helen: Mmhmm, (Martin) exposed you to different things.

Bill: Yeah.

Helen: Well, thank you very much, this concludes this interview. Thank you, Bill.

Bill: It's kind of a limited interview, but that's...

Helen: Oh, it's ok, it's fine, no it's fine, it's exactly...