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## Christopher Henny Oral History Interview

Chris Henny  
*Raymond College*

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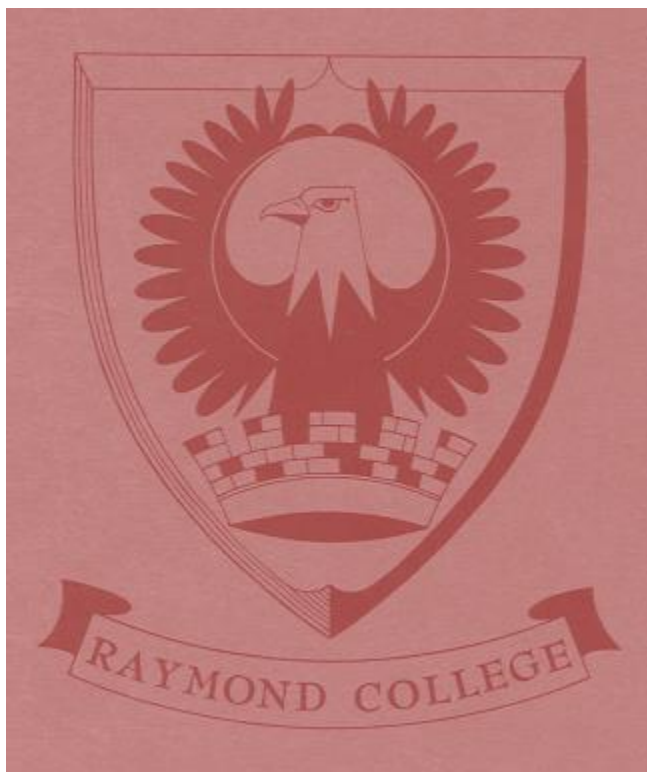
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RAYMOND COLLEGE PROJECT ORAL HISTORIES  
UNIVERSITY OF THE PACIFIC ARCHIVES



**Christopher Henny (1971-1973)**  
**Raymond College Student**

March 27, 2023

By Lorenzo Spaccarelli

Transcription by Lorenzo Spaccarelli University of the Pacific,  
Department of Special Collections, Library

## Christopher Henny Interview

Transcribed by: Lorenzo Spaccarelli

**Lorenzo Spaccarelli:** Let's see here. Okay. Hello, my name is Lorenzo Spaccarelli and today I am going to be interviewing Chris Henny. It is March 27th, 2023 and I am conducting this interview from my room on Pacific's campus in Stockton. So can I ask you to state your name for the record?

**Christopher Henny:** Chris Henny. I attended University of Pacific, Raymond College from, I guess it was '71 through '73.

**Spaccarelli:** Okay.

**Henny:** And uh, it was still Raymond then.

**Spaccarelli:** Right. And you are zooming in from where?

**Henny:** From Brussels, Belgium.

**Spaccarelli:** Nice. Okay. So yeah, that- you stole my first question right out of my mouth, and that was what years you attended. So perfect. So what was behind your choice in attending Raymond?

**Henny:** Well, when I graduated from high school, which was in, I went to the Athenian school in Danville, California. I then went, wanted to see the Midwest because I grew up mostly in Europe. And so I went out to Ripon College in Wisconsin and after a year of being in a high school with ashtrays, I went back to San Francisco because my family was out in the Orinda and Oakland area. And started working on a political campaign in San Francisco for someone who then got elected to Congress. And during my time doing that, I had access to college manuals or manuals about applying to college because the political campaigns tend to buy them so that they can see which colleges and the mass of students and so on and so forth. And so I said, well, I'm not really happy where I am. This was, you've got to remember, during the Vietnam War. And I was of draft age at the time and against the war and demonstrating almost every weekend. But I went through a list of things, that what did I want in a university? And one was a liberal arts general program, which did science as well as literature and philosophy and, you know, give me a broader background than just a specialization of some sort. And I didn't want it to be, you know, religiously oriented, particularly or anything like that. I didn't want it to be something that, where they would not accept my credits, because I had quite a few. And I came across Raymond College and it kind of met my requirements. And I could afford it. Well, my father could afford it at the time. And so I applied and got in. That's how the choice came about.

**Spaccarelli:** No, it sounds great, you know, and from what I hear, it certainly did a fantastic job of getting all those aspects of the liberal arts education. But I'm sure we'll get into that further as we keep going. So what were your first impressions of Raymond College when you arrived?

**Henny:** Well, my first impression was that it wasn't very California. It was more like an Eastern college in terms of physical appearance. And then I had a very funny incident at the time where- my name is Christopher Henny. Henny is the family name, but they thought that Henny was my first name on the application form. And so they had misallocated me as a roommate in the female section of the dorm because Henny is also- so they had to sort that out on arrival. And I was rather amused with that. And the girl they had put me with was actually quite good looking. So I wasn't too upset, but it didn't last.

**Spaccarelli:** Ah. Well, what about your, like your first impressions of Raymond classes?

**Henny:** It was a mixed bag. And I'm not saying that in a negative sense. It was, it was very mixed bag. I thought that the professors were very challenging. At the time, there was one, we had to do a course called IMW, which was Introduction to the Modern World, which was run by a guy named Mike Wagner. So it was Introduction to Mike Wagner. And he was fantastic at challenging people's belief sets, if you like, and making people think about what it was to question what they believed. And I thought that was a very good introductory course to the, to the school. And we were in a large amphitheater in the new building at the time, which was across the street from Elbert Covell College. That was, it was just one block over. And it was a nice classroom and the people were interesting. And the amphitheater, I mean, we had about 100 students in the amphitheater. So taking, taking the course. And, you know, as time progressed, we took on more and more different kinds of subjects. I mean, basically, it was a- I wanted something that was really challenging. And it was a three year course at the time, which I completed in two and a half years, in fact, because I had some existing credits. And it was, it was right up my alley in that sense. So, yeah, I thought the facilities were good. The dorm rooms were quite reasonable. The food was decent and in the, in the canteen and the- my classmates were a combination of intellectuals and hippies.

**Spaccarelli:** (Chuckles)

**Henny:** And no, no, I mean, if you look at the picture from that day, I don't know if you're familiar with the fact that there is a Raymond College website?

**Spaccarelli:** Yeah, yeah. The Phoenix Institute. Yep, I'm aware of it.

**Henny:** You can see the picture. Well, actually, my picture is, is there, but it's torn in the middle. I'm on the top of the round dome.

**Spaccarelli:** So, yeah. Well, well, I've- everybody talks about Mike Wagner, everyone, so I'm glad that you had a good experience because...

**Henny:** Well, it was the first, it was the first class that you had to take anyway. And I thought he was quite challenging. I mean, obviously, I was doing other things as well at the same time. We had to do math. We had to do literature. We had to do philosophy. We had to do chemistry, biology, physics, you know. And it gave us a really good... Background that allowed us to be confident to address any kind of problem, if you like. We weren't specialists, but we, we weren't afraid of standing up and talking and say- and learning and asking questions and challenging.

**Spaccarelli:** Sounds great. OK, then the next question is, were there any memorable events that stood out to you during your time at Raymond? So like high tables, charity events, anything like that?

**Henny:** There were some on campus and some off campus. The, the on campus one, I like the sort of high tables. And sometimes we, we, we took it upon ourselves to inject a little fantasy in them, in the sense that there was a speaker. And then maybe we'd put on some dance music and dance waltzes, you know, just. And then there's the common room, which was fantastic, to be able to sit and argue with people around the fireplace and... And then sitting out in the quad was, was, you know, you could sit there and read all day or go back into your room or whatever. So in terms of on campus, I like the elections for student body presidents and Raymond College, you know, student reps and things like that, I participated in that. And on terms of off campus. We went out to the California Youth Authority near Stockton and tried to help the kids to, let's call it, not become recidivists or people who come back again and again, because- and the way we did that was through art projects and theater. And, you know, I had, some part of my degree was in dramatic arts in Ripon College. And so I was able to, to help put on plays. And we actually got some of the kids to come to Raymond and actually put on the play. One of them escaped and ran away and we caught him again. But it was, you know, we- the fact was we reduced the, and California authorities liked it, because we reduced the recidivist rate by about 15 or 20 percent, which is significant. And it was free. So and we did some some fun things. We built a Golden Gate Bridge out of toothpicks and things like that. I mean, you know, some, some fun things. And then I also, you know, did some, some outings and things like that, went skiing and stuff like that. But there was, you know, sports and there was the UOP radio. So all of those things, you know, I kind of grabbed it with both arms.

**Spaccarelli:** Right. No, that's, that's great. I didn't, I've never heard about that youth authority thing. That's, that's interesting.

**Henny:** Yeah, it's prison for kids, you know, I mean, father killers and bank robbers and- but all underage. And, you know, some of them were just kids who grew up in a bad neighborhood and were caught for drugs and stuff like that. I learned a lot there. I learned how to take, you know, tamper proof screws off of the wall and all sorts of things in my bare hands. I mean, you know, how to pick locks and but the kids were, you know, it was, it was a prison for kids. And so we had restrictions on what we could and couldn't do. And, you know, like, for instance, we couldn't take, you know, glue in that was not something like, you know, wood glue, which is which you can't sniff. You know, we had, we had to be careful what we took in. We weren't allowed to take things like chewing gum in and stuff like that because they stick it in the doors. You know. Yeah. And it's a lot of restrictions, but we did manage.

**Spaccarelli:** Yeah. No. And if you're able to decrease, decrease the recidivism rates, that's huge.

**Henny:** Yeah.

**Spaccarelli:** So, yeah.

**Henny:** We also pulled some pranks on the town. But anyway, I'll get into that later.

**Spaccarelli:** Well, you know, you're welcome to now, if you like.

**Henny:** Well, you know, the Miracle Mile, I assume.

**Spaccarelli:** Oh, yeah, of course.

**Henny:** Well, in the middle of the Miracle Mile at that time, there was a police station.

**Spaccarelli:** Okay.

**Henny:** And we sowed the whole Miracle Mile with marijuana seeds.

**Spaccarelli:** (Guffaws)

**Henny:** They, they didn't know the famous green, lush green stuff. And they couldn't understand why all the hippies were coming and picking the stuff in the evening. You know, then one day they figured it out and the next day it was all gone. But the whole, whole aisle in front of the police station was, was marijuana.

**Spaccarelli:** That is fantastic. That is amazing.

**Henny:** So we did a few other things, but anyway, that, that one stands out.

**Spaccarelli:** That's, that's great. OK, so returning back to Pacific. Do you remember any controversies during your time at Raymond, between the cluster colleges and the university at large, between administrators and etc.?

**Henny:** Well, you know. To some extent, we were insulated from that by Berndt Kolker and Andy Key and the people who were the provost and so on and so forth. We knew it was going on. We knew there was some, there were, there were a couple of things. There were, there was some sexual, let's call it impropriety by some faculty, I think. We heard about that, but that's kind of in any institution. There was a rivalry. There was a rivalry between the cluster colleges and the main UOP institution. And it was clear that the main institution didn't really approve of the, of the cluster colleges. And they thought of

us as nerds because it was a three year high intensity, 21 units a quarter, you know, type program. But... You know, each one of the cluster colleges had its, its thing. I mean, Elbert Covell was... Spanish speaking, if you like, also students were from Latin America and we interacted with them a little bit because some of our students later went there or came from there. And then there was Callison and Callison was basically India-oriented or Asia-oriented. And, you know, in the time of hippies, which it was, you know, there was a lot of, let's call it Asian hippie-ism going on.

**Spaccarelli:** Right. Emphasis on yoga, that kind of stuff. Right?

**Henny:** Well, yeah, but, you know, also, of course, you had, in all of the university, but I would say more particularly in the cluster colleges, you had the use of marijuana and stuff like that. But- and people experimenting with, you know, psilocybin and God knows. I don't say it was everybody, but it was a significant thing. And at one point we kind of congregated and said, hey, we've got to slow this down and put an end to it. And we, and we more or less did. Yeah. As a collective, if you like. Yeah. But it was interesting to get the cross-cultural stuff from, from the cluster colleges and we got very, very little exchanges with UOP itself, except for the people who participated in the student body center, if you like. Where, the student government. Yeah? Or were in the sports program doing judo or something like that. But, or part of the UOP radio station. But I would say my cousin at the time was going to UOP and was a lady and she- actually I had three cousins there. Two became doctors and one became a teacher. And they were in the UOP side one, two of them were in the sort of pre-med programs. And one was in the teaching area. And they were all into things like, you know, Tri Delta and stuff like that. The living groups, which is fine. I mean, but we had no, virtually no interaction with that at all because they thought of us as being sort of off the books, if you like, or not serious enough. We were nerds. We were academically oriented, but anti-war, working in, trying to get the banks not to redline the poor districts and things like that. And, and most of the students, I'd say, at UOP were fairly conservative compared to us.

**Spaccarelli:** Yeah. No, I mean, it's a common theme through everything through, you know, basically all the interviews I've done so far is the aggressive attitude and the activism that Raymond students displayed as a whole is pretty impressive.

**Henny:** And still do today. I mean, if you go on the Phoenix, I mean I'm on the email with a lot of people. And we're interacting all the time, still. And that's like 50 years later.

**Spaccarelli:** Yeah, no, I'm on that email server, I'm on there and I can sometimes see just all the things you talk about and it's interesting. So, yeah. So to, let's switch it over to the teaching philosophy and education. What were your thoughts on the educational style of the Raymond teaching philosophy and how well did it work for you?

**Henny:** Well, for me, it was great. My high school was like that. Okay, so my high school was, what you call a court on league school, a little bit like Gordonstoun in England and stuff like that, we did outward bound and we had small classes of 12 to 15 and individual teachers and, you know, very high level. I

mean, out of my class of 40 students, 24 of them were merit scholars. So, Raymond was very much in that style. And, and I didn't get the feeling the rest of the university was. So, I don't want to be critical because other people have different views of how they interacted with things, but we were given a lot of responsibility, we had some fun and did some jokes, but, but ultimately we worked pretty hard. And we spent a lot of time, you know, reading and I think I read something like 200 books while I was there, in the two and a half years.

**Spaccarelli:** That's impressive.

**Henny:** Yeah, well, that was part of the program. And then, then some, you know, I mean, it wasn't just academic stuff but I was interested in doing aid and development, and that sort of thing and helping others, and subsequently went into the Peace Corps, okay that's, that's for a later discussion.

**Spaccarelli:** We'll have some questions later about how it's influenced, how Raymond has influenced you, going forward. But yeah, like the seminar style, was that...

**Henny:** The seminar style was fine. We had a couple of lectures, not many, mainly to a very large group, and that was mainly the, sort of the core curriculum type stuff. But, you know, most of the classes were sort of 15 to 20, I would say, I think one class was 30. And then the big one was 100 or so but that, you know, perfectly normal for any institution of that size. I mean I've been teaching since then, so I know approximately what's involved. And the, you know, it was, it was very, very Socratic in some ways, where they would make a statement and then challenge you on it and you could challenge them on it. It wasn't ex cathedra, you know, where they would stand up and just lecture to you. You know, challenge you to to actually apply it, do something with it, come up with ideas. And so I thought that was more than necessary and I was very sad to see that go at the end.

**Spaccarelli:** Yeah, no. Yeah, but that is, that is something that I think was, from what I hear was definitely a pretty profound opportunity that Raymond offered, the seminar style.

**Henny:** Well the fact is, you know, we were lucky to have had it. And I realized that economically it might not have been ideal for the university. But in terms of what we got out of it, it was great and appreciated and I think most of the students today, or past students would have said something along those lines. It's something that- I think businesses underestimate the value of that kind of an education. And it got to the point where the school, for a number of reasons which I understand but was, was focused on turning out people for companies to get employed, if you like, and because employment was getting tougher and tougher and tougher during that period of time. And, in fact, if you look at most businesses, they just want to see that you were able to attend class and get your degree and they don't really care. As long as you have the basic skills of reading, writing, arithmetic and maybe computing and stuff like that nowadays, they'll train you whatever they need you to do after that, as long as you can think and you're critical and positive. And I think UOP missed the boat on that.



**Spaccarelli:** That's fair, that's fair. But, um, just to return for a moment to the Socratic style, you make it sound very... I'm not sure what the right word is to use, but very, very equal between the students and the teacher as to how they engaged in those conversations in the classroom, like the teacher would start the conversation, but the students would be able to challenge the teacher and respond and like, it was, is it, does that makes sense? Very, very like...

**Henny:** Yeah. I think the principle on which they were operating was that we have a certain amount of knowledge, you have different experiences. Let's merge the two. And if you disagree with me, tell me why, but be able to support it. And by encouraging that, they got a sort of hybrid out of it. I mean, there were times in the IMW class where students would get absolutely angry, and, you know, because their core beliefs were under threat, if you like. And that's good. I mean, I wish more of that was the case right now in the US. But, and there were tears and some people were really frustrated and got really upset because they didn't have the words or they didn't have the concepts that they could put into a clear framework to counter the arguments that were being raised by the professors, if you like. But there was a degree of equal treatment in the class. It was a degree. It wasn't entirely equal. Outside of class, it was very equal. I mean, we would go, you know, go have drinks or go have a discussion in a bar or whatever, you know, with, or even on campus in the common room with the faculty who were quite available a lot of the time. And I think that was probably as valuable as the class time in some ways.

**Spaccarelli:** Wow. Yeah, no, it- Yeah, that's, that's, that's fantastic. I, I will say sometimes it seems these days like professors are sort of scared of their students, and so they don't challenge them nearly as much as they, as they should.

**Henny:** Well, and they're also under threat, in a sense, because you know it's what, I guess is called politically correctness today. They, they can't actually use certain words or certain concepts without, let's call it political pressure being applied to them outside the class. And I think that's highly unfortunate. When I taught here in Brussels, in the university, I just said to the students, look, I'm going to say some things that you guys won't like, but it stays in the classroom, and you can say things also. Because this, this sort of being totally politically correct all the time, doesn't add to, you know, the ability to challenge, the ability to discuss and to play with concepts. And that's a shame.

**Spaccarelli:** Yeah, I agree completely, reminds me of that recent controversy about the professor who got fired because she displayed a...

**Henny:** In Florida, with CRT?

**Spaccarelli:** No, that's, I was actually thinking of the professor who got fired for showing an image of Muhammad?

**Henny:** Oh yeah, or the one who just showed a picture of Michelangelo's David or no, Leonardo Da Vinci's David or whatever. I mean, it's insane.

**Spaccarelli:** Yeah, it is. Yeah, no, I, and that's the kind of thing that limits my education and the education of my contemporaries in some ways. It's unfortunate.

**Henny:** Well, you know, people have to have the courage of their convictions and the university, and this is something I would advise the university, has to protect their professors. In that respect, from outside political influence. If they don't, the quality of the education suffers. And teachers have or professors have opinions, and you may or may not like them. The classic example I can think of is the guy who invented DNA, basically, Crick, and he taught at Berkeley, but he was a total racist. Okay, and his work on DNA, I can appreciate. His beliefs in terms of concepts of race and things like that were later disproven and think he should have quiet on that but hey, we should have had the right to challenge him as well. Yeah, if I had...

**Spaccarelli:** Yeah. We got a little off topic there, but it was a great discussion. So, moving on. Who were the individuals that Raymond that were most memorable to you and why? Professors, students, anybody.

**Henny:** Oh, that's a tough one. Well, Mike Wagner was in a class of his own. Hugh Wadman. Let's see, Neil Lark. Andy Key, Berndt Kolker. There was a young lady who was at the, in the lodge. Let's see. Pulling a deep memory here.

**Spaccarelli:** That's the goal.

**Henny:** Jacqueline, Jacqueline Davis. That was her name, Jackie Davis. And you know they contributed, and then there was the people in the, in the canteen. There was a guy who ran the kitchen there, who actually, nobody knew it at the time, but he was a war hero, and who'd done some pretty incredible things. So, there were, and you know the kitchen people were always trying to get the students to have jobs, to have things to do to be able to earn a bit of money, because, you know, if you didn't have enough which- and I worked in the kitchen, quite frequently, serving other students but you know, my dad paid for the school but anything else I wanted, I had to pay for so you know I worked there and then I worked on summer holidays so...

**Spaccarelli:** Nice.

**Henny:** In iron foundry and as a waiter in a hotel and things like that. Yeah.

**Spaccarelli:** So, just to follow up because I'm realizing something that I hadn't really thought about. Is Jac- wait, first off, is Jackie Davis a fellow student or professor?

**Henny:** That was, no she was neither a student nor a professor. I think she was contract staff of the university. She may have been a student at UOP, but I think she was just there as the assistant to Andy Key and Berndt Kolker. She was handling a lot of the administration and stuff like that, and we got along very well, she was a nice lady. But all the people in the lodge were nice. It was, it was a tight ship in that

sense, you know if you had a problem you can always go and talk about what it might be and whether there was a solution or not. Andy, he rode a motorcycle, which was kind of cool. At the time. I remember one famous quote from, from Burns. No, from Andy Key I guess. Burns the, the- No, it was Berndt Kolker, it was Berndt Kolker. Burns was the president at the time, and he was traveling around the country, probably trying to raise funds or money, I would guess, and then there was some internecine things going on and Berndt Kolker made a statement that, you know, UOP burns while, UOP... Let's see. UOP, UOP fiddles while Burns roams, which I thought was a pretty cool analogy.

**Spaccarelli:** Yeah. But I just, I guess what I wanted to ask, speaking of professors, were there any or many women professors?

**Henny:** Yes, there were. There were three, I didn't have a lot of courses from them. One was teaching German, one was teaching literature. I didn't take German because I already spoke German. And another one. What was her name? Starts with an S, sidle or something like that. And then there was another woman professor. I would say the women professors were unrepresented, in terms of- there were only two or three of them, that I had any contact with. They were mainly in the social science areas, social science and language. They weren't in the hard sciences, or... Philosophy and stuff like that. The guy who was the philosophy professor, what was his name. Goodness. Orpinela. What was fantastic. He's a big, huge guy with, almost- he looked a little bit like Lurch in the Adams family but you know, fantastic as a professor. But those are, those are the ones that say- Hugh Wadman was fantastic at science and got me interested in, in liquid crystal displays and stuff like that. Yeah.

**Spaccarelli:** Perfect. Okay, well, that's, that's helpful but I was just, I was just wondering all of a sudden because I realized that nearly all the professors I've heard mentioned are men. Right?

**Henny:** No, there were, there were a couple of women. I just had, personally, because I had done the, I had credits for a lot of literature stuff before I came. I didn't have to take as many courses in that area, where the women were better represented.

**Spaccarelli:** Yeah, makes sense. So, um, you mentioned already that you were taking some- a stand on issues like the Vietnam War and everything during your time at Raymond. What issues were you involved with in particular that stood out to you in your mind as important to your development while at Raymond? Like your growth and development, while you were there.

**Henny:** A couple of things. One, being in a community of fairly like minded people. We had a couple of Vietnam vets. Well, there, but they weren't exactly pro what we were doing over there, either. If you like. And I know a lot of people would disapprove of the, I mean my uncle disapproved of my activism in that area. But it was a colonial war, and, you know, and we, I just couldn't be in favor of it. I lived abroad most of my life and I just couldn't see it. I lucked out on the lottery, the draft lottery. And therefore was able to go into the Peace Corps, which I did, and spent three years in the Peace Corps in Africa so. And then subsequently got into the development. While I was there. And it was only afterwards that, well

that, after six years in West Africa that I came back and did a business degree in Thunderbird in Arizona and then went into... Let's call it technology. Yeah?

**Spaccarelli:** Nice.

**Henny:** Where I've been ever since, but I had the foundations for asking questions and thinking out problems and presenting them. That's what I got from, from Raymond.

**Spaccarelli:** Perfect. Yeah. Then about the Raymond high table, so how important were they in developing the discussion on civil rights, feminism, community activism, how important were they?

**Henny:** I would say modestly, in the sense that things were raised that I'd never thought about. And there were different angles of view, some of them which I agreed with and some which I didn't. Depending on who was the speaker, or who was, what was the subject. And the, I would say it was a way to have a formal lecture if you like, occasionally, about a subject that was either current or something I knew nothing about, from a different point of view. Yeah? So, I appreciated that and then it was also a chance to. I guess, dress up and be more respectful and, with each other and, you know, less running to get your homework done or whatever. It gave you some time to sit down and talk to other people as well.

**Spaccarelli:** Nice. Good, good, good. Okay. And has Raymond College met your expectations as an institution and as education, why or why not?

**Henny:** It has met my expectations, I was sad to see it be dismantled. Matter of fact, that irritated the hell out of me that they turned it into a business school, for a period of time. I don't know what it is now today. I have very little interaction with, with UOP. I think they- some of, some of the Raymond Phoenix Institute people are active in supporting UOP. But I would say, UOP lost a couple of hundreds potential donors later. Because of it- because of that, because they took it out and changed it. So, you know, if I have to say something negative, it would be that. I think they missed a huge opportunity to educate people, because of the, probably because of the financial constraints and the load of doing it, but it's a shame.

**Spaccarelli:** Yeah, no, I've talked to some people who were there in the waning years, and it sounds like they really had a... It was really sad, and I understand completely. It was, it was an innovative experiment, one of the, for Pacific and it's unfortunate.

**Henny:** My last year there, we were actually giving classes ourselves, to ourselves. You know, you could say, I want to talk about this topic for a couple of lectures or whatever. And the professors would push you to organize it right, get, get the things in place and then you actually stood up there and taught. So, I thought that was brilliant.

**Spaccarelli:** Interesting.

**Henny:** Interests to the individual, yeah? This is my thing, you know, kind of like...

**Spaccarelli:** Yeah, that is interesting. Yeah, that's curious, what was that called? Was there a title for that?

**Henny:** I don't remember the term they used at the time, but basically they gave the students an opportunity to teach a class, if you like, or a subject for a period of time, to, and it counted as credit. And it was monitored, but they left it up to you to decide what you wanted to bring across. And if you could get enough students who were interested, then they would have a class. I thought it was a really valuable experience.

**Spaccarelli:** Cool. Yeah, that's, that's really cool. Okay, thank you. Next one. What contributions do you feel that Raymond made to the local communities? We already talked on the California Youth Association, Authority one. What else?

**Henny:** I'll tell you a funny story. The banks were redlining certain neighborhoods in Stockton. I don't know if you know what redlining means, but basically you don't give loans in an area where you've drawn a red line around it. And those happen to be poorer neighborhoods. So, you know, how do you fix up your house, if you can't get a loan, in those neighborhoods? So we organized ourselves to protest that. And we went to the banks and we said, you got to stop this. And they said, oh no, can't do that. You know, policy, government, whatever. And so we said, okay, fine, we'll do, we'll organize ourselves. What do banks want? They want people to open accounts. Okay, so we went in, took \$20, opened an account, and then waited a couple of hours, and then went in and closed the account. And we did that thousands of times. And they finally got the message and we started working with them. And then UOP actually put up some money so we could fix up some houses ourselves, to help out. So that was one particular incident. And what really tipped the balance was that the banks were funding the Stockton Symphony. So we bought a whole bunch of first row tickets. And then we called the banks and we said, oh, we're going to attend your symphony. And we're not going to do anything. We'll just sit and listen to good music. But before we go, we're going to have a nice meal of beans. And they got the point.

**Spaccarelli:** (Laughing) Interesting. Wow. Okay.

**Henny:** So we were active in terms of trying to influence the community. And there are today, Raymond College students who are very active in the Stockton community.

**Spaccarelli:** Yeah, yeah. Cool. So then, here we are, we're wrapping up here. How has your education at Raymond influenced your career and your life choices?

**Henny:** Subtle ways and not so subtle ways. In terms of clear ways, it gave me some philosophical and tools to do, such as what you might call a bullshit meter. You can see when somebody is evading answering questions or is trying to, what the French would call, noyer le poisson, which means you bury

the fish in sauce so that you don't understand what they're talking about. It cut through the bullshit, basically. It gave me analytical tools, intellectual analytical tools to be careful about when I hear people speak about things, what they mean and where they're going. I got an ability to present, that was pretty good. And that was quite important later when I was in sales and other things. And so I would say, I didn't have any fear of taking on things that I knew nothing about. I think that was probably the most critical of all. Yeah, OK, it's a problem. Let's take a look at it. And I think we can get it done. Yeah. Problem solving. And I think that's the most powerful thing that was given by that particular education.

**Spaccarelli:** So, confidence, sort of?

**Henny:** Confidence to undertake things of a reasonable nature or, let's say, a reasonable challenge. A challenge, nonetheless, something that you weren't sure you'd succeed at. But, hey, the only time you ever fail is if you quit trying.

**Spaccarelli:** Right.

**Henny:** And I think that's kind of the... Yeah, I took some knocks in classes, I was never a top student or anything like that, but then, yeah, I was doing a lot of stuff. So yeah, hardly surprising. I still managed to get a Ph.D. in the end, two masters and a bachelor's and a project management certification. So I think it gave me the tools.

**Spaccarelli:** Yeah. Yeah. No, I, one thing I've heard from some other students tell me if you, you've felt the same way, is that after Raymond, other classes felt that much more manageable, even if they were grad school, because they... Is that same for you?

**Henny:** Oh, yeah. I mean, look, I went from Raymond College directly into the Peace Corps. When I came back from Africa after six years, I had to take the GMAT. And get into business school and, within about, about a month to six weeks, I had the exam down, I was able to, to, to address it and I got good grades. Yeah. The tools were there, they were just in absence for the period in which I was in Africa, I guess.

**Spaccarelli:** OK, well, we're coming to the end here, so I guess my, my last question is just, what have we not covered in this interview that you think is something that would be relevant, helpful for... That's important for, to include in the interview?

**Henny:** Well, let me ask a question first. What is the objective of the study?

**Spaccarelli:** So this is a project done in the University of the Pacific Archives to gather as much information as we can from alumni regarding Raymond College. The long term goal is to create a public history kind of exhibit to display what we, all the knowledge that we've gathered. But to begin, we're conducting oral history interviews. I think my predecessor did a couple, couple in this role and now I've done a couple. And so we're just trying to gather as much information as we can so that we can preserve it for the historical record.

**Henny:** OK, so in terms of the historical record, I would say. The environment of the school, the physical environment was fantastic. OK, and I hope they, they keep it and don't make it too much steel and concrete and glass and keep the brick.

**Spaccarelli:** The brick is still there.

**Henny:** Keep the brick and the trees. I think that's important, and the fountain and things like that. I think having a humane environment is, is important and not having classes that are too big or too impersonal and getting to know the professors is important and not just have it be a lecture hall type environment. I do realize the economics and the problems associated with that, but nonetheless. I'm- I think it's sad that it no longer exists. I wish they'd resurrect it to some extent. The Phoenix Institute has tried to make a contribution, in that respect, to quality students. And I think that should be encouraged. And I guess that's about the only comments I would have about that.

**Spaccarelli:** Yeah. Well, perfect. OK. Yeah. No, if that's everything, then we can wrap it up right here.

**Henny:** OK, if you, as long as you got the information you need, I'm perfectly happy. If you have any questions, I'll answer...

**Spaccarelli:** I think this was perfect. I think you touched on basically everything. So I'm going to stop the recording...