



**University of the Pacific
Scholarly Commons**

Emeriti Society Oral History Collection

University Archives

2008

Chambers, Judith Oral History Interview

Doris Meyer

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

Recommended Citation

Meyer, Doris, "Chambers, Judith Oral History Interview" (2008). *Emeriti Society Oral History Collection*. 26.
<https://scholarlycommons.pacific.edu/esohc/26>

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

FACULTY EMERITI INTERVIEWS
UNIVERSITY OF THE PACIFIC ARCHIVES



**Chambers, Judith (1958-)
Assistant to the President, Dean of Students,
Vice President of Student Life, University Advancement**

May 1, 2008
By Doris Meyer

Transcribed by Erin Hendrickson, University Archives

Subjects: Association with President Robert Burns and other presidents, President Burns relationship to students, evolution of Student Life, Community Involvement Program, Cluster College development.

**UOP ARCHIVES FACULTY EMERITI INTERVIEWS
CHAMBERS (JUDY), DIVISION OF UNIVERSITY ADVANCEMENT
May 1, 2008
TAPE 1, Side A**

MEYER: --Judy I am the interviewer and you are the narrator. Can you identify yourself by name? Just something simple--

CHAMBERS: Okay-I am Judith Chambers and I am now working in the Division of University Advancement.

MEYER: And Judy is to be interviewed by me, and I am Doris Meyer and I have done a number of these—and I look forward to my conversation with Judy. Today's date is kind of a remarkable one, it is May day—I was going to say nineteen, but 2008. The interview is being conducted in a lovely new room in a library that has all of the outlets for high tech equipment (laughs) but we are using a very simple old tape recorder. So here we go. I guess we should talk first about how in fact you ended up in Stockton the very first time. Judy, how about that?

CHAMBERS: The first time I ended up in Stockton was because I came up here in 1954 as a student, as a Physical Education major. I wanted to be a Physical Education teacher because I really wanted to be a counselor. But in those days you had to teach some in order to be a counselor—and of course that's how I met you Doris, when I took a couple of your classes. But P.E. didn't work out for me—Libby Madson who was my faculty advisor told me one day that I didn't have to be good at all sports, but I had to be good at some sports and that she thought I might want to consider changing my major (chuckle). And so I really actually had seven majors before my junior year and I finally ended up in the Department of Speech, which I loved and which was a fabulous—I mean it's a good department today—but it was one of Pacific's best. It was a time of—we were winning national debate championships, De Marcus Brown was here who had a national reputation in theatre. Dr. Runion was head of the Speech Pathology department and had written a text book that we used in class. And of course Dr. Winters was doing debate and it was a very strong department and it was really great. It was a rewarding experience for me because I did something right over there (laughs).

MEYER: Gee Judy that's interesting –and so did you come in as a freshman in 54'?

CHAMBERS: Yeah I did and I graduated in 58'. Then I stayed on—actually it was President Burns who made it possible because my parents could not afford Pacific but my Uncle—who was then President of the American Safety Razor Corporation in New York—sent all of his nieces and nephews to college, which was just wonderful and he told us he would paid for wherever we wanted to go—but we had to get in. But then in my senior year, I wrote him and told him that I wanted to go to Graduate School—and he wrote me back and said “you’re on your own now” and so then Dr. Burns came up with this plan for me to take courses toward my Masters Degree and work in the Deans of Women’s Office—and that was Kay Davis—of course he didn’t let Kay know any of that. So I think I might of told her and she was fine with it, but in the mean time Dr. Burns said—of course been back to New York to see my uncle asking for money...and he got some which was sort of amazing. So then for two years I taught speech and I worked in Grace Covell Hall setting up the first student government there—that was the year I started Graduate school and 1958 was the year Grace Covell opened—and so I set up the training program for the resident assistants and then set up student government—that was my job there—and I did that and taught speech and got my Master’s Degree and two years later I left [pause]...actually a year in a half later, Dr. Burns called me over to his office and I was sure he was going to offer me a job at the University because I had done a good job at the dean’s office and I had done a good job teaching my classes and I was absolutely sure he was going to create a job for me...

MEYER: And Judy just a second—let’s get that order, a little confusing right through there.

CHAMBERS: Ok.

MEYER: You graduated in--

CHAMBERS: In 58'.

MEYER: 58'. And then for that two year period after that, you were working a number of different activities—

CHAMBERS: Right.

MEYER: You working on a Masters in communications—

CHAMBERS: Teaching speech classes—

MEYER: Teaching speech classes—.

CHAMBERS: And working in the Dean of Women’s Office.

MEYER: Okay. And then as you worked in the Dean of Women’s office as well as those other things—then bring in again the Grace Covell thing—

CHAMBERS: Oh okay. Well of course—thank you—my late husband used to say “I know you know what you are talking about Judy, but nobody else does” [laughs] so thank you for helping [?] my attention to that.

MEYER: I think we got that a little mixed up right in there.

CHAMBERS: Actually my job working the Dean of Women’s office—my assignment—was Grace Covell. So it wasn’t an additional job, this is what Kay gave me to do—set up student government and set up the training program for RA’s. That was my Dean of Women—

MEYER: That was when Mrs. Wilbur and Mrs. Atkins

CHAMBERS: Atkins—were there.

MEYER: Were there—

CHAMBERS: That’s correct. That’s absolutely correct.

MEYER: I remember that—did they open all floors the very first year?

CHAMBERS: No.

MEYER: Or did they—what?

CHAMBERS: My recollection is they opened two, but the thing I totally remember about that building is when school opened there were no beds. So the students had to sleep on the floor for the first couple of weeks and you could just imagine if we did that today. But people just—the furniture was ordered but it just didn’t get there in time.

MEYER: Right.

CHAMBERS: And of course it was an all women’s residence hall and I just recall there wasn’t even a paperclip in that building if you didn’t bring it in. It was so new and I think the third floor—I don’t think it was Phil—but I wouldn’t swear to that. That’s probably something Kay would remember better than I.

MEYER: No, in fact the reason why I am asking you about Grace is because Kay’s tape does not include very much about that—and Grace Covell is so different today that it would be important to know—for instance that first floor, the lobby’s and what not were very carefully kept—there were flower displays—could you explain a little bit more about the lobby?

CHAMBERS: Yeah—it was really a beautiful lobby and the flowers were really the result of Mrs. Wilbur and Mrs. Atkins. They just thought that was important and they made sure there were fresh flowers in the lobby in big bouquets and it was just—it was a

beautiful residence hall. Of course it was the newest on the campus and it was then primarily there for freshman—is my recollection—it's where the freshman lived. As a result it was a very difficult place to try and govern because the freshman were acting out everything they ever wanted to do in their lives when their parents weren't around and so that place was just—you know you are putting out one fire after another and then we got smart and decided maybe if we put some upper class women in that building it would kind of tone it down. That they could be good role models and you know I just can't remember if that worked or not because that was about the time I left, but it was—I mean the complaints from faculty and some of the serious students were that building was so noisy that you couldn't study. Of course you put 400 freshman women under the same roof and of course you couldn't get anything done.

MEYER: Right. While we are on this subject, do you have any recollection of about how long that building was primarily for women only? Do you have any recollection of that? Or will it come to you maybe?

CHAMBERS: You know—I'm not sure it should come to me, but I'm not sure it will. All I know is that—all I know is that when I left it was for all women and when I came back eight years later it was still for all women and in the early years of my being Dean of Students it changed—

MEYER: —Right.

CHAMBERS: It changed to men. It went co-ed and that's probably—well I am just guessing early 70's.

MEYER: Yeah. Let's wait then in the timeline and come to that, but that's rather important—

CHAMBERS: Yeah it is.

MEYER: —The whole thing changed there a bit.

CHAMBERS: —Because it was—I mean the students loved it, but it was dealing with their parents that was just—a challenge.

MEYER: So. What we are—number b if you look here, 1b. We sort of talked about how you—the circumstances upon which you came, but you came from what? Where was your home? And then when you came here, you came from where to here?

CHAMBERS: I—I was raised in Glendale and I was very active in the YMCA and one of my camp counselors had gone to Pacific and she told me about it and that's how I heard about it. I thought my parents wanted me to go to Occidental and I didn't want to go to Occidental because Occidental was twenty minutes from where I lived, but I wanted an Occidental-like college away from home. And so Pacific was just perfect for me and so I came here as a freshman absolutely hated it the first year, I was so homesick

and I was over in Dean Davis' office weekly saying I was going to leave and "where was the withdrawal form?" and I told her some years later she talked me out of it and talked me out of it, and talked me out of it and then finally one day she just got really disgusted and said "You want to go? Go." [laughs] And that made me so mad I stayed. [laughs]. And I have kind of been here ever since.

MEYER: Yeah.

CHAMBERS: Then I left. I mean the story I started to tell you was about six months short of my Masters degree President Burns called me over and that's when I knew he was going to offer me the more permanent job and he said to me "It's time for you to leave" and I just dissolved into tears. I said "I just don't understand that" he says "You have to grow up and you have to go away and grow up otherwise you will just never be anything more here than a student. And so you go away and when I think it's time for you to come back I will call you." And that's exactly what happened. Of course we never lost track of each other the eight years I was gone. He would get up in the middle of the night to go to the bathroom and call me collect [laughs]. He only got away with that once. I thought something was wrong with him.

MEYER: You know Judy—your little statement about Bob Burns are things that we've heard from any number of the interviewees or narrators. And everybody talked about Bob Burns in a different perspective but always coming to the same focus and it's one of the treasures of this whole series of tapes is because of that kind of perspective or continuity from different perspectives—it's very obvious, very clear. And so that's—

CHAMBERS: Well, you know I can tell you—I know that isn't what this is about but I can tell you stories about Dr. Burns that would go on for hours. Let me just tell you one little one—is that he was diagnosed—when I was Graduate school, you remember the President's office, the President's house is right across the street and I am Grace Covell Hall. He was diagnosed with high blood pressure and the doctor said "You have to get some exercise" and so he decided that he would bicycle and he decided I needed to lose weight. And so that I needed to bicycle with him and so he sold me his old bicycle for twenty-five dollars and bought a new one and then every morning I would meet him at his house—I think it was 6:30—I'm in Graduate school you know but I am right across the street—and we would ride our bicycles up on the levy. We did that for two years and I really got to know him. In fact he use to—there was a donkey, a real jackass up on the levy in an enclosed area and he use to bring these carrots. He'd say "Here Judy, here Judy" and that stupid donkey would come over to us [laughs].

MEYER: And so he recognized his new name?

CHAMBERS: By the end of those years—then when I left he said "I'll keep your bicycle for you because I know you will be back" and so as soon as I came back I said "where's my bicycle" he said "I sold it to the Alumni Association—I sold it for twenty-five dollars and gave it to the Alumni Association in your name" and so I have many, many Dr. Burns stories.

MEYER: You know Judy—and question one, see here, even before we go into it, your impressions of Stockton and your impressions of the people that were important—well obviously Bob Burns was a very important person and lots of others I'm sure too—but what about your first impressions of either the city or the campus or anything about the environment that either said “oh wow” or “oh yuck” or something—

CHAMBERS: Well of course you know I love the university; it is so beautiful, so there were no surprises there. And so it was really great to be back because even though I had been gone eight years I still knew a lot of people like you. So that was really fun. What I remember is I moved into my very first apartment house when I came here. I had lived in kind of old house in Ohio and duplexes that had made into apartments, but this was a new apartment and I was absolutely thrilled and I bought furniture on time and I just loved it, it was my very own. So, I was very happy. And you know I have always loved living in Stockton. I know it's not a perfect place, but I have always thought it was just great.

Then coincidentally I do have to tell you that I was suppose to start my job July 1 and I had a really hard time getting everything wrapped up in Ohio by July 1, but Dr. Burns insisted. And so I get her and I call him—of course he's in Tahoe. So, I have something to say about that. And he says “Well just come on up” I said “I'm not unpacked or anything” he says “Well come up after you are unpacked”. So I'm unpacking and my friend—who was also working on her Ph.D at UCLA and she is also Pacific Grad. And my friend Sandy was helping me unpack and it was a very warm day. She said “You need to come down to this, you need to go for a swim.” Because I had working at the University and she said “There is a really cute professor down there at the swimming pool” so I went down for a swim because it was hot, but that's where, that's the day I met my husband. The fact that we got married has absolutely nothing to do with the University. People think we met here. Of course you know Dewey. You know that he thinks that administrators are here to serve and are pretty worthless and so we never saw each other on campus. He died never understanding what I did. He just said “She spends a lot time doing it.” And so then I met him and he loved Stockton. He was from Capitola, he was from Santa Cruz, but he loved the weather here. So that was also a big impression on me. When we started dating we were very happy here, so I never had those negative views at all.

MEYER: Right. You know Judy I understand exactly what you are saying. And can I have us go back up again on the timeline to get this straight again, a little bit?

CHAMBERS: Sure. Right—

MEYER: Because in your enthusiasm—[laughs].

CHAMBERS: I lost track—

MEYER: Yeah. And so after Bob Burns suggested you go elsewhere for a while the elsewhere was for about eight years?

CHAMBERS: Yeah—to Mount Union College.

MEYER: Which college?

CHAMBERS: Mount Union College—

MEYER: Mount Union College.

CHAMBERS: --In Alliance, Ohio. It was school very much like Pacific. And I had hard time getting a job because I was twenty-three and I was looking for a dean's job and I got a lot of turn downs—you know we don't want anybody that young. But this president was willing to take a risk and so I went back there for my interview, heavily coached by President Burns and Vice-President Meyer, Sam Meyer. And I remember President Burns said "You probably are not going to get offered the job on the spot, but for heaven's sakes don't take it" which of course is exactly what I did. It was offered on the spot and I did take it. And I had no clue what kind of salary I was going to make—[laughs] I just really liked the President and we just hit it off and we worked together back there for eight years. It was a wonderful eight years of my life and then on January in 1968—January of 1968, President Burns called me and said "It's time for you to come back." He wanted me to be Dean of Students at Raymond College and that's the job I came back to interview for. It took me about an hour in a half to figure that wasn't the job for me. It wouldn't have worked. They were very nice and very gracious, but it would not have worked. And so President and Mrs. Burns were going to go away to their home in Columbia for the weekend and he said "Come up and we'll talk about this." And I said "There is no point in talking about it. I'm not going to take it. You know I want to come back but I am not going to take it." So we are sitting around the breakfast table on Sunday morning and I am leaving that afternoon to go to Ohio, back to my other job. And I said to him "You know it was the days of tremendous turmoil in Student Affairs and I said "What you need is somebody who could work with students and be an intermediary between you and the student body, working out of the president's office. You are [__?] from the students, you don't understand them. The people in the Student Affairs office have a different kind of job, but you need to have somebody work with students who can interpret your views and who could explain where you are coming from." And he went—Grace and I, his wife, took the breakfast dishes out to the kitchen and she said to me "Keep talking, you're winning." I just went right back in and kept at it and he said "Okay you win. I guess I do need an assistant. So do you want that job?" I said "Yes, thank you."

MEYER: What might you call that? Or what might be the title?

CHAMBERS: I came back to Pacific as Assistant to the President in 1968.

MEYER: 1968? As Assistant to the President?

CHAMBERS: And I was his assistant. What I don't think Dr. Burns knew when he hired me and what I definitely didn't know is that he was dying. He had cancer. And I went to Tahoe with him a couple of weeks after I got here and I just remember wandering

out in the morning and asking him how he slept and he said "I just didn't have a good night at all. My back was killing me. I slept sitting up all night." And I think that was probably the beginning of the cancer. So like 18 months later he died. And—in the mean time I had gotten married and we bought a house and I was so naïve I didn't understand how vulnerable I was and so then Alister McCrone became president, so then I was his assistant and then he left and Stan McCaffrey became president and I was his assistant. And then Stan decided to make a lot of changes in the Student Affairs office and he just called me in one day and said "I want you to be Dean of Students" and I said "You know there's people already over there who think they deserve that job" and he said "Well they aren't going to get it. If you don't take it we are going to have a search." Meanwhile he hired another assistant that he had worked with at Berkeley and it seemed real clear to me that I better go back into Student Affairs if I wanted a job. But—he told me to go home and talk to Dewey about this and Dewey and I talked about it all weekend and decided that I would turn it down. And so Monday morning I was to go over to see him and he never asked me about the conversation he just read me the press release announcing that I was Dean of Students [chuckles], so that's how that happened.

MEYER: So what year is that about?

CHAMBERS: 1973.

MEYER: Okay—so I think we've got that sequence—so all the way from 68' to 73', that's only five years, was that—

CHAMBERS: I had three different bosses.

MEYER: Yes.

CHAMBERS: Yeah.

MEYER: And Alister McCrone[?] went up to Humboldt State?

CHAMBERS: That's correct.

MEYER: He was here just a short time, like two years?

CHAMBERS: Yeah he came from NYU and he—I think he was, I'm pretty sure he was a candidate for president. You know how that goes when you throw your hat in the ring and you don't get it—

MEYER: Uh huh, right.

CHAMBERS: --And so I think that he and Stan had a conversation and Alister moved on and he left here and Dewey and I kept in touch with him. We were—the four of us were very good friends we went to visit them in Humboldt and they came down to visit us. But he stayed at Humboldt until he retired, which was just a couple of years ago.

MEYER: I knew that he had been up there or was up there for a long time. So let's see now Judy. Let's hang up here for just a minute and take a breath and see where we are.

Tape 2, Side A

[**Please note that Meyer re-interviewed Chambers on June 11, 2008 for this portion of Tape 2, Side A, which can be found at the end of this transcription**]

[At the start of Tape 2, Side A there was a loud noise and neither the interviewer nor interviewee could be heard]

CHAMBERS: --the civil rights movement and times of addressing matters of discrimination and our students were very unhappy and were demonstrating against the fact that we did not have minorities here. That minorities could not afford it—and so they demonstrated in front of the tower—and you will recall there is only one way up and one way down out of the tower—and they were there all night and there were many of us who were negotiating on behalf of the president to try and develop this program. A key person in that was Jack Beven who was then Academic Vice-President. He was—he really understood what was going on with his students. He was very helpful. It was a fascinating time to listen to these students and then to have the University come up with a program called the Community Involvement Program which was at that time for students who were first generation to go to college. They needed to be from certain specific zip codes in the area, which were primarily schools in south Stockton...[loud noise, Chambers could not be heard for the rest of her response]

[loud noise continued for five minutes]

CHAMBERS: --how do we change this fabulous Raymond College that has so many things going for it? What do we do to make this contemporary? Others will give you many different views, but there just came a time when the enrollments of those schools were so low that the Cabinet made the decision to recommend to the Board that they be closed because they were a huge financial drain on the university, but they didn't change. Some schools—it's just like Antioch College, I won't get off on that—but that's why it's closing, it didn't change. So, that's kind of my view.

MEYER: That's very interesting. I understand there's quite a collection of tapes and things that are related to the cluster colleges, but it's like anything else we talk about. The different perspectives help the scholar when he looks through these materials...[loud noise, Meyer could not be heard for the rest of her question]

CHAMBERS: As usual, a lot of times it isn't what you do, it's how you do it. And so I guess, though I wasn't really involved in directly, I guess they didn't feel it was handled

in a really good way. So, it's been a huge struggle that the university is finally winning. It has been a huge struggle for the Alumni Office to bring those groups back and I have been frequently assigned, for example, to be the staff member now that goes to the Raymond reunions because I know a lot of those students and I had a good relationship with them when I was here, when they were here...[loud noise, Chambers could not be heard for the rest of her response]

[loud noise continued for one minute]

CHAMBERS: --Martin Burke who is doing some work with SIS now, was student body president when I was in Student Life and so I have also done a few things with the Covell and SIS people because of Martin and my relationship with him.

MEYER: Would you say his name again please?

CHAMBERS: Yeah. Martin Burke. B-u-r-k-e, I think. And he is quite a prominent person in one of the South American countries. I think it's Uruguay. But that's to definitely check.

MEYER: That's great. Judy we are moving along here beautifully. Does any other program or anything come to mind or shall we move ahead?

CHAMBERS: Sure. I think we can move ahead.

MEYER: Okay. Controversial issues we have sort of talked about the meeting at the tower and the donuts. You talked nicely about how that was resolved and by the CIP program for instance is one thing. Anything else?

CHAMBERS: Yeah. I'll tell you just my view of that, the era and why the university escaped a lot of the controversy. Is that President Burns said yes to every speaker who ever wanted to come on campus [loud noise] –there were people who threatened to withdrawal their gifts from the university and who told President Burns they weren't going to give any. Larry Meredith was Dean of the Chapel and he brought in every bizarre thing he could find. So we had...[loud noise]--

[loud noise continued for about two minutes]

MEYER: Okay Judy, this had been great. What we are doing here. Let's move ahead then, okay? Let's see—you know a little bit about student life again with regards to the students. You can't help but think in the old days the dress code and the curfews and things that the University was sort of playing the second role of parents and whatnot. In those years, what are things that come to mind regarding the privileges or the responsibilities, or how do you think the role of the student has changed at the University? Or the role of the University in relation to its students? The behavior of the students, the parent surrogate role, that type of thing. Anything come to mind there?

CHAMBERS: Well, I just remember when I first came back to Pacific, I was frankly surprised to find that there was still a dress code and that there was still hours because I had eliminated that at Mount Union College already. And California was supposed to be more progressive and so I was surprised. A lot of that did not change...[loud noise]...and I kind of—Stan McCaffrey was very much for that and so I got a lot of support to make those changes. That's when the early days of when the residences halls went co-ed. Students...[loud noise]...you walk down the hall in your pajamas in the morning to brush your teeth and there's nothing very romantic about that and the guys did not date the women that were around where they lived. They dated them in other residence halls. So there was none of that stuff the parents thought was going to happen. But it was just a public relations nightmare changing that. Explaining to parents that we had studies that these behaviors did not happen and schools were doing it all over the county and we had lots of materials to support that that was the way to go. We made a commitment that we would always have one single sex residence hall for men and one single residence hall for women. [loud noise]...I remember when I was a student. I would go in to see the Dean and I'd say "I think we should do this" because I was president of A.W.S. and she would say "I don't think we should do that" I would say "why" and she would say "because I said so" and I would say "okay" and then you walked out of the office. Those had to be the great days for the Deans because I never had that [laughs]. I never got away with "I told you so" and they walked out. Those days were gone by the time I got into student affairs. But it was just—one of the things that is just so much fun about this now, this is even appalling to me, my fiftieth reunion year from Pacific and I am on the committee and so a bunch of us have lunch before the committee meetings and we talk about the oppressive hours and the dress code and how we got around it by putting on raincoats when we had shorts underneath it and it would be a hundred degrees and we would be going to an athletic activity so we would have these raincoats on—we had shorts on and we'd carry tennis rackets so we could go to breakfast and pretend we were on our way to a P.E. class. It was so bizarre to think that ever happened and of course students today don't believe it. I mean they don't believe what ever happened because the whole issue is why would you treat women any differently than you treat men? Why would you have hours for women and not for men? And of course that whole student movement was about equalizing rights of women.

MEYER: Now Judy let's try to pinpoint that just a little bit more and also your position. Does your title of Dean of Students—

CHAMBERS: Dean of Students. I became Dean of Students in 1973.

MEYER: Now when Stan McCaffrey came on board—

CHAMBERS: Yes. Stan came in 71'—

MEYER: Okay.

CHAMBERS: --I think. Or two.

MEYER: Or there abouts.

CHAMBERS: And then I became Dean of Students. When Stan was president and then two years later—Stan McCaffrey thought student life was very important. I don't think Dr. Burns shared that feeling—it wasn't that he didn't think students were important, but I don't think building a strong student life program was a priority of his and he always wanted me to get out of that field and learn how to raise money so I could be a college president. Which was not ever anything I wanted to do, it was something he wanted me to do. But he was going to do that. That's what he was determined to make me and so, but Stan McCaffrey had a very different feeling about student life. He had been very involved at Berkeley, he had been president of student body, he had been in Phi Beta Kappa, he had been on the football team. He knew what lessons there were to be learned outside of the classroom. And so, when I became Dean of Students he made a deal...[loud noise]... was that there be a vice-president for student life, so that this program would be equally important at the cabinet table and so two years after I became Dean of Students he proposed to the Board of Regents that a vice-presidency for student life be created in 1975. And then of course he had to get permission from the Board to create a new vice-presidency, but he had the authority to appoint the person to the position.

MEYER: Yes. So at that point in time, equally sitting around the table would have been the president, the vp's for—what?

CHAMBERS: Cliff Doctorman, Vice-president, executive assistant—

MEYER: Was that a title called Academic Vice-President or was that something else at that time?

CHAMBERS: No. Cliff's job was really—he was the development vice-president—

MEYER: Oh, is that right?

CHAMBERS: --Yeah. And Cliff Hand was the—

MEYER: --Oh, oh Cliff—wait a minute—I'm getting—Cliff Doctorman was the—

CHAMBERS: Vice-President for Advancement, but his actual title was Vice-President Executive Assistant...[loud noise]

MEYER: Yeah. Well, vice presidents are—the sequence of those, let's not worry about now, but it is important that we get that straight at one time or another. Dean [__?] and a bunch of them—

CHAMBERS: Dean Berthoff[?] was Dean of the College when I was here and then Sam Meyer and Sam Meyer incidentally was a really important mentor of mine and then he left Pacific to become President of Ohio Northern and that was about a three hour drive

from where I was. So, I use to go down and spend Thanksgivings with he and his wife, so it was a wonderful Pacific connection.

MEYER: Oh yeah. I—just because our names were Meyer we had a little bond between us, but oh man he was just wonderful—

CHAMBER: Yeah.

MEYER: --He just seemed to sense what the role of the small, kind of University ought to be caring and all of that because that was his personality. He wasn't a big PR man. But anyway—

CHAMBERS: I'm sure the archivist can remember who was Academic Vice-President before Cliff Hand or somebody in the Emeriti Society.

MEYER: So, sitting around the table would have been Academic Vice-President and Advancement type of vice-president, a student life vice-president—

CHAMBERS: And the Financial Vice-President.

MEYER: Oh yeah. Okay, so that was kind of like—

CHAMBERS: And the president, there is the five of us.

MEYER: --yeah I got that straight.

CHAMBERS: Which is still pretty much the way it is today except that the president has an assistant who sits in on those meetings.

MEYER: Right. Okay, I think I got that, I got that. Let's move ahead here and see where we are. Progress in evolution, where did the energy come from—maybe are we prepared to look at the present and into the future—

CHAMBERS: Sure, sure.

MEYER: --or are we not?

CHAMBERS: I think so

MEYER: Maybe, maybe this issue about the role of the university in the community because that has always been a kind of a little ivory tower type of thing. We perceived as that. While you are getting your thoughts about that, do you see that as something that was or is or will continue to be a problem of the university in the communities? Certainly the university is making every effort to be a part of the bigger community. Can you speak to that a little bit?

CHAMBERS: Sure. I think we always have had the reputation of being an Ivy League campus in the middle of a community with lots of really...[loud noise continued for two minutes]...meanwhile there are lots of us who have been involved in the community [pause]—

MEYER: In what way?

CHAMBERS: Well, I was president of the United Way Board, I was on the Chamber of Commerce Board. I was the first woman to get the Women of the Year award by the Chamber of Commerce. I have been president of the Delta Health Care Board and the thing is there are lots of people. There is nothing unique about my involvement. There are lots of people, who have been very involved in the community, but somehow it just doesn't get out there or people forget because you know it was like twenty years ago that I was president of United Way. So, now Duane Isetti, he was president just a couple of years ago and somebody gets up and says "The first person from the University to ever be president of United Way" I go "wait a minute, excuse me." But you have to have some institutional memory.

MEYER: But you know Judy, this point that we are talking about right now with the community thing, I felt it the whole time I have been here. I have been considered an elitist sometimes and that—we sort of missed the boat. We are so important to the community—I don't know. Is it jealousy? Is there—[tape ends]

Tape 2, Side B

MEYER: Let's try again [laughs]

CHAMBERS: By the time we finish this future, the University will have already had it.

MEYER: Yeah. Judy and I were trying to get to a discussion about the future of the University in relation to the plans that have been ongoing and the acceptance of an important document called "Pacific Rising". The core values for the university have been identified and some of the strategic plans for carrying those out. And so Judy what do you think about the future of the university? Will a new president make a difference? How [__?] are the regents decisions about this?

CHAMBERS: Well the regents are going to meet next month to draw up a list of characteristics that they are going to be looking for in the next president and it will be interesting to see what those are. But, I don't think it will change the direction of the university because the regents—as my understanding, I wasn't there, but I have been told that they have unanimously passed the "Pacific Rising" document which really does chart the direction of the university for the next several years. And so, I would think they would use that document as a recruitment tool for the next president to say "this is the direction we want the university to go and this would be the direction we think you should take the university and you can put your stamp on it through your leadership, but here are our core values we want those maintained and then within the scope of this

document then you move the university forward. As you and your team think it should go.

MEYER: That's really clear.

CHAMBERS: We'll just see if it's even remotely correct.

MEYER: Well Judy we have had a great morning. I guess in looking back at the tapes we have done, I wonder if there are any—what quotes we have here called “burning memories” that you have of the university because you have played an unusual series—you have identified all kinds of things as a student, as a graduate student, as an assistant to the president, the student life vice-president and all of the above. How about some special events of burning memories?

CHAMBERS: Well, Pacific has just been so important to me, but special memories; my wedding reception in the president's home is a special memory, chairing the committee to plan Tully Knoles' 80th birthday party when I was a student that was a special moment, speaking at Dr. McCaffrey's 80th birthday. I told this story that I'm not going to tell it, but I told this story that he once said to me when he was president “if you ever tell that story one more time about me I am going to fire you.” So I had a chance to tell it one more time when he wasn't president. What wonderful memories of looking back at all of the presidents that I have worked for. They all have been good—some have been stronger than others, but—I have a lot of memories. Those are some special ones. Dr. Burns played a major role in my life but there have been other presidents who have too. So it has been a wonderful place to be for fifty years—almost. Except for eight of it I have been here, since I have graduated.

MEYER: You know I can't help but say that probably there is not another one like you who has been a student, meet your husband here, went away for a short time and grew in the way that President Burns wanted you to, and then come back and talk about orange and black in your blood [laughs].

CHAMBERS: I do remember one funny thing Dr. Burns said to me one time “you know what this university has done everything for you in your entire life except find you a husband.” And then when I went to tell him that Dewey and I were engaged he said “now we've done that, now we have done it all. Every good thing that has ever happened in your whole life is a result of the University of the Pacific.” And that's a real nice way to say it because that's about the truth.

MEYER: And what was your uncle's first name?

CHAMBERS: Milton. Uncle Milton.

MEYER: And you can say—uncle Milton you never know.

CHAMBERS: That's right [laughs]

MEYER: Judy, thank you very much.

CHAMBERS: Oh my pleasure. This has just been a wonderful morning. I have so much fun Doris, thank you so much.

MEYER: I hope we did a good job and thank you.

CHAMBERS: Sure.

[Tape stops; end of interview]

This portion is the re-interview of Judy Chambers on June 11, 2008

MEYER: Good morning Judy [laughs]

CHAMBERS: Good morning Doris.

MEYER: Here we go again.

CHAMBERS: Yeah, take two.

MEYER: I think we'll do just fine. Mike came in and checked the mic and so Mike says the mic is okay. So, Judy the other day when we had our first part of our conversation we did a lot and now we are at a section here where we are talking about university programs and one question might be; it said describe the university programs that you feel were particularly significant and one perhaps that you may have had something to do with or you know something about.

CHAMBERS: Well, during my early years at Pacific I think the most significant program that the university became involved with is the Community Involvement program and I believe that the year would be 1969. That would be easy to check. But you know it was a time of great unrest and there were a group of students on the campus who felt that we were seriously underrepresented in the area of minorities. And so they had this demonstration and those of you who know the tower know that there's only one way in and one way out, so they wanted to be sure they got President Burns' attention and also very much involved in negotiating all of this was our academic vice-president [Jack Beven?]. The negotiations resulted in the development of a Community Involvement program and I think it was for two-hundred students back then, it is less now. But it was from certain areas of Stockton where most of the minorities were primarily in the south and it was based on certain zip codes and it was first generation minorities. It was a very successful program. Part of the challenge was that the students didn't live on campus and they weren't always real supported by their parents to move in this direction, so there were special support services, a whole office of special services set up to help these students succeed and that program exists to this day and there have been literally hundreds of students, many of them very successful who have gone through that program. In fact I think they have their twenty-fifth reunion not too long ago and it was very successful. But I think at that time there wasn't another program like that in any

private university in the country because it was funded entirely from university dollars, from tuition dollars, from the tuition of other students.

MEYER: You mentioned in one of your first sentences about that you thought the number were less today. Do you think the number has gone up and down sort of through various cycles or why do you think it may be less today? Or is that not a fair question?

CHAMBERS: Oh sure, it's a fair question. I think it's less. I would really have to check. I'm guessing one reason that it might be less is that we have so many more minorities in the university and we have so much more scholarship money available that there may not be the need, I don't know. But I don't think the number has gone up and down. I-- you know I think it has been pretty steady and I haven't been close to that program since I left student life, so I'm not the best source in the world.

MEYER: But at least you were able to tell us about the start.

CHAMBERS: Absolutely.

MEYER: And that was-- you think about 1959—

CHAMBERS: No '69

MEYER: '69 right.

CHAMBERS: If I said '59 I meant '69.

MEYER: Yeah okay. So then President Burns was still president at that time, which reminds me that in looking over the written transcript, I want to be sure in our conversation that we get very straight, what your various roles were after you came back. I know that we talked about that before, but in reading it over it wasn't very clear to me. So, but let's move ahead now. Another question was about the time that the clusters started. Do you think the clusters also started about 69' or what would your guess be and was President Burns then still president? Yes, because it was his idea.

CHAMBERS: Yeah it was legacy. The cluster colleges were one of his great legacies. I believe all of those clusters were started in the 60's because I left in 1960 and when I came in 1968 they were here and very distinct, very individual, and very successful. Raymond attracted the scholars- the curriculum was distinctive there were no grades. There were no exams, I don't think. I think you wrote papers. And then there was Covell. Half of the students were Spanish speaking. They came from Latin America and South American countries and the other half were from here. And then Callison took their freshman class to India for a year, the whole class. So there was something unique and different that was very appealing in the 60's and early 70's. but as time passed, some of the students for example from Raymond, had a hard time getting into graduate schools because the graduate schools wanted grades and some of the newness and freshness of the themes of the cluster colleges didn't have as much appeal years later and so they were closed. I think it was in Stan McCaffrey's era when Cliff Hand was academic vice-

president and some of the faculty were reassigned to other units of the university. It was just an interest phenomenon. You could interview fifty people on this subject and you would get a different answer I'm sure from everybody, but my point of view was that those clusters didn't change as times changed. They remained the same, but the students were interested in the same things in the 70's and 80's if they were around in the 60's, so if somehow that the curriculum of those schools had been able to adapt with the changing college student, I think they could have preserved their uniqueness. But they suffered from low enrollment and at one point it made no sense to keep them open because they were dying a slow death.

MEYER: And they were dying a slow death primarily financially because of not changing with the times—

CHAMBERS: Well, they were suffering financially because students weren't coming. And then why students weren't coming is something that everybody I know has a different view on. My view is that those schools were not longer attractive—

MEYER: I understand exactly what you are saying and it seems very clear. I wondered at about the same time then, the students on the campus, other than the students at the cluster colleges, were they apathetic? Were they jealous? Were they—how were the students on campus, how did they associate? I remember something about the eucalyptus curtain. The curtain yeah—

CHAMBERS: The main campus and those clusters were separated—I haven't thought about this in a long time—were separated by a row of eucalyptus trees and the students on the main campus I think felt very neglected. They did feel that all the goodies went to the cluster colleges. All of the resources, the good faculty, you know just all of the publicity and the attention. And the interesting thing—I was working the president's office now but it was just a student affairs nightmare for Ed Betz and Kay and Dick Williams because there was one set of rules for the main campus and then everyone in the cluster colleges had different rules. Of course they were much more lenient so they were much more attractive to students and the cluster colleges had what they called "preceptors" and those were little mini deans of students and Ed Betz who was dean of students for the university had no control over anything that went on in those cluster colleges, so you know he would have people in his office saying "how come the people in Raymond get to do this and we don't?" and there was no way to explain it. So, after President Burns died and President McCaffrey came in, the first thing he did was to form four task forces—and this is just terrible, I remember one of them was student life, one of them was athletics, and I can't remember what the other two were. But the student life task force came back with the recommendation that student affairs on the campus be centralized. And that you can't have rules in one place and not have rules in another. And that it would be centralized under one administration and that there be a vice-president for student life created. And so Stan implemented virtually all of the recommendations of that task force so that it got centralized in the dean of student office and that's when I became Dean of Students. I would not have touched that job with a ten foot pole if he hadn't done that because it was just impossible. It was absolutely

impossible and it was a little easier to do then because of the clusters were losing some of their glamour. But finally then it got centralized and I became Dean of Students in '73.

MEYER: That's really good Judy. I think that part in there is very important. What is a preceptor again? Did I pronounce that properly?

CHAMBERS: Well, I don't know the definition of it in the dictionary but the preceptor definition of it for the clusters was a dean of students.

MEYER: And there were several of them?

CHAMBERS: There was one in each cluster. There was a provost—there was a provost at Raymond and I can't remember whether the other two had provosts as well. They might have had deans of the colleges. That would be easy to check. But they essentially had two administrators. They had the provost who ran the college and was the administrative head and the number two person, this preceptor did all of the student discipline.

MEYER: Okay, now at Elbert Covell college I remember—what was the man's name who was either preceptor who we—

CHAMBERS: Gaylon Coldwell

MEYER: --No.

CHAMBERS: He was the head of the—

MEYER: Yes.

CHAMBERS: Clark Shimmel?

MEYER: Yes. The folks that went down to and are now living in the desert area. In southern California—

CHAMBERS: I didn't know where he went.

MEYER:--yeah. Clark Shimmel? No not Claude. Oh boy that name is important and I can't think of it right now—

CHAMBERS: [] Mr. Shimmel's first name?

MEYER: Yes.

CHAMBERS: I think it was Clark.

MEYER: Clark! That's it. Clark Shimmel. So he wasn't the provost, but he was a number two and I remember him very well—

CHAMBERS: What year did you come?

MEYER: 1956. So clusters were after that time. Judy, this is really good. Tell me now what you remember about—we've talked about these other students and we talked about the free speech movement and all of that and then Larry Meredith came in with a whole group from Albion College, including Ced Dempsey, Ike Isaac, and that whole group. Tell me about Meredith's chapel services [laughs] because that was kind of a loose group there for a while.

CHAMBERS: Yeah very loose. Well, I think one of the reasons that we had as little unrest on the campus—because we did—was because of President Burns' free speech policy. He never ever turned down a request to have someone speak on the campus and much to the chagrin of many of our donors who were constantly calling the president's office and beating up on him because we had very controversial people here, as you will recall. Some of those donors were legitimate donors who were upset, some of them never gave any money to begin with and so their threat to never give again was—just serious as it might be [laughs]. But Larry Meredith had these chapel services and he just had Timothy Leary—he had them all. Angela Davis—I remember he had these topless dancers running around on the lawn of the chapel and it was just a very open time and lots of controversial people came and the students loved it. I remember going to hear Angela Davis and for what ever reasons—maybe we just had so many that it wasn't just particularly well attended. And she was—the people who didn't go really didn't miss anything because she was obviously, seriously under the influence of drugs and she didn't really make any sense—I didn't even stay until the end. But we just had a lot of interesting people come to the campus so nobody could get angry with the administration for what they were not allowed to hear and do. We had teach-ins and study-ins and we cancelled classes and sat around and talked about the sun and the moon and the stars—you know life and truth and beauty and love [laughs]—

MEYER: Hey Judy that's another example of our innovative style. I mean maybe the clusters were innovative, maybe community involvement, but they can't say we weren't innovative in the chapel service. Well, let's move ahead here. I think we are doing very well. We had a little hard time getting started I think, but we are on a roll now. We are now probably up to the present and moving into the future. At present there is a document that is being produced called "Pacific Rising". It has been in the preparation stage, I know for at least two years or so right now. Can you tell me a little bit about what you know about that document, it's relationship to the philosophy of the university and the admission of the university and how different it may or may not be to what we are now and what we were several years ago.

CHAMBERS: The Pacific Rising document is charting the course for the university to take for the next, I think fifteen years. And it follows a document that was similar that Don DeRosa commissioned when he first came here to talk about the mission and vision

for the university when he became president and this is just the next step in that process. And it was approved by the Board of Regents and it was many years into discussing and it lays out in a very straight forward way what the priorities of the institution will be and along with its values and how it intends to move forward to continue to be one of the finest national universities in the west.

MEYER: And so in your various roles, have you been involved in the movement as it moves forward? Are you—I am going to ask you a question—are you in agreement with the statements that are made in the document? Do you think it's the way we should be going?

CHAMBERS: Oh, I think the document is very good. I did not have anything to do with writing it. It's the first one that I haven't and I think that it's just the nature of my job right now. I feel like I have written—helped written more mission vision statements than anybody walking the face of the earth. So, I can tell you that I didn't miss not being part of this one [laughs], but we have done mission and vision statements for decades. And I think that this is very good and very important and I think it was written by a campus-wide committee and voted on by the board. It is not so strikingly different than the first one. I'm not—you know when President DeRosa came, the university was in a very different place than it is today. And I think that people were not clear about what direction the university was going to go and I don't know that there was a direction. So, I think that it was particularly important to the president to set that course right from the very beginning, so that any of the decisions we made were bounced off against this mission and vision.

MEYER: When you are talking about the early time that President DeRosa was here and perhaps lack of direction, it probably had to do with the financial status of things at that time—my guess. And so if you look through the mission statement and so forth now, the things that are similar would be caring community and a student oriented community—am I right? Any other things that strike you that have really—things we are going to be working toward?

CHAMBERS: Well, distinctiveness in our academic programs is certainly a theme. And continuing to attract an excellent faculty and a student body of superior quality and I think there is—I have read it several times, but I don't have it sitting in front of me, I think there is actually a statement in there about the financial stability of the institution which is very important.

MEYER: Very important. And I remember reading parts about the community connection—

CHAMBERS: Yeah, the outreach.

MEYER: --The outreach thing and the service learning part of that all. Because we can't be an ivory tower in the middle of a community.

CHAMBERS: No, that is absolutely true. Well, you know I remember when I was in school taking classes in group work and we were required to work in community agencies. So, you know the concept isn't totally new, but I think it got lost over the years. The best example is of course student teaching, but I mean we have always had student teachers in the community, but again back when I was in school there were quite a few classes that required you to work in the community. So, I worked at the Y and I worked at the Scout Troops, that kind of thing. But I think then maybe it just kind of evaporated and has started back again. Stan McCaffrey had these university community forward together luncheons that he would host community leaders a couple of times a year and just let them know what was going on in the university. The emphasis now is that, but it is also getting our students into the community. Part of the orientation is to take them downtown where they have a project to do.

MEYER: I think you have hit the nail on the head. There has always been community service. We haven't advertised it probably as much and a lot of people didn't know that, but—

CHAMBERS: And that continues to be a problem today. I was hearing a report of this meeting that was held recently where people in the community were just blown away at the amount of activity that is going on in our campus with our students, but we have not done a good job of letting people know and so I think you are going to see that changing in the future. That we are just going to really be emphasizing in a much bigger degree, the marketing of all of these students and faculty who are heavily involved in community activities.

MEYER: I agree with you. We personally as representatives through the university get all kinds of reactions as individuals about this thing. All the time. I remember on our first go round on this—

CHAMBERS: Maybe you should just say for the good of the order that the first time we did this tape, it didn't work. So people who might read this might know what we are talking about. They probably aren't even using tape recorders now [laughs].

MEYER: [laughs] Anyway, burning memories. Your burning memories were wonderful on the first go round. And they may be okay. Shall we take a look at our first memories were. Because I remember they had to do with 80th birthdays and they had to do with speaking and they were very good. Let's see [pause]... You talked about Tully Knoles 80th birthday and Stan McCaffrey's 80th birthday and maybe that will do it.

CHAMBERS: Well, I was a student when Tully Knoles was 80 and I was on the committee and that was fun because he was just awesome. This huge presence of a man riding this white horse up on the levy. For Stan's 80th birthday that was over in Marin somewhere and that was fun because by that time he was retired and I could say a lot of things I had on my mind when I worked for him [laughs]. That was just very funny. In fact there was this one joke—there was this story the president hosts a luncheon for new faculty every year and it is still a tradition that happens today. And so I went and then all

of their vice-presidents do their little speech about what they do and so I went to one of those and sat down to new faculty member and the president's room was completely full and he said to me "which one of the people in this room is the president?" and at the time I thought that really was a stupid question. How could you not know who the president was and then I realized that all of the negotiations was probably done with the academic vice-president or a dean and he didn't know who the president was. You know Stan McCaffrey he looked like a president and I just said "you look around the room and you tell me who is president". And he looked around the room and found Stan and asked "is that the president?" And he said "where did he come from?" I said "we got him from central casting, he looks good but he doesn't know what the hell he is doing." I got up and told that story that day and of course everyone that it was very funny and I told it several other times and Stan said to me once, "if you tell that story one more time I am going to fire you" and so I did have to tell that during his 80th birthday.[laughs]

MEYER: Did everybody get a big kick out of that?

CHAMBERS: Yeah they did. It was funny.

MEYER: Well, Judy in closing it again. As I said here, there is nobody that knows—talk about oral history—I hope that we have done a good job because there is nobody I can think of that knows as much as...[tape stops in the middle of sentence].

[tape ends; end of re-interview of Judy Chambers]