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Williams, John, Oral history interview

Roland diFranco

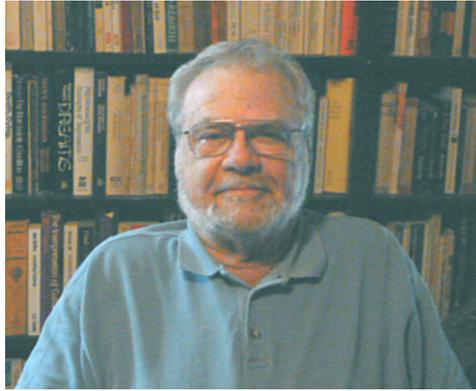
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FACULTY EMERITI INTERVIEWS
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Williams, John (1965-1998)
Professor of English

February 12, 2013

By Roland diFranco

Transcription by Mark Linden, University of the Pacific, Department of Special
Collections, Library

Subjects: Raymond College, its community and style of teaching; demise of Raymond
Endowment; transition to the College of Pacific English Department; design of the Mentor
Program; interactions with the Regents.

di FRANCO: This is Roland di Franco, and I'm interviewing John Williams. Today is February 12, 2013, and we are working in room 3 of the library, and we're going to begin. Okay, so what was your time at the University? What years did you serve here?

WILLIAMS: '65 to '98, I retired.

di FRANCO: What official titles did you have?

WILLIAMS: I came as, let's see, an assistant professor at Raymond College in the fall of 1965. I served at Raymond until the demise of Raymond College; then went into the English department. That would have been '78 or '79, and then I was at the English department until I retired in '98.

di FRANCO: You retired as a full professor?

WILLIAMS: Yes I did.

di FRANCO: What circumstances led you to Pacific? How did you get here?

WILLIAMS: It's an interesting story. I graduated from Cornell College in Iowa in 1958. In the fall of that year, Warren Bryan Martin became the Provost at Raymond College, came to Cornell College as a Professor of Religion. I had never met Warren Bryan Martin until the summer of 1965, before I came to Raymond. I knew about Raymond because I had a friend, Tom Mikelson, who was at Chicago with me, and who went back to Cornell, taught for a year or two as an intern, and came back and finished at Chicago. He got to know Martin very well. He also knew the Philosophy Professor at Cornell, Ken Swanson; I believe was his name, which was a graduate student colleague with Lewis Ford, the Philosophy Professor at Raymond when I arrived in 1965. Tom kept telling me stories about Raymond College, and it sounded like the place where I wanted to teach, a place where it was small, and so, I duly applied. Raymond was the only place I applied to, much against the wishes of my advisor at Chicago, who wanted me to go off to some big place and publish and become famous. I was hired. I was told that they interviewed nearly twenty people. About four years after I was at Raymond, Mike Wagner told me, "John, did you know that when you came here, you already had a job?" I asked him, "What did you mean?" "Well, Martin told some of us on the faculty that there were two young guys in graduate school he wanted. One was Gene Rice, who had been Martin's student in Southern California, and the other was you." I said, "That's amazing, because he never knew me. He had never even met me. Which means Martin only knew me through my teachers who were his colleagues at Cornell College." So, I applied for a job, got the job, but as Mike told it, I

apparently already had the job, which was pretty amazing, and kind of an interesting story, much to my amazement.

di FRANCO: Oh, good. What were your first impressions of the city, and of the people of Stockton?

WILLIAMS: Well, Janet and I'd lived in Hyde Park in Chicago, in a relatively integrated neighborhood, which was an island around the University. We'd discovered that the University of Chicago had bought up so much property; it could kind of do what it wanted to do. We lived on Fifty-first and University Avenue about six, eight blocks from the University, but it was a highly integrated neighborhood. I did janitor work in the summer for the Flat Janitor's Union for janitors on vacations. That was my first education into urban America, because I was an Iowa farm boy. So, when we came to Stockton, we had several goals we wanted to attain. First, we couldn't afford more than one car, because they didn't pay us much in those days. We wanted to live close to the University, and we wanted to live in an integrated neighborhood. Well, we quickly discovered, in those days, in 1965, there were no African-Americans who lived north of Harding Way. We couldn't find a realtor that would even show us a house south of Harding Way. And so, we settled for a house close to the University, so that I could either walk or ride a bicycle. That was our first introduction into the city of Stockton. Our pediatrician, Bryan Williams, who was an African-American and a couple years older than I was, told me the story about the first house he bought on the corner of Lincoln and Pershing. He had to have two of his white doctor friends buy the house, fronting for him, to buy the house. And for several years the neighborhood women, it's right up where the Spanos' lived, the neighborhood women would come around, knock on the door, and ask if they could borrow a cup of sugar or something, and then asked, when his wife, Janice, would come to the door, if they could speak to the lady of the house. It was a kind of awful hazing that they had to have. In our first year we learned some things about Stockton that were not ideal.

di FRANCO: Yeah. What about your first impressions of the University?

WILLIAMS: Well, I must say they were colored by Dick Martin's biases and his arrogance, and they were also colored by the first meeting I had with President Burns. A couple of things. Burns was very happy to meet me because of my colleagues in English at Raymond. He thought Cliff Hand was a little too effeminate, and that bothered Bob, and he thought that my name sounded very American. Sy Kahn, who was Jewish and a poet, and read poetry in various places with jazz. That made Burns very nervous also. He was happy to see a big strapping Iowa farm boy, which was what caused me to grow a beard that fall and summer before I came back. The other thing was going up to Burns' office with my new colleagues from Raymond that first year. It was Boyd Mathias, and Joseph Botond-Blazek, and Gwen somebody who was only there that fall to help teach freshmen English. Bob took us to the west window of his office in the top of

the tower, and he said something that was very interesting to me. He was a wise old guy, and I had great respect for Bob Burns. He said, "You know, faculties are very conservative." He said, "Politically, they tend to be liberal," but he said, "When it comes to education, they're terribly territorial and very conservative." He said, "I worked for a number of years to try to get the COP faculty to reform itself, to rethink what they were doing, to stir the pot." He said, "I just couldn't get anything done." "One of my ideas," he said, although I think it was partly the Academic Vice President at the time who came up with the idea, trying to remember his name now too. (It was before you came here, Roland.) Burns said he decided to create a series of small cluster colleges out around the fringes, bring in a lot of hotshot young faculty members, and have exciting programs going with a lot happening. By doing that the faculty at the mother institutions would get really jealous, and reform themselves. We know that's exactly what happened with the I&I program, the Danforth money, and that kind of thing. So, my first impressions of the campus were shaped by those comments from Burns, and Dick Martin's kind of exclusive arrogance, always talking about the superiority of the faculty and all this stuff about Raymond being so much better than everybody else. I was just so entranced with teaching, and working with students, and the conversations that we had with students at lunch tables, and my colleagues, and this kind of thing, that I was immersed in that more than anything else, and I didn't really know what was happening on the larger college campus for a number of years.

di FRANCO: Ok, well you sort of covered the question of who helped you get oriented to the University. Is there anything else you want to add?

WILLIAMS: Well, I owe a great debt to my colleagues in those early years at Raymond, particularly to Sy Kahn and Cliff Hand. Sy was terribly self-serving, but Cliff moderated that a whole lot. The two of them together, they were about ten years older than I was, were experienced teachers. I was green. They mentored me, and were just incredibly helpful to me. I could mention any number of my colleagues. Mike Wagner was important because Mike was always so brutally candid and honest with you about things. If you need to be shot down in the faculty meeting, he'd shoot you down, and I came to appreciate that about Mike a great deal. The other thing that was very, very important is that because we didn't have departments our offices were usually located next to someone from another discipline. And if I were ever to become a dean, I think I would have insisted on this arrangement. I had an office next to Gene Rice, who was a sociologist, and so it would go on down the hall. I wasn't talking to Cliff and Sy most of the time. I did that when we had our weekly meetings. But most of the time I was sharing ideas and books with colleagues from other disciplines than mine. It was the kind of thing that happened in the latter years at the cynic's table later with faculty from the College. Later on, when we had the Raymond and Callison offices in the Wendell Phillips Center, you know, Steve Anderson and Bruce LaBrack were there, and so I was talking to colleagues from

Callison and Raymond. It was cross-disciplinary conversation all the time. So, they were incredibly important in terms of furthering my already interdisciplinary education because, as an undergraduate, I was a Philosophy Major and an English Major. I studied theology in graduate school. I have almost enough work for a Master's in Philosophy. I have enough work done for a PhD in English, although my PhD is in Literature and Theology from the Divinity School at the U. of Chicago. So when I got here, this was really a place of ferment for me, terribly heady and exciting for teaching. Sy, Cliff, and I taught Readings in World Literature, for example, and we structured it so that we would have twice a week lectures. And I would lecture one week, Sy would lecture one week and Cliff the next. We would really work hard on these lectures. I actually had a lecture that I used a couple of times on Faulkner's "**Light in August**" which is published. So that's the kind of quality, which we were doing in our Readings in World Literature. That's kind of the influence, but it was a number of years before I became really acquainted with what was going on in any depth in the College. We were isolated and it was shameful.

di FRANCO: I want to talk about the curriculum some, since you sort of had two careers at Pacific. Why don't we first talk about curriculum at Raymond, and how it changed, and then we'll get to the College of the Pacific and what your work there was.

WILLIAMS: Well, the curriculum, when I came to Raymond, was a very structured and rigid curriculum. We had twenty-seven courses. I think twenty-three of them were required courses, plus four independent studies. We had a sequence in American history and American political science. We had the literature sequence, and we had a science sequence, and students had to go through calculus and physics, and chemistry and biology. Everybody took these classes, but then we had some independent studies, so very, very rigid. Again, during those early years with that rigid curriculum, it forced us on the faculty, to talk to one another and find out what we were doing in one another's classes. I'll give you an example, my favorite example: we could play off of one another the more that we learned from one another. When I would teach, "**Light in August**" in the literature sequence, because Faulkner was deeply influenced by a kind of Calvinistic determinism, I could mention Weber's "**Protestant Ethic and the Spirit of Capitalism**" knowing that some of my students had studied it. So I it didn't have to talk about. I could defer to a student. So we could play off of one another's classes. The short-coming of that curriculum was that it was so rigid and so narrow that some of our very best students dropped out. Our attrition rate was really terrible. When Martin left, Larry Jackson, who was a Callison professor and eventually the Callison Provost, took over temporarily. Then when Berndt Kolker came it was evident we had to change because we couldn't continue with the kind of attrition we had. So Raymond went through a three-point evolution. That is to say, we had this rigid curriculum. Then we began to loosen up, and we ended up with a kind of contract system, which is totally the opposite. All the time we weren't giving grades. We didn't have

majors. That was the thing. The glue that held us together was a continuing faculty who knew one another so it didn't matter whether we had the core curriculum. We played off of one another. But as we had a contract system, we were still playing off of one another. That practice continued even when the faculty came in to the College of Pacific, in terms of advising. I'll give you an example. It extended to Callison too. I would urge my students in the English Department to take Cultural Anthropology, and they would say, why take Cultural Anthropology? I would say, "Look, when you study literature, every time you read a new novel or a poem or a play, you have in some sense, to suspend disbelief in order to get into the world of the novel or the poem or the play. Otherwise, you can't understand them. If you just impose all of your values on the work of art, you're never going to understand the work of art." I would explain that in Cultural Anthropology, the cultural anthropologist traditionally would go away and live with a people for years, learn their language, live and learn their world from their world point of view, rather than trying to impose the worldview that they grew up with. I said Bruce LaBrack teaches an interesting class. He has a section on cocktail waitresses. Bruce has a section on the Hell's Angels. He has a section on several primitive societies. But I said it teaches you to suspend disbelief, in order to get into the mindset of the culture, or the ethnic group, or the sub culture group, or whatever it is. So I said there is a great carry over. There is a great similarity. Well, I was happy when I would have students, you know, do that kind of thing. Many of us, when we came into the College, continued through advising and playing off of one another, to continue the kind of education that we were doing when we were at Raymond. Now, you asked me about the difference. It was strange and difficult in some senses, to move into the English Department for a variety of kinds of reasons, but one of them was a whole different mindset in terms of the way they taught. Now, that isn't to say that people like Lewis Lighter and Charles Clerc, and a number of others were also interested in introducing interdisciplinary things or making connections. But I think it is most vividly illustrated by the first time that I taught Faulkner. I had never taught Faulkner in the English department. It had never been taught as a class in the English department. It was one of my specialties, and so I had a whole bunch of students, thirty-five. The students were practically standing up. You know, one of those little Knoles Hall rooms can't hold many students. Nobody had taught Faulkner before so everybody had a new paper edition. The first novel we read was "**Flags in the Dust.**" Everybody got it read. I had it structured so we would read and then discuss it for two weeks while the students would read the next novel. Well, when we got to "**The Sound and the Fury**" which is a much more difficult novel. My habit was not to lecture but to ask questions. I would ask a question and I would not get much going on. I'd ask another question, because I asked dumb questions lots of times. Finally, after about the third question, I looked at all these new books. I could see that some of them had only read a few pages because they were brand new paperback editions. Some had only read half way through. So the books gave everybody away, and finally I just said, "What's going on here?" Ester Decker, I will never forget Ester, (I still receive a Christmas card

from her every year), a little short girl, sat in the back room in the left hand corner. She said, "Well Mr. Williams, in the English Department, we don't read things until after the professor has lectured on them so we know what to look for." I said, "Ester, that is bullshit." I said, "You will not do that in my class." I told them "You can all leave. Come back in a week with the novel read, and from now on, follow the pattern of my class. We'll discuss the novel for two weeks, you read the next one during that time." And I never had any problem again. I have always been thankful for Ester Decker. The *modus operandi*, I guess, of the English Department, in terms of that kind of thing was very, very different from what I was used to at Raymond College. Ester helped me become, I think, a more sensitive teacher as a consequence. I could anticipate the problems and solve the problem ahead of time.

Di FRANCO: Were you involved in any innovative programs in the College of the Pacific?

WILLIAMS: Probably the most innovative program that I was involved in was the Mentor Program. Prior to the Mentor Program, coming into the College from Raymond, I had taught a variety of things that didn't fit into the nice, neat, categories of the English Department. I had taught, for example, in winter term a course in Jungian Psychology and another titled "Comparative Mythology" using Joseph Campbell's "**The Masks of God.**" I had developed a course early on at Raymond I called "Comparative Uses of Freudian Psychology." It eventually became simply "Freudian Psychology. Students of Marty Gibson and Rosanne Hannon and Ken Beauchamp, occasionally would take the class, and they'd say positive things about the class. Eventually, the Psychology Department listed that class, and it became a staple of the Department for twenty-two years, I think it was. So, I wanted to continue a successful class, but I had to do it as an overload, and a number of us from the clusters, when we came into the College we continued the kinds of teaching we had been doing, but usually as an overload. So you know, you'd be teaching your regular classes and you'd have another class or two, but because it was so meaningful, you wanted to keep doing it. So, prior to the Mentor Program, that was the kind of thing that others and I were doing that came from the cluster colleges.

I served on the original Mentor Committee that put together Mentor One, and also put together the people who were going to work on Mentor Two. In other words, we selected the committee for Mentor Two. Again, it was an exciting group of people talking across disciplines. Mike Minch, for example, in Chemistry was on this committee. Cort Smith from Callison was on the committee, as was Herb Reinelt from Philosophy. Audrey O'Connell from the Conservatory was also. I was an exciting group of people to work with. I should also mention that Jerry Hewitt and Jim Heffernan were member as well. What I'm suggesting is that we had a really powerful group of open, honest, questing kinds of people. Amazing things happened on the Committee, in terms of the way we put things together. It was in some ways more refreshing and open than at Raymond, because there was certain clique of territoriality of faculty even at Raymond, but

the Mentor One groups was an amazing committee to work with. Things would happen; like one spring, at the cynics table, Mike Minch said, "You know, John, I've always been so ashamed. All you guys have talked about Dostoevsky and I've never read anything of his." Remember, Mike was a chemist. Yet as anyone knew, Mike was one of the most broadly educated widely read guys in the sciences, perhaps in the entire university. He said, "What would you suggest I read of him this summer?" Well, I mentioned several things, and at the end of the summer, Mike returned, sat down at the cynics table with me and said "John, I want to talk Dostoevsky with you." I said okay, what did you read? He said, "I read **"Notes from the Underground", "Crime and Punishment", "The Idiot", "The Possessed", and "The Brothers Karamazov"** this summer." Well, that's the whole canon of the greatest works of Dostoevsky, and Mike had spent his summer reading Dostoevsky so he could have conversations with us. But that kind of thing happened regular with the committee members: we were educating one another. Audrey was helping us understand music, and it was heady and exciting. That's one of the things I'm proudest of; we still have the heritage of that, in what they call the Pacific Seminars now. Senior faculty members were primarily teaching these freshmen. I think that's no longer the case, but at any rate, that is one of the things that I'm proudest of, and it was an extremely exciting time for me.

di FRANCO: What were the challenges to the Mentor Program?

Williams: Well, the challenge was to get departments behind the program, particularly in terms of finding release time for senior full time faculty members. You had to be audacious and daring. Even guys like Heffernan, who is a pretty loose kind of a guy, would not teach poetry because he didn't know anything about poetry. Well, we would spend time together. We would meet two or three hours a week as a seminar of the faculty, teaching one another how to do these kinds of things. We would have seminars on how to read essays carefully, and this sort of thing. Then we would have a section on evolution and Darwin. Our science colleagues would come in and help those of us that were not scientists, understand. You had to be audacious and willing to be wrong. We kept saying, those of us who were audacious and foolish, that whatever you know, we're still going to know more than most freshmen knew, even if we weren't specialists in the subject matter under consideration. If you exposed some of these freshmen to these ideas, I was proud to find out that some of my students who had been to St. Mary's High School, and other high schools here in town, had learned more science from me than they had learned in high school, and I'm not a scientist. Now that's shameful about the teaching of science in our public education system, but nonetheless it was a challenge. Those were difficult challenges for us. We had this series of once a week lectures. We would have really, really first-rate lectures about the topics we were studying. We would not rely on the people who were teaching. We had by guest lecturers from the various departments, people who were actually teaching the material. There were a lot of difficult challenges in doing this kind of program. And

it meant taking risks. All of us who were teaching were taking risks. Of course, some of us that had taught in the cluster colleges were used to taking risks in ways that people in the departments were less willing to take. It was exciting stuff.

di FRANCO: Sounds good. Let's talk about the people here at the university. You've already mentioned a few people you've worked with. Who would you describe as the most memorable people?

WILLIAMS: Well, I think I've mentioned several of them. They tend to be colleagues like those that I mentioned in Raymond, and the Mentor Program. I guess probably a couple of people. There's one person I haven't mentioned at all, and some I've only mentioned once and have been very important to me as colleagues. The first College of the Pacific faculty member that I met, in the fall of '65, was Herb Reinelt, and Herb and I have become lifelong friends. Lewis Ford, our philosopher at Raymond, was also a process Whiteheadian philosopher like Herb. Herb had been instrumental in bringing Lewis to Raymond. So one evening Lewis and Ann had Janet and me over for dinner. Herb and Barbara were also there. So Herb was the first faculty member from the College of Pacific I met. The other colleague that was of major importance to me was Bob Orpinela. Bob was our philosopher at Raymond after Lewis left. He was one of the most brilliant people I've ever known. Herb and Bob and I put together a course before the collapse of Raymond, and before we went into the departments called "Introduction to Human Development." We had, again, help from people in psychology: Marty and Roseanne and Ken particularly. Herb and Bob and I taught this as freshman class. We not only had a good time putting it together, but good times with lectures. As time went by, when Bob would lecture, Herb and I would have to sit by one another to keep each other awake because we'd heard Bob's lectures before, and so it went with all of us. We would argue and disagree in front of the students. For example, Bob would get up, and say, "You know, what John said about Freud is absolutely wrong." We had the kind of openness, to allow students to see the clash of minds and the disagreements among so-called intellectuals, about ideas. We thought that was healthy and good. I think our students enjoyed it. We did some interesting things in the class as a consequence. We sent our students home at Thanksgiving time to interview their mothers, because their mothers were of the age of my wife, Janet, which was a generation of women who were just beginning to enter the work force in great numbers. When I was an undergraduate in the Cornell College English Department, it was very unusual department in the sense it had three men and three women as faculty. There were not that many women teaching at the college level in the '50s. One was married but childless, one was a single poet, the other was a closet Lesbian. I remember the married one, saying at a senior dinner party, that never once had she had one of her female graduates go to graduate school. They all would marry, and teach for a couple of years while their husbands got established, and then have a family. That was a transition time. My wife was in that generation. But many of these women

later on would have careers, and their daughters were practically all going to have careers. So it was exciting times to have students go home, interview their mothers, and find out what their mothers did. We did a lot of research on this. I don't know what ever became of it, but we were kind of on the cutting edge of some interesting things: three male faculty members, doing this kind of thing was kind of exciting and heady. So, Herb and Bob were very, very important to me in ways that Sy and Cliff were early on, but in many ways, far more important because we were more peers. They were older than I, and we were more peers, so they were very important to me.

Bob Burns was very important. I look back on the presidents that we've had, and Bob Burns towers above all of them. Bob was no intellectual, but he was a good educator. He had good ideas; he followed through with his ideas. I'll give you one example of why I admired Bob Burns so much. The year before I came to Raymond, Martin Luther King was scheduled to speak at a Raymond High Table. He was unable to because of some blow up, I don't know whether it was Birmingham or what, but he had more important things to do. Prior to his coming, Kate and Walt Raymond told Burns that they would withdraw their money if they had that "nigger" here. Well, Martin was really concerned, and Bob said let's go down and see them and talk to them and see what we can work out. So they went down, and sat on the front porch, and had lemonade, as I understand it. The Raymonds were very adamant, and Bob said that he was really sad that they felt that way, but if that's the way they felt, that was too bad because he planned to have King speak anyway. Now, I subsequently discovered how much that money was from Linda Lockett, who was a niece of the Raymonds who were childless. It amounted to around seven million dollars of land. So Bob Burns was willing to throw away a lot of money for a principle, and I admire the hell out of him for that, because I don't think that we've had a president subsequently who would have had the balls to do that kind of thing. I really don't.

The other thing about those years, of course, when Bob and Herb and I put that class together, was during the Atchley and McCaffrey years, where we had very little presidential leadership that amounted to anything. And as Jerry Hewitt one time said, because we had so little administrative oversight, it allowed the faculty to do all kinds of interesting experimental things. It was during that time that we put the Human Development course together, and there weren't any administrators looking over our shoulder. We did it and again, most of these classes that we were teaching were overloads. I taught regularly, every fall, Introduction of Human Development as an overload and in the spring, I taught Freudian Psychology as an overload. Herb was teaching an overload too, and so was Bob. Those guys were important extremely important to me.

di FRANCO: Who were the people who were not supportive?

WILLIAMS: Well, I mentioned the administrators. I'll tell you some interesting stories. One of the people I got to know really well was, it's terrible, as you get older, you can't remember names, Al Warren, who was the head of the bookstore. And then there were a couple of women who ordered books and worked in the bookstore, Julie (can't remember Julie's last name) and Donna, (I don't remember Donna's last name either). During the Atchley years, Julie and Donna were kind of deep throats, in terms of feeding me information, which I then fed to the Academic Council. But I also got to know Al Warren really well, and one of the things that I learned from Al is that Winterberg was not a straight arrow. Winterberg had the following habit. If any new IBM computer came out, he not only had one for his office, but he also had one at his home, and Al had to eat it. Al had to cover it in the books. Not only was it that, but he, Winterberg, got all kinds of other stuff that he got from the University, that he basically ran it through Al's department, and Al had to eat it. "Work the books, cook the books." I could be wrong about this, but I talked to a number of my colleagues over the years, and we were inclined to agree that Bob Burns and Winterberg, who had been here as a student as I recall, were friends. Money was always tight. When Burns was President, and when he needed a little extra money, he'd call Bob Winterberg, and he'd say slide some money from this fund over to that fund. But then, whenever times got better, Burns would always slide it back, because Burns was a man of great integrity. But Winterberg learned how to move money around when Burns was here, and when Bob was gone, Winterberg didn't have the kind of moral integrity that I think Bob Burns did.

When Atchley came, and we were all trying to work with him. Actually Janet and I invited Atchley and his wife for dinner, and we went down north of Modesto to the Catfish House, and then they came over to the house afterwards. This is in the early years when Atchley first came, so the faculty was trying hard to work with Atchley even though many of us were nervous about it. I said, "I have a question I wanted to ask you first and then I want to tell you something." I said, "No one seemed to know who much the gift of the Raymond land was worth that came as a gift to the University. Nobody knows where it's at. Would you do your best to try and find out what became of the Raymond money?" He said, "You bet. It shouldn't be difficult." I said, "Fine." He said then, "You wanted to tell me something." I said "I want to tell you about Winterberg." I told him what I told you just now about Winterberg. Then I told him about my distrust of Winterberg, a distrust I thought many of the faculty shared. Two things happened as a consequence. About a year and a half later, Atchley called me into the office and he said, "John I want you to know how much I appreciate what you told me about Winterberg, because it saved me a lot of time." He said, "I would have been a lot longer discovering some of the things that you alerted me to. I want to thank you for that." The other thing he said was, "I can find no paper trail for what became of the Raymond money." He said, "It seem to have just disappeared." Well, I think we can surmise fairly well what happened: it went into the football

and athletics and various other areas to keep Pacific afloat! It all disappeared. We used up the money.

Another example: Shortly after Atchley came, he had a night honoring all of the biggest donors. The Raymonds, Kate and Walt Raymond, were two of the people honored as one of the biggest donors. Again, nobody could quite tell me how much money there was. Atchley couldn't. About a week before this big donor's dinner, I was asked if I would come on behalf of the Raymond family, since I'd been deeply involved trying to pull the Raymond alumni back into the University, and accept the award on behalf of the Raymond family. I said I sure would, but I said, "If you'd called me a little earlier, I could have helped locate a member of the family." We had a niece and nephew of the Raymonds, who were childless, attend Raymond. One of them, Linda Locket, I was still in touch with. She lived in Switzerland. She is married to a Swiss politician, and I said, "I think their father lives in San Jose." Well, I heard from Linda almost immediately via e-mail, and indeed, her father lives part of the year in San Jose and part of the year some place in Arizona. I've forgotten if it's Phoenix or Tucson or some place. So I said, "He's not very far away," but by this time, the honorary dinner had passed and I'd accepted the award. Well, it took the University six months to get the award down to San Jose, which seems to me like a rather long time. Had it been up to me I would have gotten into a car and gone to San Jose almost immediately. The other thing I found out from Linda is that her family was not very happy with the University, because it would be nice to know what became of that money from that land, money which eventually amounted to around seven million dollars. Now, there was seven million dollars, or there about, that disappeared into the coffers of the University. Well it really gives one pause, particularly when we had to kill Raymond College because it was financially not feasible, but then we didn't have the financial endowment to help us move along. So that was a disappointment.

Another thing connected with this demise of Raymond College is something that Berndt Kolker told me about. Berndt and Eva had a daughter, and they raised a niece because of, as I recall, a divorce in the family. The niece was named Colleen. I don't remember her last name. Colleen married Bob Hass, and he was the first appointment of Stan McCaffrey to the Board of Regents. Now that would have been when Stan first came. I think that was in '72 or in '73? Do you remember Roland?

di FRANCO: I came in '72. I think he came in '71.

WILLIAMS: Okay, that seems right to me. Bob Hass was, as I recall, the CEO of Levi Strauss. He served on the Board of Regents for eight years, I think. During all that time he was a good company man and never talked to Berndt about what was going on in the Board. During that time he, well he came over to Berndt and Eva's at a party. I was there at the party. Eva was a matchmaker. She was a Jewish mom. She had a niece, Coleen, beautiful woman and an

attorney. She was really pushing Colleen, and Bob came over and met her, and eventually fell in love, and got married. Well, during all that time, you know, Berndt is virtual father-in-law to Bob Hass. Bob never said anything about what was going on in the Board of Regents. But when he resigned from the Board of Regents, he resigned in total disgust. He came to Berndt, and he had not very kind things to say about the Board of Regents. Now I was pretty close to Berndt, and that's one of the reasons that I found out this stuff from him. Bob Hass, at his very first meeting, met with a little subcommittee of the Regents, Academic Affairs I think it was, and the committee consisted of Bob Eberhardt, Ted Baun, President McCaffrey, and Bob Hass who remember was brand new. And they made a momentous decision, that they were going to eliminate the cluster colleges. Nothing was ever said to the faculty.

We discovered in about '75 or '76, right after an accreditation report in which Raymond was spoken of as the jewel in the crown in the University of the Pacific that they had quit recruiting for us. Now, let me be mindful of this: Berndt didn't know this at the time. He didn't find out this until Bob Hass resigned. Now, at our recent Raymond reunion, I contacted Gale Kolker, who is Berndt and Eva's daughter, and she came to the reunion. She was just delighted to represent her parents who are both deceased. I also got a hold of Bob Hass and invited Bob, because Bob had met much of the Raymond faculty. He had been in some of our homes. Some of us were at their wedding. I asked him if he could come. I said "I'd like to visit with you about old times." Bob said he didn't think he would. I wrote back and kind of told him why I wanted to get this first hand from Bob Hass rather than second hand from Berndt. So I had my stories that I'm telling you straight. Bob said that the reason he didn't want to come was they have a daughter, I don't know quite what the story is, but who had some serious health, maybe mental health problems. He said he is retired, and he and his wife are devoting their time to her and this sort of thing. He said he really did not want to come. What I told him was something to effect that what I told Berndt is accurate. He said, "I really don't want to get involved." Basically he said, "I want to let sleeping dogs lie", and I understand that. But it did mean that I could not verify first hand from him what I had learned second hand from Berndt. Whatever the case is, early on, a decision was made within the Board of Regents, quite quietly, to eliminate the cluster colleges.

Now, I have great respect for Ted Baun and particularly what he did for Engineering and other things, but Ted was a conservative, agriculturalist and he and Eberhardt were nervous about the cluster colleges, and what the cluster colleges stood for in terms of a kind of a liberal education. In various ways it made them nervous. Stockton is a very conservative community, and it was even more conservative then than now. So that's one of those stories that I know is not going to make any official account. So those were frustrating years.

I moved into the English Department at the time that my father was dying. I have always compared the death of Raymond College and its loss for me personally, with what it meant for

me, with the death of my father. It was an incredibly painful experience. The experience had meant so much to me in terms of furthering of my education. It wasn't just exciting teaching: I was learning from my colleagues. I was learning from my students. It was a heady, exciting time.

di FRANCO: You sort of talked about some specifics. I wondered if, from some general point of view, you could characterize some groups that worked at the University level, that are part of the University. Like, how would you characterize the students at Pacific?

WILLIAMS: Well, I pause here because I'm thinking of a number of ways to get at you question.

di FRANCO: I also realize that you've been here a long time so the characteristics of them may have changed through those periods.

WILLIAMS: Yeah, you know, having begun at Raymond with the kind of arrogance, exclusiveness that marked that College under the leadership of Dick Martin, I always thought of our students at Raymond as being somehow superior without having any knowledge of what students at the College were like. When I began teaching at the college in about 1979, I think it was fair to say that I discovered that the students in the college were no less bright than the students that I had at Raymond. But the culture of the College, because of its bigger size, because of its departmental organization, because of its, to some extent, its reputation as a party school, was different. I'll let you know an interesting story that I bet you don't know about, that they didn't perform at times at the highest level that many of my students at Raymond did. They were as bright. My best students were just as good as the students that I had at Raymond. It was the culture that was different. Now, along about 1980 I guess it was, no about '85, I had a sabbatical and I made arrangements to go back to Cornell College to express my gratitude to my teachers, who had told Dick Martin that I was such a great guy. I had some incredibly fine teachers. I never had any graduate schoolteachers who were as excellent teachers as I had as an undergraduate. The English Department at Cornell College was just phenomenal. So, I went back. They have a program of one course one month at a time at Cornell. So I went back along about February, March I think it was, stayed with the wife of Jack Shackford who is now deceased and who was one of my professors in the English Department, put the honorarium they gave into their alumni fund, and all I asked for was a meal ticket so I didn't have to pay for my meals and I could eat with students at the dorms. Had my breakfast with Marge Shackford. I had my other meals with the students. So I had a chance to encounter students at Cornell in this intense one month reading Faulkner. I don't think that the students that I had at Cornell were any better. In some cases, not as good as the students I had at the College.

I also went to western Washington State to Fair Haven College and exchanged with a colleague that I'd known in graduate school. He lived in our house, I lived in their house, and I taught there for a quarter. They had a really interesting program that was very unusual. They had one dormitory full of senior citizens. They had a farmer with an eighth grade education who was in my Faulkner class. They also had the head of the Art Department of Ohio State who was there. So it ranged from a guy with a PhD to a guy with an eighth grade education. Men, women, and every class at Fair Haven had at least two or

three of these senior citizens, and they were really exciting. I came back and said we ought to be doing this here because what these older people brought to the class was a lifetime of experience. The farmer was as blown away as my undergraduates by Faulkner, but he had that lifetime of experience to draw upon to help him understand things that my co-eds couldn't get a hold of. It was much harder work so it was very exciting. My students up there, my co-eds, the undergraduates, weren't any better than I was having down here. So I think it was more the culture at Raymond that made the difference.

Times changed as I taught at Pacific. From the time that I began teaching in 1979 until I retired in '98, I couldn't have gotten 35 students to read Faulkner if I wanted to. The last time I taught Faulkner, I only had five or six students. He was too difficult. My example that I give for that is I was teaching the Masterpieces of American Literature. It is a two-semester class and is divided up about the time of Lincoln for the second half, and up to Lincoln for the first half. I, for example, at Raymond, I had no trouble taking students through **Moby Dick**. I would never thought of trying to take any of the College students through **Moby Dick**, but my Reader had several Melville stories: **Bartleby**, **Benito Cereno**, and **Billy Budd**. I don't remember which of the stories I had assigned. My habit was rarely to lecture. I would give a little lecture about the writer and then, even in this big class of 45 students, I would walk around the class asking questions. I had managed to get a great many of the students engaged in conversation. I must say, when you're in a class like that and you're walking around, people can't go to sleep because you're behind them, you know, and so there is a certain advantage for this kind of thing. So I'm walking around, and I had good discussion most the time. So we're starting with this story of Melville's, and I ask a question. No response at all. So I ask another question, because as I said earlier, I ask stupid questions sometimes or questions that don't make any sense. So, I asked another question, and nothing happened. So I asked yet a third question or so, and everybody is kind of looking at their crotches. No eye contact at all. Finally, I don't remember the young guy's name, but he was kind of like Ester Decker I told you about earlier. This young man said, "You know John, I spent last night for three hours trying to read this story. I was looking up every six or seven words in the dictionary. I just couldn't read it." I thought to myself I can't do this much longer. I thought Melville had only a fifth grade education. I don't know whether you know that or not Roland. He said that his Harvard and his Yale were Milton and Shakespeare. He did have a very large and erudite vocabulary, but I made up my mind. I can't do this much longer. I just cannot. If my students read a Melville short story, and can't get through it in a few hours, then there is something wrong.

I taught a couple more years, but there was a change. There was a definite kind of change, and I could see it from that 35 in Faulkner. For several years I had big classes and I taught them. Charles had given me his class in Southern Literature, so I paired that with Faulkner every other year in the spring. The students were not willing to work hard to read admittedly difficult fiction. So that was a bummer. One of the reasons I retired a little early is because I was getting very, very frustrated. I remember a colleague, Malcolm Moule, who got very frustrated with teaching. One time I ran into him as he came out of a classroom. He looked like death warmed over. I asked him what the problem was. He said, "John, I've decided that all these years I've been casting my false pearls before real swine." I said, "For God sakes Malcolm, it's time to walk away." I did not want to begin to think of my students as swine nor think what little I had to say was false pearls. So I thought it was time to walk away.

di FRANCO: How about we turn to the faculty, and let's talk a little about the COP faculty you came into.

WILLIAMS: Well I've mentioned this, particularly in terms of the Mentor Program. I saw you nodding your head when I mentioned the names of the people who were on this committee.

di FRANCO: Great committee.

WILLIAMS: It was a great committee. I won't go into great detail about this because I don't want to hash some of these old things over. The English Department did not make it very comfortable for those of us coming in from the cluster colleges. In some sense, it was really understandable. Biology had Steve Anderson, one person. Philosophy had one person. The English Department had about five of us from the cluster colleges. There were Roger Muller, Gil Schedler, Marge Bruce, and me. John Smith had gone over the year before the demise of the cluster colleges. So they had a problem. They really did have a problem. A whole bunch of people could just change the whole nature of the Department, if we got dumped into it.

di FRANCO: A clash of culture.

WILLIAMS: Yeah, a clash of culture. I can understand their reluctance, but eventually, we all ended up there, and they did not make it very comfortable for us. The Department never had the kind of camaraderie, or openness, or willingness to engage in friendly conflict that I had experienced at Raymond, or that I experienced in this teaching of Introduction Human Development with Bob Orpinela and Herb Reinelt, where we could disagree with one another in front of students and be open about things. Nor did we have the kind of open discussion, conflict, disagreement, passion, and feelings about things I experienced in the Mentor group. So in the English Department, there was just none of that. Everything was hidden and so it was a most uncomfortable situation. As you know Roland, from the people that we meet at the pub on Fridays, my friends, the people I hang out with are a botanist, a civil engineer, you a mathematician, a biologist. I've become friends with, and admirers, of people that sat at the cynic's table when the "Church of the Redwood Deck" was still there. I've come to respect my colleagues across the disciplines a great deal. That's not to say I don't respect some of my colleagues in the English Department. Charles Clerc was a wonderful man, a real gentleman. But he hated conflict so much that when he was Chair, he didn't want to have any meetings because he was afraid there might be some conflict. And then there was Lewis Leiter who also hated conflict but I always appreciated his kindness. When I ended up in the English Department, Lewis was the only person from the English Department who came to welcome me. He came over to Wendell Philips, he knocked on my office door, and he said "John, I want to welcome you into the English Department." Not a single other soul did this. There wasn't any office space for me in Knoles Hall.

When I came into the department, Arlen went off on a Fulbright or something, and I came over and I said to John Seaman who was Chair at the time, "You know John, I realize Arlen is only going to be gone for a semester, or a year or something, but I'm willing to move over and be a squatter during that time, so that I can hang out around the coffee pot and get involved in the culture." This was on a Friday, and I came back Monday and John had moved the coffee machine and the printer into Arlen's office. He never said a word to me, just moved the coffee machine and printer in, which meant he didn't want me over there. In terms of faculty, Arlen was another guy who was cold and aloof, but as Arlen began to see me as a teacher and the reputation I had with students and classes, he changed and warmed up to me. They mainly wanted me to teach freshman and sophomore classes: "Introduction to Literature" and "Expository Writing." I decided I was going to be the best of those faculty teaching these classes. I became really good at it, and Arlen came to respect that a great deal. He came to see me one time and told me, as he was registering students, he would listen to them waiting in line talking about classes, you know, who they should take for "Introduction to Literature," and he said students always were positive about you. They said, "He's tough. It's hard to get a good grade out of him. But he's fair and he's always interesting." So Arlen finally came around, and he and I became reasonably close in the later years before he died. But still, the colleagues in the college grew out of thing like the Mentor Seminar and over the years, working with the colleagues from the College of the Pacific, on committees, and the Academic Council and this kind of thing. Those are the people, you know, that have remained important to me in retirement. Some are really, really good people, as you know.

di FRANCO: How about administrators?

WILLIAMS: Well I've touched some on administrators. I think that Bob Burns was an unusually good president for a place like this. When he began as President, Roland, he had a not only a conservative territorial faculty. That's not all. It was not all that great of a school. It had a reputation as a party school. You probably don't know this, but when I was a freshman in college, in 1954, '55 at Cornell College, Playboy magazine came out. I remember two things about Playboy magazine that year. First of all, I didn't have enough money to buy one, so I had to look at somebody else's. One of the things I remember was the famous picture calendar photo of Marilyn Monroe lying on her side nude. I mean everybody has seen that I'm sure. The other thing was that they conducted their first poll of where the party life was best in the United States, in colleges, something that Chico won for many years. The first winner was the College of the Pacific. Now, we don't use that in our Admissions Department, but I remember sitting around in a room with some of my friends, and said well where is the College of the Pacific? We got a map, and we looked it up, and some of us said, we came to the wrong place. Burns had a party school with a ho-hum sort of an educational program. He had a tough road to hoe, as we'd say on the farm. Berndt and I came to admire him. I guess the only other

administrator that I really, really admire was Berndt Kolker. I have great regard for him. The Regents were reluctant to hire him. Bob Burns was reluctant to hire him. He was the first Jewish administrator we had on this campus. Bob Burns had picked out an Anglican priest, whom I had known in Chicago, a really good guy. He would have been interviewed by the Raymond faculty but we were unanimous that we wanted Berndt. Mike Wagner passed that message on to Burns, and Burns just blew up, because he had this other guy in mind and according to Mike, Burns said, "I'm going to have to think about this." He later called Mike back and he said, "I'll let the faculty have Kolker." He also said. "You're going to regret it." Burns, you know, respected the faculty's decision even though he was dead set against it. He also called Mike back in a couple years later, and he said, "You guys were right and I was wrong." Again, that's why I admire Bob Burns.

Here's a short story about McCaffrey. I think I mentioned this the other day at the pub, that I always used to tie my bicycle to the chain out in the front of WPC, you know, there are steps, and a chain on it. I tied my bicycle out there, and I came out one night, about 5:30 or so, to get on the bicycle. McCaffrey and Cliff Dochterman are standing there. You know how McCaffrey looked puzzled, he would get this puzzled look on his face, in deep thought, and his friend had this smile on his face. I came out and I said, "Stan, you look like you're really serious. What's going on here?" "Well, we got this sign up over this building, Wendell Philips Center, and we never got any money out of Wendell Philips, and we really need to rename this place," and he said, "We need to get that sign off and get another one there." "Well, you know we could call it the Walter Paine Center, and it'd still be WPC," I said. "If you want to get rid of that sign," I said, "I've got a chainsaw," and I said I could bring that over, and we'd have it off of here in a flash. Well Stan didn't think that was very funny, and it's still there of course. Some things never change.

Berndt, I admired him a great deal because, again, he had a tough road of hoe with an early faculty that believed in the core curriculum. We didn't want to change but our attrition rates were terrible and he knew that things had to change because we were driving some of our best students away. So I admired Berndt for a great many reasons. I learned a lot about how you put a budget together. He described how we always had what we wanted because he said, "John, I'm smarter than Winterberg." He said, "You put all the core stuff you want here in the inner circle, and you put a lot of other stuff you really, really want right around it, and then you put a lot of fluff out here that you're willing to negotiate away. By the time I negotiate away the fluff with Winterberg, we've got everything we need, and then some." So I came to admire Berndt a lot, and for many reasons.

WILLIAMS: Berndt praised Pacific and praised Raymond while trying to raise funds for the University. Berndt had been in charge of the southwest district of the United States in terms of

economic development. Berndt was a fairly sophisticated economist. He had been Financial Vice President of Kansas City before coming here, so he knew about fund raising. He knew about development, but he was also very savvy. If he ever ran into a contact, he never did anything without coming back and talking first to development and then the president, because they're the ones who were doing it. He knew his channels of communication. Berndt was in Seattle, and he meets a woman who was a graduate of the College of Pacific. She said "I'm a widow," and she said, "I've got a lot of money I've inherited." She said she didn't have any children. She said she liked what Berndt was saying about Raymond College. I'd like to come down and talk to people, the President and see about donating some of my money. Well Berndt was just delighted. So he came back and he told the President about it. A month or so later, he got a call from this lady, and she said, "You know, I've got this male friend who is much wealthier than I am, and he also is a graduate from the College of the Pacific. He said he's really entranced by what I'm telling him." She said. "He's got a jet, and we're getting on the jet. We're coming down and talk to the President." Well, she hangs up. Berndt gets right on the phone, calls Development and Development gets moving, goes to see McCaffrey, and McCaffrey says, "I've got to have more notice than this to talk to these people." These people are in the air. They come down. Berndt meets them at the airport. McCaffrey won't meet them. Berndt said, "I have no idea how much money these people have, and we just blew it off." He said, "I would have dropped everything had I been McCaffrey." He said Development was ready to go, but you see, they had already decided to kill Raymond College, and it would have been a staggering and embarrassing.

di FRANCO: To get that kind of money.

WILLIAMS: To get that kind of money, to keep a college going that they decided to kill. It's amazing you know the stories that you hear about this. Berndt was an interesting guy. The other person that I really, really admire, and I think that he deserves far more credit than he'll ever get in the history of this University, is Pat Cavanagh. I think much of what DeRosa gets credit for in this University is a consequence of Pat Cavanagh financial wizardry. He's a man of great integrity, he's bright, and he's managed our funds really, really well. I have great regard for him. I think in terms of the administrators, that I admire the most, those are the three administrators I really admire a great deal, Bob Burns, Berndt Kolker, and Pat Cavanaugh, and they all have served the University admirably.

di FRANCO: Are there any staff people you admire?

WILLIAMS: Oh, there are a lot of staff people. It's hard to remember the names of staff people. I became very close friends of Julie and Donna, over in the book store, because they were so candid with me about all the stuff that was going on in those years when we were trying to get rid of Atchley and I was serving on the Executive Board of the Academic Council for three years.

I mean they, like I said, they were deep throats who told me all kinds of things. They are the ones who originally told me the stuff about Winterberg. Al Warren knew all this stuff, and he told me a great deal about what was going on with Winterberg. The staff generally around here has done yeoman service, frequently for minimal pay, I think. It's hard to think of any staff member I've ever known who was a dog. I mean, they are underpaid many times, over worked. I long ago understood, discovered particularly, when I went into the English Department, that the secretary and the cleaning ladies were more important to me, really, in my teaching, than my colleagues were. Beverly, who was our cleaning lady in Knoles Hall, for example was wonderful. I had a habit of getting in really early in the morning, around 7:30 most mornings. I would come up the stairs to the third floor, and almost always heard Jazz on my radio. Beverly had come in, turned on the Jazz, and had the coffee hot. She'd come in and we would have a cup of coffee together. Then we'd go clean the pigeon shit out of the classroom that I taught in, because someone always left the windows open and the pigeons had come in. The staff people were generally great, from the cleaning lady, the grounds people, and the secretaries. I discovered that secretaries would do anything for you if you treated them like they were human beings. The way some of my colleagues would treat our secretaries was shameful. And then they would wonder why it would take them so long to get her to do something for them. I'd come in and ask her to do something. She would drop everything and do it immediately. I frequently did my stuff at home. I'd print them off on my printer so they didn't have to because I knew they were busy. I think our staff over the years has been amazing.

di FRANCO: What do you think about the Regents?

WILLIAMS: Well the Regents, as you know Roland, have been a mixed bag over the years. I think one of the things, one of the debts we owe Atchley, is that Atchley began to change the nature of the Regents, and the Regents became much more, many of them, much more responsive to needs of the University and the faculty as a consequence. I have little regard for Eberhardt and what Eberhardt did. I think one of the great days for the University was the day Eberhardt died, quite frankly, because we got free of his reign. One of Atchley's early appointments to the Regents was Jim McCargo. Jim told me this story himself so I know it to be accurate. It's first hand. When Atchley called him into the office, and told him that he wanted him to be on the Board of Regents and he said he had to get approval to do that. But Jim said, "I don't want to say yes until I've talked to Eberhardt." Bill said, "Sure." Bill picked up the phone to inform Eberhardt that Jim McCargo was on his way down to get acquainted. So Jim got in his car, drove down, went into Bob's office. Bob closed the door and put his feet up on the desk and explained to Jim how he ran the Board of Regents. He expected Jim to toe the mark. "Basically do what he was told to do." Jim told him he wouldn't do that, and Eberhardt told him, "You won't be on my Board of Regents." Jim walked out of the office and headed right up to see Bill Atchley. He came into Bill Atchley's office, and Bill is on the phone yelling at Eberhardt. He said, "By God he will be on this Board of Regents." And true to his word, Jim became a member of the Board. So I really admire Bill for some things, despite my general lack of appreciation. He changed the nature of the Board of Regents.

Jim, who I've known for years because early on as a student, he hung out at Raymond a lot and I watched him play basketball. He had worked with Janet. Jim was kind of an entrepreneur. He was doing computer stuff and selling computers, and he worked with Janet to bring the first computers into Stockton Savings. They worked closely together, and I got to know Jim from another perspective. Jim got a hold of me right after he got on the Board, and said we need to get somebody from the Cluster Colleges on this Board of Regents. And we managed to pull that one off together though it was mainly Jim.

I admired the Board of Regents, or at least many of them, when things were falling apart in the later Atchley years they were working hard with the faculty to try and get the kinds of changes we needed. I think that one thing that was interesting to me was when DeRosa came that first year. He was so incredibly nervous about the fact that the faculty and the Regents were talking on the phone all the time. You'd call up a regent, or a regent would call you up, and you know what was going on. I said to Don at the time, "Look," I said, "These were unusual times we've been through. I'm not interested in talking to Regents every night, and they're not interested in talking to me or Roland or the Academic Council." I said, "Give us a chance to get this thing smoothed out, and in a year, no one is going to be talking to one another again." Well, that's exactly what happened. I can understand why Don was nervous, but those were unusual times, and we had some really good Regents after the coup when they kicked Eberhardt off the board, and Jim became Vice Chair and Dale Reddig from the Dental School became the Chair of the Board of Regents. When that happened Eberhardt cancelled all of Jim's finances. Just took it away, everything Jim had. He had all this financing for everything he was doing through the Bank of Stockton. Eberhardt just jerked them all out, left Jim hanging out. If it hadn't been for a couple of Regents, Jim would have been in serious trouble. So that tells you something else about Eberhardt, and it tells you something about the nature of the Regents. So the Regents have been in my time here a mixed bag. I don't know much about what's going on with the Regents right now. Of course, I've been retired too long to really pay too much attention. They've been a mixed bag, but I really do think the Regents have changed, and that's partly because Eberhardt is no longer in control. Again, we owe Atchley a debt, and we owe Don a debt for continuing to make those changes. I think that's really important.

di FRANCO: Anything you would say about alumni or University donors?

WILLIAMS: I just don't know enough about that. My feeling has always been...I don't know where we are now, but all the time I was here, we just never worked our alumni the way my undergraduate school works us. The truth of the matter is we've had so many good people step into the breach to do things when they were needed. For example, Kara Brewer worked in the alumni office for a number of years with various people, but she wasn't an alumni person. She really did a great job on securing funding with senior people who are leaving their estates and this kind of thing, but we've never worked the alumni. Now again, I don't know where we are right now, I know in terms of helping the Raymond people put together reunions and stuff, we've just had incredible help. Are we working our alumni for funds the way Cornell College

does? I bet you we're not doing that, and I think that's shameful because there is a lot of money out there, as every college knows. We should go after it, and I just don't know if they're doing that or not, but I know all the time I was here, we never did.

di FRANCO: I'm not quite sure about the next question. Describe the working relationship between faculty and administrators during your years here. We've covered some of that.

WILLIAMS: Well, we've covered a lot of that. I don't know what else to say.

di FRANCO: You talked about your working relationship with faculty and students. What do you think the most significant programs are that you were involved in?

WILLIAMS: Well, I think from what I've said you can guess that certainly my experience at Raymond, for all of its faults, was a really heady, exciting, educational experience. One of the things that I didn't mention that was really valuable is that we'd learn from students. I think I made it a little clearer that we did faculty education of one another because of the cross disciplinary thing. One of the things that happened at Raymond was that, in early years, the faculty was funded to eat lunch. If you had a class just before lunch, frequently, you'd get up from class and three or four, five, sometimes the whole class would walk with you, down to the dining hall. We'd go pick a table in the back corner of the room and we'd just continue the discussion. Sometimes it would be joined by other colleagues and sometimes by other students, and so the heady experience of learning just continued. Because students were learning things that we didn't know from our colleagues and they were bringing them into classes all the time, you were always learning from students, about a book you should read, a novel you should read, something you should read that they were reading and excited about. And when you got around to it, you did it. That was important and I think that, I mentioned the Introduction to Human Development, that was a huge learning experience for me and working with that Mentor Committee was very, very important, and I think that was important for the University. I think one of the hidden things about this University is really quite interesting. I don't think there is a college or university in this country that has had so much experience in terms of working with general education and how you do general education as this University has, from the cluster colleges up through the Pacific seminars. We have tried more things, done more things. I said partly because of my experience at Raymond, and there was this several phases of evolution at Raymond, that if you could do it, ideally you'd get a series of things like the Mentors going, and after a couple of years, you set up another committee to begin another cycle, rethinking everything. So when you get burned out, you've got another one already in place because you've got another group of people doing something else. You know that's exhausting and that's time consuming.

di FRANCO: Any programs that you involved in that were not successful?

WILLIAMS: Well probably the least successful was the two years they threw the Raymond-Callison faculty together in what we called Ray-Cal, and that was just a makeshift thing. It was a disaster. Not because of the faculty so much, but because they expected to bring two things together that were inherently quite different. The two faculties had rather different attitudes toward education. I mean, some of us had similar attitudes and then we had an administrator, Margaret Cormack, who was just a bloody disaster. The second year, the Raymond Faculty didn't get any salary increases, and Callison Faculty got it all. Everyone in Callison and nobody in Raymond got an increase. It was at that point I went in and reamed her out. I just thought it was outrageous. Cormack totally undercut the Raymond core of the faculty who were there. John Smith had been an Assistant Dean or whatever it was called as the second administrator, and he just couldn't handle it. He left, and went to the English Department a year before they closed Ray-Cal. But then Larry Osborne retired, and he was the Shakespeare guy so John moved over at a good time. Ray-Cal was probably the least successful thing I was involved in.

I must say I was not entranced by the English Department's Graduate Program. I was glad to see that they got rid of the Doctor of Arts program before I came, but we still had the Master's program. I think that of the last seven students in the M.A. program I dealt with, either as advising or being on their committees, six of them I voted against even though the faculty voted for them. I was glad to see that go. We just didn't have a broad enough base of faculty to do it. Those are the main unsuccessful programs I was involved with.

di FRANCO: What are the most significant achievements you saw here during your tenure, not necessarily that you were involved but like programs, building, facilities, libraries, laboratories? What are the big significant achievements we've had during your tenure here?

WILLIAMS: Well I think our General Education Program that I mentioned. It amazes me, the kind of building we've been able to do. The new DeRosa Center over here where all the dining takes place and the dormitories that they put up across the Calaveras. Again, Pat Cavanaugh has done an amazing job of enhancing this campus in terms of its building facilities.

Because I never really was a significant part of the English Department, I don't know, for example, what kind of facilities that the English Department now has in terms of teaching. I know there are things that they may have that we certainly would like to have had when I was teaching. I wish I could have had computers in the classroom and a screen. One of the things that you can do with writing is sharing students writing with one another. I did a little thing called sentence combining. It consisted of a little workbook. It would have a series of short sentences and you're to combine those short sentences into one long sentence. I would have all my students do this, and we would go write them on the board, and would compare them. Of course there is no one perfect way to do it. There are many, many ways you can do the combining exercise. Then I would give students a chance to talk about why one sentence was a

more interesting sentence than the other sentences on the blackboard. It wasn't a matter of picking out students. It was a matter of helping students understand the way that you express things by having single sentences, compound sentences, compound-complex sentences, because it's the variety of the patterns of sentences that make writing interesting. We are creatures of habit, but we're also creatures that like variety and change and this kind of thing. Your sitting in a room and everything is dark and a fly goes by. You immediately see the fly in the dark because we like that variety and that change. If I had been able to do that same thing on a computer, where everybody brought in their disk and we could flash stuff on a screen, it would save all the wasted time of writing it on the board. We could do it instantly. We could share essays and this kind of thing. I could have used some of those kinds of tools that would have made me a more effective teacher. Do we have them now? I don't know. You don't need a lot to teach literature and English, but there are certain things that, you know, can be really, really valuable.

di FRANCO: We're almost at the end. Where do you think the energy for progress and evolution for Pacific came from?

WILLIAMS: Oh, I think a lot of it had to do with that initial thing that I told you about Bob Burns. That story he told us in the tower when he decided to hire me. Sam Meyers, Burns' Academic Vice President, hired me, and then he left the fall before I arrived. I'm told that he was responsible for many of the ideas for which Burns received credit. I think that idea of putting the clusters around the fringe, hiring young faculty, turning them loose was very valuable. Whether it was Burns' idea or Meyers' is immaterial. It was Burns who said to us, and these are his words, by the way Roland, "I know eventually the mother institution would get over its jealousy, lick its wounds, and heal itself." That's what he said.

di FRANCO: Wonderful.

WILLIAMS: It was only a couple years after I arrived that they got that Danforth money and they began the INI program with all the ferment that then took place within the College.

di FRANCO: This is kind of difficult. I don't know what to say about this question. Has Pacific met your expectations?

WILLIAMS: Well, you know, my expectations for Pacific were basically what I had heard about Raymond College. I had gone to a small liberal arts college. I didn't want to be in a big teaching mill, or publishing mill, where I would have to publish or perish. I primarily wanted to work with students in a small context. As I learned about this place, this is the place I wanted to be. It's the kind of place I want to be. In that sense, Pacific met my expectations from day one. It was only a couple years after I was here. Boy, they got that Danforth money and they began the I&I program. Then you know, things changed, and I had to change and that sort of thing.

di FRANCO: Do you think the external perception of our academic quality has changed?

WILLIAMS: I have no idea. I don't know. I just have no idea. Exterior perceptions are really difficult to know. Do you look at the U.S. News and World Report's latest stuff? What I do know is Pacific never made the best party school ever again. Maybe that's because we had such good competition from Chico State, but we never did that. That in itself is a good thing. You know my wife, Janet, worked in the business community during much of my career teaching. She graduated here in '75, and went to work in '75, and retired the year before I did, in '97. So she picked up a lot of stuff about the University from the business community. In terms of their perceptions, the business community did not have a very high regard for Bill Atchley or Stan McCaffrey. They had very, very poor perceptions of both of those guys. The business community tended to look at Pacific in terms of athletics. They always were big on the banks giving money to the volleyball and this kind of thing. Janet, for example, reamed out the Board at Stockton Savings for only giving money to athletics. She said, "You know, you're always giving money to athletics. We've got this Mentor Program starting." There were things we needed that we didn't have money for. She said they've got this exciting academic program, why don't you guys crack loose with some money, and we got some big money from Stockton Savings for the Mentor Program. She actually got them to cut loose with some money, and we got some big money for the Mentor Program, for audiovisual and that kind of stuff. But you know, unless somebody challenges them, that doesn't happen. Generally speaking from what people said, the business community had high regard for Pacific. High regard for what we were doing for students despite of its lack of regard for Bill and Stan.

di FRANCO: In the later years you mean?

WILLIAMS: Yeah, well, much of the time they could distinguish between an administrator, and what Pacific was doing as an educational institution and it's faculty. They are not really admiring the administrator. It's always the business community, at least when Janet was out there, they had a very high regard for our academics, for us as an academic institution, and I always appreciated that. Other than that, I don't know how to answer your question.

di FRANCO: Do you think the town-gown relationship has changed? Can you tell?

WILLIAMS: I really can't tell. I do know that if I were a sociologist, or a psychologist, or a political scientist, this community is a gold mine for research. Now I don't know. There are some people on the faculty have mined this gold mine. One of the things that was exciting for Raymond, that we did early on, was that we had what was called an embryo program and in the first year, this is when the change began to take place. The thing that I did was, I got students involved in going to elementary classrooms and working with kids. One day a week, a couple days a week, or whenever I could get them there. I always thought it was strange that the

Schools of Education would wait until the junior or senior year before they would have the people practice teaching. You may discover, after putting in all this energy, that you hate working with kids. I thought it was so very valuable that I had all these students sign up for this class. Many of them wanted to teach, but two or three of them would discover that, God they just hated this work. I thought it was a very valuable lesson. If they didn't learn anything else, they learned that. It meant that we removed a teacher from teaching who might have to spend the rest of their life doing something they hated, because their whole education had moved them in that direction. It was a great opportunity to have students learn something about the community. Learn something about teaching and that sort of thing. I think that the community is a gold mine. I don't know how much our colleagues do some of that kind of hands-on in the community but I know it is valuable and our community is a great resource. Even in terms of drama, and their various kinds of things that they could do, that I know we don't do.

di FRANCO: Last question. Anything we haven't covered that you want to talk about?

WILLIAMS: No, not really Roland. I've said more than I should have. For a guy who has always taught my classes by asking questions, I've done a lot of talking. I guess that's what I'm supposed to do.

di FRANCO: Yes you are, and thank you very much.

WILLIAMS: You bet.

di FRANCO: Very interesting. We're closing out.