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# Caldwell, Gaylon Oral History Interview

Herb Reinelt

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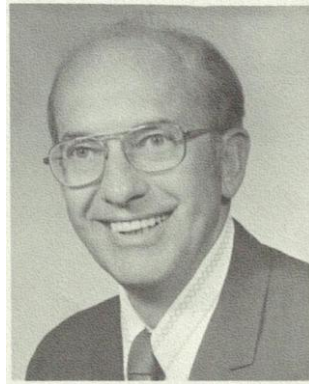
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FACULTY EMERITI INTERVIEWS  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Caldwell, Gaylon (1970-1982) Dean of Elbert Covell College, Professor of Political Science. Latin American Students, Policy Formation.**

January 27, 2004

By Herb Reinelt, Professor Emeritus, Philosophy

Transcription by Alissa Magorian, University Archives

Subjects: Early impressions of Covell College faculty, effect of Latin American economics on Covell student enrollment, imbalance among Latin American students enrolled at Covell, how American students benefited from education at Covell, attitude of University administration toward deans' and faculty's participation in policy formation, relations with other deans and department chairs at College of the Pacific.

**UOP ARCHIVES FACULTY EMERITI INTERVIEWS  
CALDWELL (GAYLON), Dean of Covell College, 1970-1982  
January 27, 2004  
TAPE 1, SIDE A**

PERSON: Keep talking.

HERB: How about saying something about how you happened to come to UOP? And what attracted you to this position?

GAYLON: Well, I got a letter when I was in Africa. I was in the U.S. Information Agency, doing a post inspection trip in Sub-Sahara Africa, and I got a letter from UOP asking if I would be interested in this job. And the reason they sent it to me is because, you probably know my master, I forget his name now, my good friend...

HERB: Don't worry about we'll come back later.

GAYLON: Woodward. Woodward. Yes, Woodward had filled in after the first provost died, after Jim Cullen died, and he recommended me, obviously. So they wrote and asked if I would be interested. And it just happened that I was interested, I wanted to make a change, I was tired of the medic life, so I phoned... well, actually Becky had sent me a telegram I think, saying I had this letter, and that I would want to respond to it because it had come from Woodward in Mexico City. So I phoned home and said yes. I wrote him a letter saying yes; I came out, and that's how I got here. Besides that, Elliott Taylor used to come down to Latin America recruiting for Covell College, and we always set things up for him, a room, and publicity, and that kind of thing.

HERB: Did you know Elliott beforehand?

GAYLON: Oh sure. I mean I just knew him when he came down. Jim Cullen came first, and I knew Jim that way, and then Elliott did it.

HERB: Now wait. How did that happen, that you got to know them? How did they get in touch with you?

GAYLON: I was a cultural attaché in Lima. When I first met Jim Cullen, I was in Lima, and in Mexico City when I met Elliott. We'd get a notice from Washington, they were clever enough to go to the Head Quarters and say we'd like some assistance, and so Washington would say, "Assist these guys," and we did. We would set up meetings for them and that kind of thing. So I knew both of them, and they knew me, and Woodward knew me because he had been a South American ambassador, I ran into him several times. He filled in after Jim died and probably told... but then, I never met the man, but the faculty... what do you call him? Vice President?

HERB: Oh, Academic Vice President.

GAYLON: Academic Vice President. The one before Allister McCrone.

HERB: Was that Wally Graves?

GAYLON: I don't know. But he's the guy who offered me to come up and be interviewed, and then he wrote to me and offered me the job. When I got there he was gone and Allister was there. I never saw him, the man.

HERB: Now was this during the Burns' Presidency?

GAYLON: Oh yes. Burns' was in the chair.

HERB: What year was that?

GAYLON: This was in 1970? When was Nixon...? I retired; I resigned when Nixon got in... 1970. When Kennedy came in. Just before Kennedy came in. 1970, I think. No, Herb, I'm mixed up. I have the dates here somewhere, and let me find them, it will come to me. I was at UOP from 1970-1982.

HERB: Ok, that would have been Jack Bevan that you...

GAYLON: Bevan, Bevan.

HERB: That was the Academic Vice President.

GAYLON: He went to North Carolina somewhere?

HERB: Right.

GAYLON: Yes, that was Bevan. 1970.

HERB: Had you been involved in academic work beforehand, or was this new?

GAYLON: Yes, I had been a professor at Brigham Young University, and I had guest-taught at Trinity College in Hartford, Connecticut. That was about it. I was at BYU for about... heck, maybe 11 years. So I'd been in that, and I knew these men for having come down, helping them recruit.

HERB: Moving on to... so you were ready to move? What in particular attracted you to the position here?

GAYLON: Oh, I had seen UOP.

HERB: You'd seen the campus?

GAYLON: My sister lived in Stockton, when I was going to Graduate school at Stanford, and I had come over and walked around. Stockton was a smaller town then, but I'd seen it, and it had a good reputation. At least she raved about it all the time. They had a good Conservatory and everything. So she liked it, and her husband went to the football games, in the days when COP played football, and he liked it. And it was my... in my eleventh year in the diplomatic service? I was tired. So we wanted to get back to the States. We had a house up in Mendocino, in the village, and we wanted to work on it, and we thought, "Stockton... we can go up for the weekends." That was part of the thing. It just fit exactly in the right time.

HERB: Great. So once you got here, what was your impression as you took up the reigns over there at Covell?

GAYLON: Well, I had been doing a lot of work with Universities from Latin America, from Chile, on up to past, well up to (QuiQuo?), seminars and things like that. And most Latin American Universities I knew then, except for one in Mexico, were old monasteries and things. So what struck me when I went to UOP was all the room, all the grass, all the trees. The red brick buildings, how they watered the lawn by flooding it.

HERB: No more.

GAYLON: No more.

HERB: Too bad.

GAYLON: It was smaller. It was very attractive, and when I was up looking around, and being interviewed, and they had... well, teach-ins I guess, early 70's, 69, and I went to one, and I was impressed with the students. The decorum and the faculty, they were firebrands; you were probably at the same meeting. It was over in Wendell Philips, and I can't remember what they talked about, but I was impressed by it. I thought, "Oh yeah, this will be fun, to be with some students again, some sharp kids."

HERB: What do you think about the whole program at Covell, bringing in Latin American students, and bringing in North American students and putting them together in the mix?

GAYLON: I thought it was a heck of a great idea. I kind of believed the propaganda I was getting from UOP, it never occurred to me that there were financial problems. But I thought the idea was fantastic, and I still do. I had a man on the board of directors of the cultural center down there, who sent two kids up to UOP, and he raved about it to everybody. Of course, he had all the money in the world. He said how great it was, his kids were meeting kids from Peru they'd never even speak to if they saw them on the street. Which is true, because we had some very poor kids from Peru, who would never associate with these people. And I liked that idea, and I thought it was neat to watch the American kids interact with these people.

HERB: Margaret used to talk about the different Latin American countries, and the hostilities, or whatever, the way they looked at each other...

GAYLON: It was interesting.

HERB: ...what it was like to put them all in the mix.

GAYLON: Yes, and see what happened. Peruvians who wanted to go volunteer for Argentina in the Falklands Islands War. And they hated Argentina, but they wanted to go down and help. Something happened to everybody there. It was a heck of a good idea. Too bad it couldn't last. Of course, Burns' was all for it, with his daughter-in-law. He was its champion; as long as he was there things were good. But the first enrollment day, I found out that it was tuition dependent, and that shocked me, I didn't think so. I thought it was a heavily endowed school when I came.

HERB: How about the faculty and how were they?

GAYLON: I thought the Covell faculty was weak, and my job, as I saw it, was to work around that, and I did. It was a little too incestuous, the whole thing, I thought. So I figured that what I ought to do is strengthen the faculty number one. In the meantime, open up so that the Covell kids could take courses in COP, or Raymond or Callison if they wanted, but to get them out, because I didn't think they were getting what they were paying for. This will probably get me in the Archives Memory Hall of Fame.

HERB: I think that's it. I think my sense was that what was happening, well, they were going to have to major in something anyway. So you did provide basically the liberal arts background for most of them, and then they moved into Engineering, or whatever else they wanted.

GAYLON: I don't think they really did, Herb. I got the feeling that they were trying to keep them in Covell. You could major in Political Science, but we only had one guy who taught it. And you could major in Chemistry; we had one guy who taught that. But that's not good enough; if you get them out, though, then maybe you could hope to attract some other kids. We did one or two from Raymond and COP, I think we had one from each college. But it was kind of scary, of course, telling these kids to come over and learn Spanish.

HERB: They had to work; they had to be able to work in the language.

GAYLON: Yes. That was hard. I think the idea's great.

HERB: I agree, I think the idea was absolutely fabulous.

GAYLON: And when you look back now and see what happened to these kids, the Latins who went back, where they wound up, and all that kind of thing. One of them is a

mayor of (Asunción?). These kids were good kids. We had a few who weren't so great, but you get that anywhere. And it was good for the Americans. I don't know so much about the American women who married Latin men, how happy that worked out. I can guess, but I don't know.

HERB: Elaborate a bit on financial problems as you saw them, and how that affected what the school could do?

GAYLON: Well, I was shocked. Bob Winterberg called me during enrollment to see how many students we had, and I didn't know. I didn't think that was a concern. Then I learned very quickly that it's very important to have the students, because that's who you depend on. When Burns' was in the Chair, I had no worries, the budget came, and the support was very strong. So I didn't worry about that then, but then things changed when they...

HERB: With McCaffrey.

GAYLON: Yes. And they got steadily downhill. Of course, I think the University had more natural troubles too. We expanded over into the Junior College; that took money. I always felt that we were paying our way, but other people didn't.

HERB: Tell me a little more about recruiting. You were tuition dependent, and one of the things that I've frequently heard was that we didn't have the support for sending people down to recruit as we might have had.

GAYLON: At first we did, when we had Elliott Taylor there. I think that Les was a little less enthusiastic, but with Elliott and Burns' we got the money to go, and they never stinted on my travel. We'd go down there, and do what I'd seen people do. Now the cultural attaché's were guys I knew mostly, and they'd set things up, and I'd visit everybody I knew. It was a tough time in the late 70's, things got tight down there.

HERB: Yes, we had a lot of Venezuelan students, because the oil in Venezuela, and that kind of changed.

GAYLON: Yeah, that was a mixed blessing, because it gave us a big number of Venezuelans, yet kind of diluted the mix. Then they decided that they wanted them to get fluent quicker in English, so they sent them to schools to learn ESL, just ESL. Whereas we were giving them ESL, and the college experience; they were learning English, and they were learning what college was like. That kind of thing is really a lot better for the kids. Those are the ones who make something of themselves. I usually check up on these guys. I never did see any of these guys who went to ESL, then to Colorado School of (Mines?), for example, ever come out. They'd flunk out. We tried to tell people this, but they had their minds made up that they could send them for a couple years of English.

HERB: How did the economies in Latin America affect our ability to get students to Covell College?

GAYLON: It reduced it very much, and this is one reason why we were so dependent on the Venezuelans, because they had oil money, and the other countries they had a rough time. There were some families who were extremely wealthy. We had one Peruvian family who had three children up here at once, and they were all paying their boarding rate. But our scholar system was being cut, so we couldn't offer them enough to get them there, and their interests were tightening up. It was bad in Latin America.

HERB: Yeah, there was a recession in the United States, and I imagine that it affected what happened in Latin America.

GAYLON: Yeah, it went down there in (Spades?)

HERB: So the whole world economy really had an effect upon the ability to recruit and bring student up.

GAYLON: It did. And the middle-class is not very large down there, but it got a lot smaller.

HERB: How about recruiting North American students? How did that work out, and what were the difficulties and what were the advantages there?

GAYLON: Well, here, we would go to the Spanish classes, and the kids would be really enthusiastic, and then I guess parents or somebody kind of wondered what in the heck is this, because they didn't all come. All the ones who would like to come did. And we had a good student aid program going to help these kids out. We did pretty well with North Americans, really. But they had to tighten up again on student aid. And this was always, as far as I was concerned, the second day I was there we had trouble financially. You were cutting down on faculty to replace ones who left, and got in new ones who took less money and that kind of thing, but that's no answer.

HERB: Burns' had great ideas but getting the endowment to do it was another thing.

GAYLON: That's right. Burns' was a great guy, but it couldn't last.

HERB: Let's go back to the list, here. You get someone who's been around and knows that program a bit, I wander off on the things I'm interested in knowing.

GAYLON: Me too.

HERB: Ok, were there any particular person or persons at UOP who were especially helpful in your initial orientation to the campus?

GAYLON: Actually I thought the orientation was abysmal. And this is because I had been in Universities and I had been visiting and stuff, you just go in and do your job. But in the foreign service, when you come to a new post, you're assigned a control officer



who takes care of everything and makes sure you meet everybody, and shows you where you shop. They do everything for you. And I had gotten used to this. When I came to UOP, I thought, my god! The first event that autumn semester was a party out at Micke Grove, and only one guy talked to me. This was Gary Hoover, and I liked him ever since. But it just isn't like that. Then I realized later on, universities, we didn't do that. We had new professors, and of course, you're kind to them, in your department, but somebody in some other department, you'd say hello or shake hands, but...

HERB: Well, you had to work with the other deans, and so forth, and you gradually got to know them, and form relationships with them and so on.

GAYLON: Oh, I got to know a lot of people. I thought Allister McCrone was helpful. I'll tell you the biggest help I got there was Elliott Taylor. He was the biggest, he was the champion; he was sort of the Bob Burns' man of Covell. Then Les Medford of course, and Gary was the godsend in Micke Grove. Then we knew a number of people in UOP that we saw socially. It got friendly, but you know I remember now that in my first job I didn't notice anybody paying any attention to me either. I don't think faculties do that.

HERB: Yes, your department does, a little bit, every time you meet people.

GAYLON: Yes, a little, they'll have you over. Of course, Covell does that. But I was just expecting something different after ten years of three posts of Foreign Service.

HERB: That's interesting. I wonder how much that's changed. Maybe not too much, it would be interesting to...

GAYLON: At the University? I bet nothing's changed.

HERB: I bet it hasn't either.

GAYLON: Because it shouldn't necessarily change. You couldn't, I don't think in the first place... now you as head of the department, you tell one of your colleagues ok you're in charge of this couple, make sure they do all these things, make sure to tell them where to shop, and help them find a house. You don't do that. They've got things to do and classes to meet. It's very different.

HERB: Yes it is. It's been interesting, I've noticed now this year in student life, that in student life they assign somebody as a mentor for new people, to help them make the connections, and so forth.

GAYLON: It makes things so much easier.

HERB: It really does.

GAYLON: Do you remember how, when you were a freshman, how you look around at the size and everything is upscale? The kids competed against in high school didn't get

there, many of them. So you got the best from all the high schools, and you didn't know many of them. It's a good idea. I think freshman, a lot of freshman kids get lost, and a lot of them party more than they should. I think it's partly because they're just not established.

HERB: Yes. We do have Resident Advisors now in each of the resident halls, and you know it's their task to kind of keep track of the freshman.

GAYLON: See we didn't have that trouble in Covell, because it was like a family. They were all together, maybe too much together, but they were together enough that nobody got left out.

HERB: Yeah. They lived in the same dorm.

GAYLON: They lived in the same dorm, the women and the men, and they had all these activities that brought them together all the time. And it was small enough that, you know, if you saw a new face, oh, my gosh, this was a big thing!

HERB: Let's move on to the programs and curriculum. What were your impressions of changes in the program and curriculum at UOP? (But this would be at Covell, and how Covell changed over time.) Were there significant changes that you had to make, or did your curriculum stay pretty much the same?

GAYLON: They stayed pretty much the same, except I tried to get a little more infiltrated into COP. Get the kids, for example, my field is political science, get them over there for some classes, because I don't think any university should have one professor. Then I also taught, so I'd teach a class maybe every other semester. To give them a little variety, but they need variety. They didn't have a lot of variety in Covell. I think that's one of the weaknesses.

HERB: You had about how many faculty? Ten, twelve, fifteen?

GAYLON: Yeah, I'd say near fifteen.

HERB: Some of them were part time, though, as sort of adjunct.

GAYLON: We had a few adjuncts, yes.

HERB: In addition?

GAYLON: Oh I count those, because they all came to the party.

HERB: Yeah, ten or fifteen faculty, and how many students roughly?

GAYLON: The best we got up to, I guess it was close to 500 with the... Was it 500? Is that too big?

HERB: Sounds large to me.

GAYLON: Well, I mean, we got 200 Venezuelans at once.

HERB: Did we really?

GAYLON: Yeah. Maybe it's too big. Let's move it down to 300. I should have remembered that, but I didn't.

HERB: I just wasn't aware that it ever got that large.

GAYLON: No, it couldn't be that big. So you fill up two dorms, how many would that be?

HERB: I think there are about 65 in a dorm, or something like that.

GAYLON: Is that all?

HERB: Yeah.

GAYLON: We had two men's dorms, but one of them kind of moved away, and one women's dorm. So we're talking max, *max*, it'd be two fifty, three hundred.

HERB: Yeah, that'd be my guess.

GAYLON: That's about it.

HERB: That was pretty good, and that was probably early on when you got there.

GAYLON: At it's best. And then the Venezuelans. I think we got 42 Venezuelans at once. And that was a big thing, it changed the (epos?).

HERB: For the better, for the worse?

GAYLON: I'll tell you I'd like to have seen more Chileans, and Argentines. We had one from Argentina, and maybe two from Chile, and I think they had something to bring in this thing. It was just preposterous at that little school; it was too much.

HERB: Too many with the same background. Probably the first time you had people cluster in their own group.

GAYLON: They kind of mixed pretty well, but they were all paid to come to be in Engineering, so you had this big block of kids going to be Engineers. And we had to give them all remedial algebra; I should say almost all. So we'd meet for algebra and go right on through to... we called it pre-calculus, but it's a long way from calculus.

HERB: How was the preparation, that raises an interesting question, what was the preparation of Latin American students?

GAYLON: Very spotty. The rich kids went to private schools. The private schools were good there, but even so, see they're way back, Descartes is their idea of how to teach, and they don't know about (room?). And this is rough when you get into science. I used to visit classes at universities in Latin America, chemistry and botany classes, and they're just all Rationalism, it's all lecture; no lab.

HERB: So nothing hands on? So they really had to learn it a different way.

GAYLON: They had to learn all that, and not only that, but a whole different outlook, because they were back there with Rationalism.

HERB: Fascinating. How about the American students?

GAYLON: The American students came out of high schools in California, they were good. They were like us, when we were going into University: we weren't all that sharp about things, but we knew how to cut up a frog.

HERB: So they were probably struggling with the Spanish, however, so they had their own problems.

GAYLON: Yes, they had to work hard in Spanish, but they got to be very good, and they got all of the idioms. Our son, our eldest son graduated from Covell, and he, well he uses it every day, Spanish, but he is setting down to Argentina and Columbia and all these places, and he can change his accent and his idioms. And he says this is what Covell did to him.

HERB: Yes, because he ran into and interacted with people from all over Latin America.

GAYLON: And he sees them down there.

HERB: Does he?

GAYLON: Yes, he looks them up and he can talk like that. You know the difference between a Columbian speaking Spanish and an Argentinean is quite different. And Tom can do that. He flips it over; it was marvelous for him. Even so, he didn't have the kind of experience that I would have liked him to have, because he was married and worked. So he wasn't getting a full oar.

HERB: That's amazing. Do you think you could do something like this now days?

GAYLON: I don't know. I think you will always have Latin Americans who would like to come up with something like this. But we're talking maybe 30 maybe 40 years to that.

And I'm not sure the American kids... well, I shouldn't say that. I don't know how good the Spanish classes are and how much they are encouraged to get into it. I think now they're thinking maybe a month in Spain or something. I think it was part of the 60's/70's.

HERB: It certainly was part of that though. I thought the program was so good because it brought all these different cultures here.

GAYLON: That's right. And unlike Raymond and Callison, which were really 60's/70's, Covell was very conservative. We had a structure and all these things and required a lot. I think that you'll always find a few Latin American families who can afford it, who'd send their kids up. It needs to be subsidized, it's already subsidized I see now.

HERB: Yes. It's interesting. Well, it asks here to define any particular programs and curricula at UOP that gave the institution a certain uniqueness to American higher education? Now Covell certainly made it unique.

GAYLON: You bet. I thought the Cluster colleges did. I thought Covell particularly did. There was incredible variety considering the professional schools, for a university that small to have all those professional schools, cluster colleges and a co-op, I thought there was a lot of variety. Much more so than where I taught before.

HERB: It was an exciting time.

GAYLON: It was exciting.

HERB: There were so many different people with different perspectives coming into the mix. People. Who were/are the individuals at UOP that you admired and why? Or who were the most memorable, they may not have been people you admired, people you remember, who gave you the shaft?

GAYLON: People I remember, ok. Bob Burns I thought was a fascinating guy. And I couldn't believe how much control they had over the university. And yet people told me, "Hell, this is nothing! When we had the other..." what's his name, the founding father?

HERB: Oh, Tully Knoles.

GAYLON: Tully Knoles. Tully Knoles really had his hands on everything, so Burns was really quite liberal. I liked Burns; he was fun. Fun to go to his house, he'd pass out Robert Burns' cigars at the end of the dinner. And Elliott Taylor was a tremendous help to me, as was Les and Gary Hoover. My best friends were: Bob Heyborne in Engineering; we had a lot of contact, and besides we both (u-taught?), so we had that together. I liked Grace Burns a lot.

HERB: She was a gem.

GAYLON: She was a gem. Of course, I can't remember all the people, but it was small enough that I knew everybody who I wanted to know. I still have a few friends, like Ann Funkhouser and Boyd Mathias.

HERB: Do you keep in touch with them?

GAYLON: We're in touch all the time. Even when I go down to Stockton, which is very rarely now, I always see somebody. Nice people. McCaffrey was, I thought...

**END OF TAPE 1, SIDE A**

**BEGIN TAPE 1, SIDE B**

GAYLON: He did certain things in the University I liked. I liked his attitude about picking up the bricks and mortar of next door, at the Junior college. He really helped the school.

HERB: A real contribution.

GAYLON: That was a contribution. Ok, I'll move on to the next guy. What was the name of the man that followed him? I was gone then.

HERB: Atchley. Bill Atchley.

GAYLON: Atchely. Yes. Boyd Mathias said, "You really ought to get acquainted with Bill Atchley. He might do something with the cluster colleges, the alumni and stuff." So we invited them up to Mendocino, and they came. And that's the only time I saw him, but I was much more impressed with DeRosa.

HERB: Did you have much contact with the DeRosa's?

GAYLON: A couple times. A couple times I've been down there. I went down for a Covell thing, and I spoke with him. He strikes me as the academician who's really right for the job.

HERB: Yes. I think he really is making an effort to reach out to the Covell alumni, the Raymond alumni, the Callison alumni, and make them feel a part of the University.

GAYLON: I always felt, and I got this idea from Boyd Mathias, that they were missing something by overlooking the alumni, because these kids got some good jobs, and got to be important, some of them in the world, actually. We had one kid from Venezuela, from before the invasion in Venezuela, who became their ambassador to the United Nations. These kids came from affluent families in the first place, these people, and they had an education here, and they learned a lot about the United States while they were here. They were very friendly. I used to think that it was insane that the CIA didn't subsidize us. I couldn't possibly ever ask them, and I wouldn't, that would have been the end of the

university, particularly in the 70's. But if these people really wanted to make people feel (fairly safe?), send them to Covell, UOP. I remember kids who came in with real chips on their shoulder, poorer kids who had a lot of scholarship help, if not completely a free ride, and had chips on their shoulder. And one of them was having some little demonstration, and had talked to me and said, "I guess you're going to send me home now." I said, "No. You're in the University. You say what you think." He couldn't believe it. He mellowed out by the time he left; he didn't think the U.S. wasn't all that bad. So, I think that would have been very smart on their part, but if the word got out, we'd probably be the end for us. So I'm glad it didn't.

HERB: Yes, but it's true. There would be people who knew you in the United States, and knew something about what our institutions were like, and knew other people.

GAYLON: That's right, and they knew the kids, and they knew a lot about it. They got a decent education particularly if they took classes at COP. Some of them did, if they were interested enough.

HERB: You haven't said much about the other deans. What kind of interaction did you have with them, academically, or policy wise, or what?

GAYLON: Oh, it was all social except for Bob Heybourne. Bill Kolker, and Rueben I liked a lot, and Otis Shaw, but it was social. We saw these people socially a lot. Rueben, Otis, not Coker so much, but he was always there, Bob Haybourne, the (guide commissary?). Speaking of which, did you ever know Charley LaMonde?

HERB: Yes.

GAYLON: He lives right through here.

HERB: Really? Sure in the Music department, the piano player.

GAYLON: Yes. Anyhow, who was the dean of the Conservatory that McCaffrey got rid of? I should remember these names by now, but I'm 83 years old.

HERB: Let's see, you had Bodley; then Ira Lehn was the dean of it for a while.

GAYLON: Lehn came after.

HERB: Well, I can't remember it either.

GAYLON: Well, anyway, he was kind of a dapper gentleman.

HERB: Carl Nosse.

GAYLON: He came later.

HERB: That was later. No, no bell is ringing. What I was interested in, you know when Burns would get you all together, did you, the deans, make decisions together about the university? Or was it all directed by Burns pretty much? You say Burns really...

GAYLON: No, no. At Burns' dinner parties no policy ever came up, kind of like McCaffrey's meetings of deans. It was all done by him.

HERB: I remember the early days before the Academic Council; there was an executive policy committee, which was the meeting of the deans. Then there was...

GAYLON: It didn't make policy, not while I was there.

HERB: It didn't make policy, not with Burns, not with McCaffrey?

GAYLON: No, not at all. McCaffrey used it kind of as an information thing, I remember talking to Otis Shaw about this and I said, "This isn't worth going to." He said "Oh no, knowledge is power, and we're learning what's going to happen." Well, I wasn't too sure about that, because it seemed to me at the time that we did all this little cheery stuff, but McCaffrey didn't want people to argue with him. And I think that Burns didn't either, probably, because I never heard anyone argue with Burns. Of course, I never saw an occasion, because we were dealt out. Deans weren't quite like they were in my other university. They weren't like that.

HERB: See, here were the faculty thinking that the deans had all the power, right? But point in fact it really was in the hands of the President and the Academic Vice President.

GAYLON: All the time. That's right, and the Academic Vice President I don't think had that much. Now maybe Bevan did, but I don't think Allister did. Allister struggled, and he finally gave up and moved out. And then Cliff came, and I think Cliff left with McCaffrey. Cliff did have a budget, I think, because I talked budget with Cliff all the time, but it never got above that.

HERB: So you really were given your own area to work with, and then you were responsible for that at your own budget. You talked budget with the Academic Vice President, but it didn't go any higher than that. And you weren't competing with other deans for particular funds or for anything like that.

GAYLON: No, not at all.

HERB: Now, my impression would be that it's a much different organization now, because the deans would get together and they really talk about the university.

GAYLON: I bet it is. We didn't, we had a lot of social things. We met all the time in restaurants in Sacramento and San Francisco and all that, but we didn't do any policy.



HERB: Did you have any contact with the Board of Regents? Were they detached or how did that work?

GAYLON: As far as I was concerned, they were very detached. Now I think that a few of them like, Ted Baun was interested in Engineering, and I think that Bob had good relations with him, but nobody cared about Covell. I mean, they were pleasant people, but we'd see them maybe once or twice a year and that was all, for as far as I was concerned.

HERB: I think I have a pretty good sense that through the Burns, McCaffrey, Atchley years, particularly Burns and McCaffrey, that they were pretty detached from the University. They perhaps had some concerns about the ultimate financial stability of the institution, but otherwise, it didn't seem to me that they were participating much in what went on.

GAYLON: I used to wonder whether Winterberg handled all that or whether he was handling it under the direction of these two men. I had a feeling they kind of left it to him. I don't know if that's valid, but I think it was kind of a personal feat for Burns, I think. Then McCaffrey came in and changed things a little, at least he lip serviced the faculty and administrators.

HERB: I was just wondering what your take on that had been.

GAYLON: Well, that's how I remember it. After a lot of years... at the time, if I had been interviewed twenty years ago, it would have been quite different.

HERB: Yes. What would you have seen from the time you came to the time you retired, what were the major changes in the students, faculty, administration staff, the relationships between all these groups?

GAYLON: Oh, I think the faculty was gaining power, during this period. It was noticeable. There was a certain tension between administration and faculty. And I know that Bob Hayburn for example was awfully annoyed at these things.

HERB: At the faculty gaining power?

GAYLON: Yes. And Bob was a human being and all that, but it bothered him, when we talked. I always thought that the faculty should have power, and that's another change I made in Covell, and I think they were pretty much "yes-men" to Jim Cullen.

HERB: That was my impression. I think he really ran that real tight.

GAYLON: See, I didn't see it that way at all. I thought the dean was there to facilitate the teaching. Having been a faculty member for a long time, the dean's there to help you, not to tell you what to do. I think Bob was a little under this side, he liked to have more administrative control.

HERB: I remember that a conversation with Jake Jacoby, because I was pushing as a faculty member for a COP council, so the faculty would have more power. And I can remember a couple of us sitting there with Jake, and Jake was like, "Hey! I don't want to be just a secretary for the faculty!" And I think he really... there was as you say a kind of control, it was centralized at the top. It was... the model was the family and they were the father.

GAYLON: Yes, McCaffrey would have said that, it was always the family, and Burns acted like that, like he was the big daddy.

HERB: Yes. But I think the difference is that Burns could roll with the punches and say "Look what those kids are doing!"

GAYLON: Yeah, Burns was a very savvy guy.

HERB: Yeah. It's interesting, you were saying how when you first came there how little mentoring there was, on the other hand, did you get a sense that there was a community after you'd been there for a while? Or, what about that sense of community?

GAYLON: Well, I think that there was a tension between faculty and administrators, which would kind of impede the sense of community. It was there among groups; maybe the faculty felt ties with faculty. I know I liked all the administrators I worked with enough, some of them more than others. I agreed with a lot of faculty members too at COP that I was socially friendly with, but we didn't complain too much about things.

HERB: This really interests me, because I didn't have an intro to the administration in those years, so it's interesting that the deans were feeling that the faculty was restless, and so forth. Can you characterize that a bit more? What was that all about? Where were their feelings?

GAYLON: Well, they saw the revolution coming. And I'd say at least half of them didn't like it, and there was a group thought that this was the natural evolution of the university. They I think that they felt that Burns was at the end of the old, and that things had to change, were going to change. Burns had held off things because he was so damn clever. But he didn't get shaken up; he handled crises very well I understand. But it was going on, it was churning all the time.

HERB: Well, we were just... we had just invented the Academic Council.

GAYLON: That's right.

HERB: And was that what it was when it was back in the Academic Council?

GAYLON: That was the Academic Council. Now what was the name of the man that was the first president or chairmen or whatever?

HERB: Chair of the Academic Council?

GAYLON: Yes. He was from History, wasn't he?

HERB: No, he was in the Art department. Dick Reynolds was the first one I think.

GAYLON: Oh, no, it wasn't Dick. The one I'm thinking of is the one Bob Heybourne really mistrusted. He was quite outspoken, and he, I think he reflected the faculty in that he was a little bit in-your-face, kind of guy. What was his name? Maybe English. I know where he lives. Right across Pershing, he lives on the corner across Pershing from the University.

HERB: Well, you had Malcolm Moule, you had Glen Crise, and you had Malcolm Eiselen.

GAYLON: No, they're not the one I'm thinking of. Maybe it will come to me at two o'clock in the morning and I'll call you.

HERB: There was Walter Payne.

GAYLON: Walter...

HERB: Walter was Chair of the Academic Council.

GAYLON: Yes, but he came a little bit later. And Walter was more of a compromising man than the man I'm trying to think of. Walter talked a lot, but he wasn't always pushy.

HERB: He was a good negotiator.

GAYLON: He was a negotiator, which you have to do. The other guy didn't negotiate nearly as well. I remember, when I really got acquainted with this man, we had a treat up in Columbia at the Burns house. All the deans and the head of the Academic Council, and it was palpable, the enmity.

HERB: Is that right?

GAYLON: Yeah, but this over at Burns, and Burns kept the lid on and kept everything moving. He was very skillful, I thought.

HERB: I would like to try to remember who that was. So the emergence of the Academic Council really was a transition in being.

GAYLON: It was a huge transition.

HERB: Because prior to the Academic Council there was a Faculty Council, it was headed up by the Academic Vice President, and it included all the deans, and the full professors. That's it. So when a whole group of us as young assistant professors...

GAYLON: Turks.

HERB: Yeah, young Turks, and it's a period in the 60's when things are expanding and there are lots of new faculty coming in, you know there's all that energy. It made a lot more of a difference than the faculty really realized it made, because I think the faculty felt that "we don't have any participation, we're going to have to..."

GAYLON: I think before that it was probably quite a docile bunch. Which is ok, because they teach just as well, but it seems to me that the idea of the university is the faculty.

HERB: This is interesting. I'm getting new insights. This is really great.

GAYLON: I wish I could think of this man, even in a minute. But anyhow, I kind of admired the guy, because he was in a spot up in Columbia, and he behaved himself very well. He never gave an inch.

HERB: Ok we're on to administration-faculty relations here, and I've gotten pretty much your personal opinion of the administration, past and present. Is there anything else you would like to add on to that, Gaylon? This is just on the bottom of the first page there.

GAYLON: Well, I would say, you don't want to know... No, I think I've said about what it is, how I saw it. It was... I felt all time I was there we were in transition. They were getting rid of the cluster colleges, and you had the Allister used to kind of control things at COP. I think that that wasn't too well thought of. At least he struggled; I don't think Cliff did, because Cliff came out of COP. It was heavy times.

HERB: There was some excitement.

GAYLON: Yes, and things were moving. It wasn't the old school under Tully Knoles, I'm sure.

HERB: No. What is your take on the cluster colleges and the motives behind closing them out? Do you think it was primarily financial, or were there other things?

GAYLON: Oh, I'm being very honest here, but I think there was a good lot of opposition from COP, never did like them. Maybe one reason why is the way Burns was going to shake up COP by having these little schools. Of course they would mind that. See, I always saw that COP was the Prussia of this federation, and the little ones didn't have much of a chance. And the interesting thing is the little ones didn't even ban together. The little cluster colleges, we were friendly, but we were all so different. Raymond was oriented one way, Callison another, and Covell was more concerned with COP, I think in curricula. So. Where was I at?

HERB: Looking at why they weren't close enough to go up behind that.

GAYLON: To be honest, I think Raymond and Callison served their purpose in the sense of offering an alternative to the students. I used to hear stories from (Farren Caulker?) that are hard to believe about his kids.

HERB: They were pretty wild, some of them.

GAYLON: Things like Commencement, they wouldn't even speak to their parents. And the parents paid all this money for four years, these kids were very unlike ours. I just couldn't understand that. But I think they filled this need, and the need filled, they went. I felt Covell had a need that was filling, and continued to fill it. I think it was financial, and when you asked me about people I didn't like and why, I think we were under-cut in very many little ways. Now Bob Heybourne disputed me on this, he couldn't see it, so maybe I was looking at it through the wrong kind of lens. The first thing I found out one day is that I went over and talked to the librarian, I forget his name.

HERB: Jim Riddles.

GAYLON: Jim, yes. About books, and he said, "But your budget, you don't even have any budget," things like that. I wasn't even told that. So of course, I went storming over to the Academic Vice President's office and we stirred some, but that shouldn't have happened. I felt that this happened on more... and then a series of little things like that. It was nippiness. And I once told him then that it was like cutting off our legs and asking us to run faster. This is the problem. And I still could weep over that. I think the college might have continued, but I think the others could not. They had done what they could do.

HERB: I was on both the committee with Raymond and on the committee with Callison, you know that finally led to their being closed down. And I'm never sure whether it was totally financial, or whether it was partly the wildness of Raymond, that the Regents couldn't stand.

GAYLON: Some of them didn't like it at all, and they made that plain.

HERB: Yes. And there was some of that in Callison, you know. You were as you say much more concerned with Covell.

GAYLON: Well, was it McCaffrey or Cliff, one of them, came over to talk to me, *came over* to see me, and they talked about combining Callison/Covell, but that would be impossible, partially because they were all flaky. And there were many of them, I'm sure, Boyd tells me about the great successes that they have had, I'm sure that's true, but they were just a different kind, we couldn't have combined them, I didn't think...

HERB: Yes. Very different students. They were a reflection of the 60's and 70's. There are some of the folks that have come out of there are quite amazing.

GAYLON: Yes. Of course, a lot of good came about in the 60's and 70's in the academy.

HERB: Sure. We talked about the relationships to the Board of Regents.

GAYLON: Not any, just social, decent, cordial.

HERB: Yes. How did differences between the faculty, deans, and the administration affect your program and its growth? We touched on that a bit, but if you have anything else to add, we can.

GAYLON: No, I don't think so. I worked not so much with the dean of COP but with the department chairs. For example I wanted to do something in Chemistry. So I went over and talked to the guy who was ultimately in charge over there, I forget his name, and worked out a way we could get...

HERB: Was his name Cobb?

GAYLON: Yes. Yes.

HERB: I can't remember his first name. It'll come to me tomorrow.

GAYLON: So I was doing that kind of thing.

HERB: Emerson.

GAYLON: Emerson Cobb, yeah. I wasn't working with the dean necessarily.

HERB: Were the relationships that you had with the chairs in COP, or you know, you had a lot of people in engineering, you said you worked well with Hayburn? Did all of these things work pretty well?

GAYLON: Yes. But it took work. I found a kind of a... I felt, I should say, a kind of a concern when I went to see Emerson Cobb the first time, and the dean of the School of Education...

HERB: Marc Jantzen.

GAYLON: Yeah, Marc and I became quite good friends. But I felt that I had to work hard at it, harder than they did. But I came out of that background, and I found nothing wrong with that. I learned in Latin America that you never phone anybody if you can walk over and see them. So I did that at UOP. I never phoned; I walked over to see them.

HERB: Did you have the feeling that their programs were sort of established, that they were kind of hesitant or uncertain as to how to accommodate you, and that you were going to put some sort a burden on their programs by them in more students than they were prepared to handle?

GAYLON: I'm not sure about students, they weren't worried about having students; they liked to have them. But they were afraid that I was going to have "unload" faculty on them.

HERB: Oh.

GAYLON: Yeah, so when we chose a new guy in Bi-lingual education, I had Mark in on that for me to get going, things like that.

HERB: Right.

GAYLON: They were afraid that I was going to give them the Covell faculty.

HERB: That's an interesting thing, because it was a similar thing with Raymond and Covell. There was a lot of resistance in COP to taking in that faculty, and as the schools got shut down, I think everybody began to get nervous.

GAYLON: I'm sure they did, and I can understand it, but it was the family that McCaffrey was talking about.

HERB: So there were those things there that were tension producing. Would this have been earlier on or later as the program was winding down?

GAYLON: Oh no, it was before.

HERB: Or even earlier on in.

GAYLON: Yes. The School of Education had to do some bi-lingual education, and Mark should have come over and asked me, but Marc wouldn't do that. So I went over to him, and we hired two guys that he was in from the first thing on the selection process.

HERB: That's a really smart thing to do.

GAYLON: You have to do it, if you're coming from a position of weakness. Jim Cullen would never have done that, I don't think. But he saw things differently. He saw things like Burns did. He chose people he liked, and they weren't always the finest available. Actually we had, when we were looking for people, we had lots of men and women who had been in Peace Corps, Latin America, good Spanish, come back and got degrees. They were good people, they could teach in Spanish, but of course, by that time, we couldn't fill up any slots anymore. But I think maybe the best thing I ever did was get rid of five guys out of that faculty before they got tenured in. That was not easy.

HERB: No. Never easy.

GAYLON: Because they were up for it.

HERB: How would you describe the campus and activities during the years you were on campus?

GAYLON: Loved it. I loved it.

HERB: You remember the students and their activities?

GAYLON: I do. I remember that one men's dorm that did Halloween Ghost House, or something. That was fun. We used to take our grandkids and go ourselves. I remember the rock at Engineering that got painted all the time.

HERB: Still does.

GAYLON: Columbia theatre, in the summer I liked that. And sports, I used to go to football games, basketball games. I was incensed at football in the sense how much money it cost. I thought we were out of our league, we should have been playing way down here where everybody else could walk on. But so I did go, and I enjoyed them. Volleyball too, it came in right before I left. My life was tied up in the life at that little school. For one thing, every time they turned the lights on in the central, I was over there. They had a lot of activities, and it was just like living over there. And I liked a lot of things about the campus. Well, we used to have luncheons on Fridays, over in the Redwood Room. Now, was this a deans' thing? I can't remember.

HERB: I don't know.

**END OF TAPE 1, SIDE B**  
**TAPE 2, SIDE A**

HERB: Any particular issues that you were involved in which stand out in your mind as important to the growth and development of the University as a whole? Anything you had, that you've thought of about that, in that area?

GAYLON: Oh, gosh.

HERB: That's the last one on there on two.

GAYLON: I have a note here that I can't even read. I have a note that says Rear-Guard action, and I don't know what I meant by that, because I jotted these down as soon as they came. Actually Herb, I think that I was 99% into Covell, and about 1% in the University. I went to the meetings I had to go to, I didn't go the ones I didn't have to go to, and my thoughts were keep that damn little college going. Nice little college really.

HERB: As you've described it, even so, if when the deans got together with the president, if no decisions, if policy decisions were made, what impact did you have? I know with McCaffrey there was no discussion.



GAYLON: That's right. We were asked, went around the room, do you have anything to say about your college? It was sort of like most meetings; we were chairmen of the committee, and reporting in. I remember the time I told him about what's happening in Venezuela. McCaffrey thought that was a real laugh. And sure enough we had 42 kids come up. It was informational, but I never found that it helped me in anyway.

HERB: Did they deans get together with like Allister or Cliff, or the Academic Vice President?

GAYLON: Yeah, Allister would have us over after four o'clock, and we'd drink sherry. We had little informal meetings like that, but not policy, social. I don't think those guys really wanted to talk policy with us. One time I remember we were talking policy, yeah, ok, fairly early, we were talking policy with Allister in a meeting over there in Knoles, and football came up, and the deans almost to a man thinking, "Let's downgrade this, let's get this where it belongs." And so we ask him, somebody, the guy in the conservatory, he's kind of a firebrand, said, "Let's get President McCaffrey over here, tell him what we think." And Allister said, "Are you sure you want to do that?" And everybody said yes, we got him over, and then nobody said anything. It was ghastly. That was very early while I was there.

HERB: That's interesting, shows something about the dynamics, doesn't it?

GAYLON: Yes.

HERB: I have heard that if anybody ever really did oppose him that he was apt to blow up.

GAYLON: Oh, he did. Yes. That's what happened to the man from the, I guess you heard the story, this guy from the Conservatory, in the men's room? We were up somewhere out of town for a dinner meeting and I wasn't there, but I stayed out of talking, but the story goes that he was in the men's room, didn't know McCaffrey was in there, and said something, and the next day he got canned. I wish I remembered his name, because he was an interesting man.

HERB: I don't know.

GAYLON: I think the word got around.

HERB: Yeah. That was really interesting, I got to know the Board of Regents', and I got to have a big heart to heart conversation with David Gerber, who was really hostile to the faculty, because I got a Regents' retreat when DeRosa came in, and he didn't have a clue that there were problems with McCaffrey. He didn't have a clue. He didn't get involved, I said, "Dave, when did you get involved?" Well, he didn't get involved until the faculty really began to just dislike and fight against Atchley. He thought Atchley was a problem, but he realized we had been stuck for twenty-three years with just god-awful presidents who were authoritarian and couldn't work with anybody.

GAYLON: He didn't have a clue.

HERB: He didn't have a clue.

GAYLON: Of course, the President controls the agenda, and they meet I guess, doesn't he?

HERB: Yeah, yeah.

GAYLON: And some of these youngin's keep it up. But you got to have somebody who'll stand up and stay there. And this is what this man in Academic Council, trying to remember his name, did. I didn't necessarily like him, he was too much in your face, but he stuck there. And we didn't as deans, in this little episode with McCrone. McCrone was smarter than we were.

HERB: Yeah, and the atmosphere must have been really interesting. You had a role in your school. But you didn't have a role beyond that. That's a fascinating insight.

GAYLON: Our school was different enough that I could really divorce myself more than somebody else would, I think. We were peculiar.

HERB: Yeah, yeah. You're not involved currently in anything at UOP, so far as I know.

GAYLON: Only the Emeriti, which I don't go to much, because it's a trip down, and my wife doesn't have anything to do. She doesn't want to come to the meetings, so what does she do? So we don't come. Try to save my money up.

HERB: What impressions do you have of changes, since you left?

GAYLON: I think everything has changed for the better. It's not because I've left, but I think that it's much stronger academically. I think the faculty has a lot more say, I guess it does, I hope it does. You know how it used to be, I thought getting rid of football took a lot of courage, but it had to be done.

HERB: Yes, and the Board of Regents' came to understand that.

GAYLON: Yeah. So put it this way, I think the University is a lot better than when I left. That's my perception, at least.

HERB: Have any sense about the role of UOP in the Stockton community?

GAYLON: The Stan McCaffrey had the "Town and Gown" meetings, and such. I always thought that when I lived in Stockton, and I'm sure it's changed a lot now, it's a much bigger city, when I lived there I always felt like UOP could have been in Lodi, or somewhere else, for all it mattered to Stockton. Although it offered people, Stocktonians,

things they liked. They used to have the football games. And then I don't know if many came to the Conservatory things, I hope they did, but I don't think it ever felt integrated. But I hope that's changed, I don't know.

HERB: I think it's changed quite a bit. We now have the kind of service learning component to what goes on, so a lot of students are out in the community and involved as part of their class-work and general education. Any community activities that you were involved in?

GAYLON: None. I don't think.

HERB: Finish up here. What do you see as being special about UOP in the past, and any hopes for what the institution might develop in the future?

GAYLON: Well, I think it always was student-oriented, which I really appreciate, after big universities where they're not. I think that the faculty student ratio is very favorable, and I think the relationships are a lot warmer than anywhere I taught at. Even in the days of tension, the faculty, I felt, still put out to the students, no matter how they were churning about something else.

HERB: About the administration, right, right.

GAYLON: And I think that's about everything. That's all that really matters to me. It's getting better.

HERB: Yeah, I think that's right. Well, anything else Gaylon, anything that we passed over that you want to add?

GAYLON: I can't think of anything. We had these little side trips, got every thing said. It was a very good experience, I'm glad I had it. I'm sorry it left the way it did, with the demise coming up. At least I didn't preside over its dissolution. I got out in the year before, but it was sad for me because I cared about that little school. But my love for UOP is probably better than it's ever been, now that we have DeRosa in there. And I'm meeting him, I think twice, and I talked to him, and I thought, "He's a serious man. He cares about academics."

HERB: Yeah. Yeah. Ok, I thank you very much.

GAYLON: I thank you very much.