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Gary Grossman Oral History Interview

Gary Grossman
Raymond College

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Gary Grossman Interview

Transcribed by: Mathew Lin

Lin: Hello. I'm Mathew Lin and I will be interviewing Gary Grossman. How are you doing Gary? Today is December 8th, 2022. I am recording from my apartment in Stockton, 10 minutes down the street from University of the Pacific. : Where are you zooming in from Gary?

Grossman: I'm zooming in from Gilbert Arizona, which is a little farther away from University of the Pacific than you are. Gilbert Arizona is a suburb of the Phoenix Arizona area. And it is down the road from my campus, which is Arizona State University.

Lin: All right, and you kind of touched on it a bit. But, would you like to introduce yourself and what you're currently doing.

Grossman: Sure. Gary Grossman. I am a professor at Arizona State University in the School for the Future of Innovation in Society. And it took me almost as many years as the school has existed to be able to say that smoothly. What is kind of interesting about that, is that I was one of the founding faculty of this school. And this school looked upon itself as being decidedly interdisciplinary. At Pacific, particularly at Raymond College, we were interdisciplinary before it was cool. So that is certainly one of the things that I remind my colleagues of from time to time. That I've been talking about this a long time.

Lin: And what years did you attend Raymond College?

Grossman: I was at Raymond 1968 to 1971.

Lin: And was that still when Raymond was offering only the 3 year curriculum track

Grossman: Ah, no. It had 3 years as standard with a fourth year option at that time. Now, my cohort in Raymond was midway between a very strict and very specific curriculum. To very open, very loose, very unstructured. So those that came maybe in the late sixties early seventies had a mixture of the 2. There was a very specific curriculum, but there was some flexibility about how you went about it. And so, we might be seen as the transition generation during the Raymond years.

Lin: Do you remember any of the sentiments of being part of that transition generation. Like "oh my god, how do all these classes fit together?" or something like that.

Grossman: No. we kind of. I don't think we were aware of that. I think that we felt happy about the fact that things weren't as rigid as they once were. And although we weren't entirely aware of it at the time that along with the transition and the curriculum there was a transition in leadership. We had a new provost. And he wasn't new to us. He was the provost we'd always had. But there was a changing of the

guard. And that ushered in a good deal more openness in many ways. It used to be that faculty lived on campus. And after that first, let's say the first generation of Raymond College. That's as far as it went, and quite understandably. The faculty moved to real houses and real places around Stockton. , so the vibe was different. Most certainly the vibe was different in my years.

Lin: And what was your choice in attending Raming College?

Grossman: Ooh, that was interesting. I chose Raymond College because the previous provost of Raymond College (he was gone by the time I got there) but his name was Warren Martin. Came and spoke to my High School national Honor society class. Now. I was a first generation college student. Only one of two of my parents graduated from high school. So, going to college was a big deal to me, and as a citizen of Arizona, in terms of my sites. The Arizona State universities were the only sort of option that I thought was realistic. Well, Martin comes in, and I'm a junior in high school at this point. And I am knocked out by his rhetoric. He's talking about this community of scholars. Close relationships between faculty and students, the Oxford Cambridge model. And I was just in awe of it. I was just stunned. I had some challenges selecting, let's say, a major area that I was going to focus on and at Raymond College. And he said "you don't major, you take an equal number of units in math and sciences. the social sciences and the humanities. You don't have to make these kinds of choices." , and on the banks of the lovely Calaveras and etc, etc, etc. I was really sold. And so, as a consequence, it came as my junior year became my senior year, and I made applications only to 2 universities, one kind of reflecting both sides of what I saw as my options. One was to Arizona State. The other was to Raymond College at this place called Pacific. And, I ended up getting scholarships from both places. And essentially 3 years at Raymond were the same cost as 4 years at Arizona State, and so I was able to convince my parents pretty easily that this was an okay deal. And so, it came to it. And for reasons that have been speculated about, my father said, you're going to Raymond. That's where you ought to be. And so I went. And I came there in August of 1968. In those days the Raymond school year, being primarily a 3 year curriculum, started a little earlier, and lasted a little longer than the rest of the Pacific School year. So I was there mid August of 1968, and we pretty much had to run of the Campus and we took full advantage of it of course. But they didn't bother me. It's hotter in Central Arizona than it ever gets in Stockton. I was 17 years old and I was among what I thought to be really cool California kids. And so I struggled along to try to find my way in this very, very new and different environment.

Lin: And we touched on a bit of this. But what were your first impressions when you came to Raymond?

Grossman: My first impressions were: I am terribly out of place. Okay. I have no business being here at all. Who am I? I've never been anywhere and everyone just seems so much smarter than I was. And then you had this sort of cool California kid element. What I didn't know was that my classmates were from places like Waireka, and Chico, and places like that. I had them all. I had them all in the city and in L.A [Los Angeles] in my mind. But so I didn't know quite how to be. I was all turned on about being close to San Francisco. So I made that hour and a half journey as often as I could when I was a freshman. I was one of the few kids on campus with a car. So I probably got a lot of friends that wouldn't have otherwise been friends because of that fact. And so, essentially the first year was a bit of a struggle for me, both

personally and academically. Because, basically again, while I felt perfectly adult, the fact was, I was 17 years old, and everybody else I knew was older, and they had done more, been more, than I had been. And so, finding my place was difficult, and I didn't really begin to feel comfortable until the end of my freshman year. And at the end of your freshman year at Raymond you were one-third through, generally speaking. At that point the draft was a real concern to all of us male students in those days. And so I registered for the draft during that freshman year. And I had no idea what was going to happen, and no idea what status was going to be. But I began to really sort of find my way in the second year, which is called the Intermediate year. And I began to really absolutely understand both the scene and myself in the scene. And I began to learn how to study in a serious way, which is one thing at least in my experience, I didn't learn very well in high school. And I began to get focused on the importance of some of the ideas that we were dealing with. And I was beginning to find that my preparation and my understanding of those ideas were as good or better than everybody else I was working with. And so I began to really blossom, I would say, in that year. All right. So as a consequence, the me in August of 1968 was a good deal different from the me of August in 1969. Plus the world was changing. That was one of the things that was one of the factors. Of course, in '68 there were major traumatic events in the United States [and in] 1969. So we're in many ways the hangover from those very traumatic events. I got involved that year in the People's Park situation. A lot of demonstration kinds of activities, both in San Francisco and in Stockton. And if we have time there's a funny little story I'll tell you about the Stockton anti vietnam war march sometime. But again one of the things that was very cool, and it wasn't really directly a byproduct, or the intention of Raymond College when it was created, but there was a sense at that time that we were at the center of the universe. Okay, that we're dealing with these big and very important ideas, and we were getting insights from across the spectrum. Across the academic spectrum. And there were all these things happening in the world, and really, literally right down the street, and Berkeley, Oakland, and in San Francisco. Ronald Reagan was in the Governor's chair in Sacramento. It was sort of his early years in politics. He was Trump-esque, as some would say. All right. And so there's something happening all the time. People were talking about stuff all the time. So, as a consequence, I really felt in my element. I had long forgotten about anything I might have missed out on by not going to Arizona State. So it was a great time. It was a great time to experience, and it was a particularly important time as I began to find myself and find what I was about.

Lin: Now during your first few years, did you keep a journal with your musings? And they had specific topics like, what is the meaning of life and stuff like that?

Grossman: Not really. You would run into certain classes that would require that kind of reflection. But at that time, externally focused kinds of subject matter came up because we were in a seemingly endless war in Vietnam. There was social upheaval and things like that. So a lot of stuff was issues that transcended the personal and the individual. I don't remember a whole lot about, you might say, organized reflection going on. There were individual kinds of reflection, experiences that folks had, but a lot of that had just had to do with growing up. But now it is kind of comic in a way. Unfortunately, and we can go into this a little bit later if you want to, I've had an opportunity to be involved, more involved in Pacific in recent years than I have for decades. And one of the things that attracted me to it. I was wondering, thinking about the people my old friends from Raymond and I had begun to meet a few

students from that time, (they're not students anymore), from Callison and Covell. And, through social media and stuff like that, I began to make friends with them. We were all different in our own way, if that makes sense. What is very interesting was there was a row of trees on campus that was called "the curtain." I can't remember what kind of trees they were, but whatever those trees were: that was the curtain. And the cluster colleges were on one side, primarily on the west side of the campus. The rest of the university was on the East Side, and we damn near almost never crossed that row of trees. I mean only when we absolutely had to, or we wanted to get lunch right outside the Student Union. There used to be some restaurants and stuff. The bookstore was there. But by and large, we did our thing. The people in the cluster colleges did our thing individually, which is kind of odd because given that geographic space, we were seeing other students in the other colleges all the time. We just didn't pay any attention to them. Okay. Raymond kids hang out with Raymond kids, Covell with Covell, Callison with Callison. And so the twain didn't meet very much. We had a few, a few kinds of people that we met, but by and large we lived very different lives in a very small geographic area. So we didn't note that when we call them C.O.P. kids [College of the Pacific]. We didn't know COP kids at all and never hung out with them. We were prohibited from joining fraternities and sororities. So I guess where I was going with this, was that when I started being interested in Pacific again, this was after a great deal of my career had gone forward, and I had done what I done, created universities, both in the United States and elsewhere. It dawned on me to wonder about Pacific. And if students like us could ever exist, were there anybody any students like us still there? So I kind of sneaked around a little bit, with the idea of could I attend UOP these days? And the answer really was no at that time. Now, this is not to diminish anybody who's there. It's just that the cluster colleges, as a group, attracted, sought out certain kinds of people. These certain kinds of people would tend not to go to a comprehensive, everyday, regular american university that could be found anywhere. Okay, and I was kind of disappointed to find that. And just because of the kinds of things I've done in my career, I wondered if I could be a part of any kind of activity that would begin to attract students like us these days there. Okay. Now, certain aspects of the cluster colleges did not work. This wasn't an attempt to recreate the cluster colleges. But there were aspects of them that most major universities have today. And that is, for example, Arizona State has, and I was a bit of a bit player in this, an honors college. Which is really a great place. I mean they've got their own dining hall, and it's dressed up to look like Hogwarts and the best dorms on campus, and it's really [nice], but they are fully integrated in the rest of the university. They go there to live and work together. They have a few classes, but they're largely still integrated in the University. It seemed to me that the creation of an honors college, a real honors college at Pacific, would not only be possible, it wouldn't take very much of a financial investment. The faculty there, they are terrific, there's no reason they couldn't handle this. And you sort of recreate what was best about the cluster colleges, and that was the connectedness of it all, without segregating it like we were in the old days. So a bunch of friends of mine from Raymond, who had had experience in academia got together and we made a proposal. And it turned out that the incoming President (this is now like 2020) was Chris Callahan, who was the Dean of the Walter Cronkite school at ASU [Arizona State University]. So while I didn't know him well, I did know him a little. And so we delayed the onset of our proposal. And we got it there, we tried to make it the first day he got in his job, he was going to get this proposal. So he got a proposal that he liked, would love to implement. It wasn't the hottest thing he had gone, because this was also when the pandemic hit. Yeah, bigger fish to fry than this, but we have persisted. We are still together. We still

advocate for this honors college. If you want, I'll be happy to send you our proposal. But the whole idea is that there are students out there that are like we were back then. And that they're very curious. They're very intelligent. They don't like being slotted into pre-existing stalls, intellectual stalls. And with the idea that, that they're in a position to know today at 18 years old or 19 years old, exactly what they're going to do in life, sorry they just don't. They don't know enough about the world to make those kinds of choices. Instead, I guess what one of the things, let me give you a... There was a good reason that there were decades before I wanted anything to do with Pacific, and that's because I left in 1971 pissed off. The reason I was pissed off was that because I'd had the undergraduate interdisciplinary training that I had, and in no major, how in the hell am I going to go to graduate school? Which, at that time, didn't have places like [the] School for the Future of Innovation in Society. How in the hell was I going to say that, out of all this, I am a sociologist or political scientist or anthropologist? I couldn't. At most in anything we didn't even call the classes those disciplines. They have funny names, like the School for the Future of Innovation and Society. And so I would have taken more undergraduate training specific to a discipline to get ready for what I thought I wanted to do, which was something in the social sciences, but I didn't know what. And of course I wasn't trained for any job, so essentially my take on all that was I wasn't trained for anything. I spent all that money, spent that time, I bought the whole Oxford Cambridge wine, I really did it. And what do I do? And I'm doing things like painting houses, I am officiating junior high school basketball games and stuff like that. And so what the hell was that all about? And so I decided I was going to go to graduate school. I repaired my experience as best I could. I went into a department of sociology. And I did not want the label. I didn't want the label, to hear the word, interdisciplinary. I was going to become the straightest arrow American sociologist there ever was, because it was ridiculous. I couldn't even identify till I got to grad school, Mathew, of even what, where I would locate my questions. It turned out that the field that I thought was sort of like created for me was political sociology, and I took a course in political sociology, and I was getting excited about things that the rest of my mates had had as sophomores and juniors. I go wow that is so crazy that they had access to this when they were younger. And so here I was just learning it. And so goddamn Raymond College again, and so I didn't want anything to do with it. Now, fast forward, I go to work, I go through graduate school. I come out. I define myself as an American sociologist concerned with American issues of politics and economics. I landed Ohio State University in research because you have to get a job somewhere, okay? So, and that is in research in education issues which I developed a certain capability in. And while I worked in the United States until the funding formula changed, and then my superior said "Would anybody like to work internationally on international issues?" And of course I had a couple of little kids by then, I knew that the funding had gone. So I said, "Yes, I would. I'll go." So from that orientation I began to work very deeply in the international space. Such that it blew away all of my, let's say focus, on the United States. Or at least exclusively in the United States. I began then, when I got to Arizona State. This is about the mid nineties. I'm founding the faculty of one of our campuses. They're going to make it an interdisciplinary campus. So we're coming up with introducing interdisciplinary programs. Where am I getting this? It dawned on me. I'm getting this from my training at Raymond College, many years before. All right, I start to put together graduate programs. The first one I put together was a master's program called Global Technology and Development. Global Technology and Development could well have been the name of a course at Raymond College. Okay, then, things change around at ASU as they always do. I go into this group that becomes the School for the Future of

Innovation in Society. Those words could have been part of a class name at Raymond College as well. So here's how I thought: wow, this is a very interesting circle. And so I modified my "it didn't train me for anything" to "it trained me for everything." So that's when I got very interested in rediscovering my Raymond College self. And I started renewing acquaintances and getting new ones from the people, those of us that are still around, and they had similar kinds of experiences. That this was far more profound than any undergraduate experience that they know of, and they have been teaching them, they've been dealing with undergraduates forever. Okay. So there was a special something that we got at Raymond, and as I found, and from the other cluster colleges as well, that is, there is a deep bond between us, even though we never met one another in our lifetime there. Callison and Covell are very, very committed. Not to Pacific so much. In fact, in some cases not all. They don't even recognize they were at Pacific. But the experience that they had was so transformative, not just in the year or two after the undergraduate experience was over, but we're talking about a lifetime kind of process that we had engaged in. That's what I was hoping that I could see in Pacific today. And in that I didn't see it, I haven't seen it. That's why I offered up, I organized this group of people and offered up this proposal to President Callahan, and whoever will listen to me about that. So essentially there you have it, it was at the time uncomfortable at Raymond. It was, at times, not the most immediate job preparation I could have gotten anywhere, I suppose. But did it make a contribution to my life? Oh my goodness, yes. In a way that no other experience that I've had really really braces you for it. It taught me about everything that taught me about the world in which I live, and how to understand it, how to conceptualize about it, how to talk about it, write about it. And so that to me is something that Pacific and every place, for that matter, really needs. And in view of what Pacific is, in its trajectory, could easily have. And open themselves to students that they wouldn't otherwise get. So that's why I'm so jazzed about somebody like you coming along and wanting to know about my story. Not that my story is unique at all, it isn't. I can tell you that it isn't because while we've all had our lives unfold. That notion that we were maybe exposed to these things younger than we had use for at the time, but essentially it taught us about the world in which we lived, broadly speaking. That was, like, certainly a job plus in the end, like nothing else. And it was also a way of looking at the world that was useful and persists.

Lin: Do you feel differently now about your titles going from: "goddamnit Raymond" to now you're more comfortable saying "yeah I went to Raymond College."

Grossman: Oh, yeah. Oh, yeah, absolutely I do. But I don't know that ever anybody else, we've never really talked about how they were never as angry as I was coming in. I don't know of anybody that was so alienated as I was, because at the time, yeah, I got a scholarship but that wasn't enough. I had to take student loans out and I came out with like \$8,000 in debt. And that was a lot of money back in 1971-72 and so basically it left me with a burden that was pretty obvious, but no opportunity that I saw. But, again, I was looking at it in terms of the immediate payoff, and there was no immediate payoff, except that I could probably navigate the world better than most, let's say, alienated, pissed off 20 year olds, .

Lin: Right? I want to rewind it back to the whole idea of you being part of the transitional generation at Raymond. What was it like having these upper class men who were a little bit more rigid, or also having a class underneath you dealing with the whole new free flow curriculum?

Grossman: Yeah. What is interesting is that it was rather like... Again, these generations were packed very closely together, because a lot happened in oh, fewer than 20 years. So, regarding Raymond College, it began and ended in that period of time. The students that were a little older than I was, we regarded them as straighter, okay, in the terminology of the time. Not as hip as we were, not as cool as we were. They were stuck in this paradigm that we were relatively free of. They, on the other hand, I think, look down on us, that we didn't have it as tough as they did. We didn't experience what they did, and so we were softies. Well soon after I left, the new curriculum came along. And I was insulted, that that they had, kind of, make it up. In fact, I did, a friend of mine and I, when this was coming on, and when I was a senior, I did a little parody of it. And the parody was called Heavy, which is a colloquial term of the time. And it was like, every class was really far out, and we put essentially nonsense classes together as a curriculum for the new Raymond. But nonetheless, this sensitivity still persists, because, as I've made friends with people who came along later, and I tease them a little bit about it. Oh, they're sensitive! They get angry about it. So, it is interesting that the different generations still hold loyalty, I think, to whatever their trend at the time was.

Lin: I also wanted to touch a bit about Ronald Reagan's little stint as governor. Do you remember writing any complaints to him regarding riots in Berkeley or other events that transpired?

Grossman: Sure. In fact, I don't know how much you know about the People's Park. Basically what happened was in Berkeley, a group of people sort of declared this plot of land of this empty vacant lot, as the People's Park. And people started living there. They started doing all kinds of things there. The Alameda County Sheriff office, which is a particularly rough band in those days, came, and physically threw them out, and with a good bit of violence in the process. Everybody that was my age was appalled at this. We wanted to have a march on the capital. And the State of California said we could not. We organized one anyway. Pacific had a delegation. It was located at U.C Davis [University of California] and students from all over the state came. And we had a march and we demanded that Reagan come out, speak to us. Okay, that demand went nowhere. But it was an illegal march, and so we were scared, and we were also feeling very cool that we were going to march anyway. So we did. The authorities at the time were probably taking notes from the bad press that the Alameda County sheriff's Department had. They just let us do it, which was smart. So basically we had our march. We waved our peace signs to the employees of the State of California, who are at the window going like this to us, and so we gave it back to them.¹ And we had our march, had our speakers, went home. That was it. So that was my one time in, let's say, my radical peak. Which again, State of California was very judicious in allowing us to have. The funny part, again, this is those days, in 1970-1971. There were moratorium days. We're talking against the war in Vietnam, and there was a march. Okay, we were going to have a march in Stockton. Okay, where are we going to march? There was one Federal building in Stockton, and that Federal building was the post office. So what we did was we organized on campus very intelligently. We were served cookies and punch by Pacific dining services before it went. We marched down Pacific Avenue and Harding way. On the way downtown we got to the post office and started shouting, "end the war in

¹ Grossman holds up his two fingers in a peace sign.

Vietnam” and these slogans and stuff like that, and people who are coming to drop off their mail were looking at us like “what?” But it was the best we could do but we had a couple of those in that year. And then Kent State organized a strike. There was really a nationwide strike at Universities. Pacific simply canceled classes, no problem. Go do it was sort of their attitude. Again, punch and cookies from Mr. Fairbook who I’ve come to admire greatly. He's quite a guy. If you know anything about Paul Fairbrook, you should look. But, we started out as the Pacific Strike committee. And that later mellowed out to the People's Alliance, People's Alliance for Peace or some kind of thing like that. We decided we would work with the authorities at Pacific to advance good and noble causes, basically, is how it ended. But so that was that sort of political training in that environment. And so those were sort of fun and interesting stories that I'll always remember. But they also fit this notion that what we thought and the ideas we were talking about really meant something. They were important stuff that we were doing. And so for all of us, there was some degree of come down to see that the rest of the world wasn't quite on the same page. But nonetheless, I think it made a difference in our individual lives, and hopefully given the things that we've done in the world hopefully, it added something to other folks' lives.

Lin: Now, were there any memorable events that stood out to you during your time at Raymond? We touched on a few, but it was like a memorable high table, a certain charity event?

Grossman: Oh yes. Oh heavens yes. Yes, in fact, I've had occasion to think of those. A colleague of mine at the time, his name was David Bennett, was, and I hope you get a chance to talk to David, was an absolute genius, as when he was chairing the High Table Committee. We have the greatest set of speakers that you could want. We had Huey Newton. Huey P. Newton, who is one of the organizers of the Black Panther party, came and spoke to us. That was the hell of an event. Timothy Larry, the godfather of Ella, the LSD movement came and had a high table. Saul Alensky, community organizer. Ginsburg, the poet, came with his band of merry fellows. This sort of nurtured this idea of how important we are. Okay, how big a deal that what we're doing and what we're involved in is big. All of those were very important. It was an imposing list, and it brought people to seriously think about the issues of the day. And again Dave was extremely capable of doing that. We had far better, let's say, bands come visit us then, let's say a university our size had to offer. I think Dave was involved in some of that, too. But so that it was a strong, strong, political, social, and I'd say recreational scene. One of the things that's humorous in retrospect is that interestingly, the history book, the Gilbertson book on the History of the Pacific. For reasons having to do with both of the things that we were working on, Callahan and I happen to be reading it at the same time. And we're probably the only people on the planet that would have actually have read each word. But the focus of his or if he accepted he said anything about cluster colleges. He talked about the parties scene with sex, drugs, and rock and roll, and this kind of stuff. And I mean it turned out that he thought we had a far better time than we did in these parties, or maybe I missed the parties and wasn't invited to them. I don't know. But that to characterize what occurred during that period of time, and writing it off as sex, drugs, and rock and roll is, it's an abomination. It made me question what else he said in his book, because that was so profoundly incorrect. It was a far deeper experience than that. And essentially it recreated the people that went through it in one way or another, mostly good, I suppose not all. but mostly for the good. And I guess the fact that it is relegated to that in people's minds to this extent they think about it at all is a tragedy.

It was a lot more important, a lot better, a lot deeper, a lot cooler than anything that people think today again, if they think about it. The student at UOP today knows nothing about it. Why should they? They know there are reading rooms, Raymond Reading Room, with Callison reading rooms, some fraternity reading rooms, and all that, and that's good. It's a good place to study, I suppose, but it's not their history. But that sort of fueled this effort on the part of my friends to bring some of that which makes sense back into Pacific today.

Lin: Now we touched on a few of these issues. But do you remember any controversies during your time at Raymond? Between cluster colleges and the university, between administrators, etc?

Grossman: When President Burns was in the Presidency, we were his babies, because this was his big idea. And so, as a consequence, I think he nurtured us some. I didn't know the details at the time. When President Mccaffery came along, he had no interest in us, not much use for us. And so basically what happened to the cluster colleges is they were starved to death. And eventually, they tried silly kinds of combining things like Raymond Callison [RayCal College]. But they didn't work. They didn't attract anybody, and it was very much between changing times and the if not dislike, at least the lack of interest. In the regime sense. Again, it's, so from that point from 1980, roughly, it was all over. So in the space of fewer than 20 years, this whole thing came and went. And there's only a few old people like me that remember this stuff.

Lin: In terms of, you said that Mccaffrey was kind of starving it out. What concretely was happening was there was some book cooking or stuff like that?

Grossman: Oh, I couldn't even tell you. I was never that close but at minimum, and I guess as an administrator, this would be good enough, is that as enrollment went down, there was no effort made to improve it. And so basically on the grounds of lack of viability, they were closed. But again was that the only alternative they had? No, no. They could have done other things. So I have no, nothing that would make me say that there was a sort of an artificial attempt to kill the cluster colleges. It's just that they were not at all nurtured. Not at all. And so it's pretty hard in any kind of organizational environment, if nobody cares whether you live or die, you will probably die. So I think that's what happened. But also times changed, and students changed, and stuff like that. But my observation throughout my career has been that there are people like us in all different times. That there are people who are deeply curious about how the world works. They are deeply invested in a particular set of ideas. And those ideas matter. The fact of the matter is, you will not get rid of these people. These people will continue to do what they do, no matter what environment you put them in. What made the cluster colleges as a whole different is that they actually nurtured it. They actually gave you a platform. They gave you some feedback about it. They gave you some interest. And this was very rare at the time. It's probably very rare now. It is interesting that at Arizona State, we've tried to achieve that sort of vibe, while at the same time being the largest university in North America. If not, depending on how you count the world, maybe. But we aim for this anyway. We know that it's something that a university ought to do, and that's why it kind of breaks my heart with how many people are in Stockton Campus? Fewer than 5,000, probably. Okay. You know how easy it would be to reinstall, let's say, enough of that

there now? Piece of cake. Nothing to it. All right? Which is why it makes me a little bit crazy, that others seem not to see this that way. So essentially we're not going to stop talking and we are not going to stop proposing. I will send you the proposal when I think about it. But Pacific today is positioned as well as it ever has been to engage this spirit, to engage these kinds of students. You're always gonna want to have a business school, a pharmacy school, pre-med, pre-law. You're always going to want to do this. But you can also do great things with the electives and give students choices that they don't currently have. So our vision is a very much an integrated cluster college spirit, if you will. And any major, the student intends to go for. And, as I say, you got the faculty to do it. You got, you got probably, let me just be very candid, you got better faculty than you deserve at Pacific today. And I know many of them think that, conversations with them, but anywhere, that's kind of where it is, Mathew. It's an issue that will not die until we die.

Lin: And they'll definitely be asking you for the proposal later. I'm very interested to read it. But, what are your thoughts on the educational style, the Raymond teaching philosophy? We touched on it a bit earlier.

Grossman: There wasn't any one modality. Generally speaking, those in the STEM areas were lectures. Those in the humanities and social sciences were seminar type. Usually, not always. There was one in the social sciences area that was probably the most lectury-lectures I've ever had anywhere. That there was a great man at the microphone, and we were just basically to not ask questions until it was question time. So there wasn't, it wasn't exclusively the seminar style. But the seminar style was the predominant, and one of the things that was true is that if you wanted to get anything out of it you had to be ready. And we did not go toward, let's say textbooks, again, except in the sciences and math. And when we read nineteenth century poetry, we're reading it, not books about it. When we were reading Marx in the original, or at least not German, but some people did German. But we were reading the original book, not not secondary sources. We had a language requirement. And the language requirement was not just how to speak the language, but how to use it in terms of reading. Okay, so we got, my language was French. I learned to read and speak French, as an alive language. So the style very much influenced how I did it, during my career, how I taught, how I teach. Still doing it. And so it was influential at that level. But the thing is you had to have read this stuff you can't slide through just by hiding. There's no place to hide. So if you weren't ready, it was so obvious that it was embarrassing, and that sometimes stimulated interest. But here is one. I remember a conversation with the guy who was in sort of political science, and I thought maybe I wanted to go into political science. So I said in the course was called contemporary political issues. Political science-y. The class itself was about revolution and utopia. So in revolution we read Che Guevara. We would read Lenin, and we read Marx. We read Eldridge Cleaver at the time. And then in Utopia we'd read the books that were written about Utopia. And to the professor I said "this is about political sciences, isn't it?" and he says yeah. And I said, "But we're only reading about Revolution and Utopia." And he said, "Gary, what else is there?" And that's really true. Political science is either about the process of conducting revolution or creating Utopia. Obviously it's a much more technical focus. But what's the net result of what the American experiment is all about? It's about a Utopia. What's the net result of revolutionary activities to create a utopia? And so that little exchange taught me volumes about the relevance of a lot of these things. And so the

teaching style was, and just the relationship with the faculty (in many cases, not all), was very important. Because you know, the University or the college gave the faculty free lunch. Okay. So all the faculty came to our lunch room, which is now it's called. It was called the Great Hall. You probably still have it there. And our eagle, the Raymond Eagle is still there too. We used to see them at [least] once every day. And then, when you have a high table or something like that. They'd come there too. And so, we very much... They would invite us to their houses for parties, so we knew their families, while other students, probably at the University, probably didn't have that opportunity. So, some of them allowed us to call them by their first name, which was kind of cool at the time. It was pretty much at least had the trappings of an egalitarian framework, although there were times where the status distinction was made crystal clear. Okay, that happened too, we weren't just all buddies forever. But the faculty was very good, very oriented to teaching. And, in many cases, they had actually done work in that area. The political science professor guy I was talking about, had a whole lot of activism in his background. So as a consequence he was able to draw not only upon his formal training, but his life experience. A lot of good stuff like that was there. While I never found that again anywhere else to that degree, even in small liberal arts type colleges. And that was those were very good things. It was very healthy, and in ways that we didn't know it at the time, emboldening. For better or worse, we thought we had had a pretty important education there, and we thought we were pretty knowledgeable about things that other people weren't, and we didn't find that quite as true as we believed it at the time, but nonetheless, just in casual conversation, we can make references to some novel. I can talk about having read Stendal in French if I want to. How to be thrown out of the party, or whatever. And not everybody can, that I hang out with. I know a depth of physics and chemistry, and while I'm no physicist or chemist, I got an idea about it. I got an idea of how it works. My first awareness of the notion of ecology and the, let's say, the inner relationship of all of life. So there are many, many, many gems that we took away that I think I suppose they're available to people now. They're just a lot harder to get. Because there's no pathway for them.

Lin: I wanted to touch a little bit back on the whole language aspect, because I talked to another alumni, who was also in French, and she was talking about how they go over to the Professor's house, listen to French Opera, etc.

Grossman: David Burke, yeah. Absolutely. It was special, very special. Are you familiar with the, it was before your time, Mathew, but the paper chase?

Lin: No, no I'm not.

Grossman: No, okay. All right. When I send this, I'll send you a link. Basically, it's this old professor in law. A very well-known famous professor who makes the statement: "you come to me with minds full of mush, and I turn you into a lawyer." All right. But the idea is, yeah, we had minds full of mush when we came as freshman, and while they didn't become totally unmush by the time we left, we at least had certain assets that we could leverage to help us understand a very rapidly changing world. So I think probably if, I would guess that cluster college people in general. And I know I might feel quite sure about Raymond College in particular, we outperformed in the course of our career, as a group, C.O.P graduates

[College of the Pacific]. Oh, I believe we did. And part of it was the selection process at the beginning, and that there was a particular kind of person that was attracted to this, ambition being one of those things that got us there. But at the same time, our experiences were so wildly different. We only refer to the University of the Pacific now, because we have nothing else to call it. I went to exactly, this is back when Pacific played football, I went to exactly 2 football games my entire time. And they were okay. But in fact, Raymond had a cheer at the football games. And it's one point during the game the cheerleading team, one of whom was a Raymond student, would turn it over to us, our little group of people, and we would give a fairly, lightly profane cheer. Okay, when the game was over, or whatever. We had these little institutions that we did. I went to a couple of basketball games that used to be held at the civic center. Maybe they still are. But nothing, no real deep engagement in campus life, as most students engaged in campus life. We had our own, we had our own thing, and there was some resentment about that, too, from the other [schools]. And it was probably valid criticism that we thought we were cooler than they were. We were. At least we thought so. But anyway, they were all doing the thing that all students in the late sixties and early seventies did. Most of us across America, and we were different. So oh, you want to talk about language. Okay, all of us came out with some level of capability in our language. It didn't count for all that much for many of us, but there were those who it was a pathway to international work. In a couple of cases working for the United States State Department. My good friend, Ted Kuchlis, did that for her entire career. We had postings, mostly in Eurasia. But we came out with at least the ability to communicate basically and to read in the language we chose. We had 3 languages at the time. It was French, German, and Spanish. Of course, Covell was instructed in Spanish. So they were way better Spanish speakers than we were. But nonetheless this was prized. Probably if they were doing it now, those would not be the languages. And another criticism that could be made is that our curriculum, with the exception of one class, was pretty Eurocentric. Which it wouldn't, it should not be today. But those are the details. Those are the details. The important thing was, with someone who at that time I had traveled nowhere except border town Mexico, when I was in high school. I had traveled nowhere. That was at least some introduction to societies and cultures other than my own, in a serious kind of way, where I wasn't just learning conjugation. I was learning about the important themes in French culture. So I think those things were valuable. That's one of the things that went away in the last iteration of the Raymond curriculum. The requirement to do foreign languages. And of course, since they didn't have to do math and science, that dimension of things probably starved during those years. And I know those people were not happy about it. But that's the way it was. So in retrospect and then sort of if I look at how my life unfolded, those 3 years profoundly changed in ways that I never could have predicted. Nobody else could have predicted either, and, especially since I got over it, since I got over the rage, I'm extremely grateful for.

Lin: Now, onto my next question, we talked about a few prominent individuals. But who are the individuals that Raymond that were most memorable to you, and why?

Grossman: Ah, they all were in their own way. Everybody I had contact with. I mentioned David Burke. I knew David very well throughout my entire time there, and I was able to visit him in later years. Basically, this happened in the late seventies when I got back to Stockton for a very short time. But essentially from 1971 to 2019, I went to Stockton exactly once. And that was, essentially, to see David,

see how he was doing. He's passed away since. George Blum was a very important guy to me. George was a really fine historian. Here is one person. His name is Robert Mullen. He was a real live artist. We had an art requirement, too. Art history. And you actually go in the studio and you make stuff. That was not within my range of motion. Absolutely not. But I love it. I found that I loved art history. And I got so engaged, and this is somebody somebody can't really draw. I got so engaged in the studio work that for a short while, I thought, this is what I'd like to do. I'd like to go paint. I really didn't have a skill for it. So it was really smart that I didn't go down that road, but nonetheless, it gave me a lifelong appreciation for art that I did not have. Bob Orpanoa was the Philosophy kind of guy. He was not only very entertaining. He had, I don't know quite what it was, Asperger's maybe, somebody would have said later in later life, but he had. He was so absorbed in philosophical questions that he wouldn't put it on. He wasn't teaching it. He was just being him, thinking about what he thought about, and he'd be so engaged that he'd be talking, and he'd be writing. He'd be writing with chalk on his hand and then he would stop and say, this isn't it. We became friendly, he and I. I discovered that he, too, was a baseball fan, and he would invite me over to watch the San Francisco Giants on TV. Which, I love it. Mike Wagner was a force in my life man. Both negatively and positively. Really really terrific opening freshmen class that everybody had to go. And it had the audacious title: Introduction to the Modern World. Now if I had proposed to Arizona State a course called the Introduction to the Modern World to be done in the 12 weeks, or whatever we had, they'd laugh me out of the meeting. But it wasn't, there was no lack of audacity to what Raymond people thought of themselves. Tremendous course. I have imitated that in many ways in my life since, a lot of the concepts, a lot of the reading that we did, again all from original sources. Marge Bruce was always a champion of mine in literature and the arts. So, they're really really good people, and many of them I thought of as his friends during my time there, and that was unexpected.

Lin: And has Raymond College met your expectations as an institution or as an education? Explain why or why not?

Grossman: Oh, heck yes. It has, given the fact that my expectations at 17 and my expectations at 71 are different. When I was 20, no way did it meet my expectations. No way in the world. If I had attributed bad motives to those people, I would have thought I was ripped off. However, given my life, and how life and career, and how it unfolded, oh, yeah it met my expectations. And one of the things you were talking about, the different phases and student involvement in changing things at Raymond. One of the realities is, students don't always know what they need when they are young, okay? I would not have taken the math-science sequence that they had if I had a choice. I probably wouldn't have done this art course if I had a choice. I wouldn't have exposed myself to things in anywhere near the depth, because you can't know what you don't know. You can't have an understanding of what you don't have an understanding of so early on. I mean the founding, mostly fathers, some mothers, of Raymond College kind of had the idea we know what they need. And what they had decided that they needed was this sort of structured, equal parts in the curriculum. And even though we didn't choose it all, they knew what we needed. They were more correct than what came along later, and that somehow the student, as a very young person, knew exactly what they needed and where they needed to go, which I have found through my life is not true. Okay, because basically our President at Arizona State puts it quite

well, he said at the bachelor's degree what you've demonstrated is your ability that "you've learned how to learn." Okay at the master's degree, you master a specific subject matter. At the PHD, you create knowledge. I think that's correct. It's kind of like a turning over authority for undergraduate education to undergraduates. And I'm not saying they shouldn't have input, they should. But turning over the decision to them is like throwing a kid into a car at 16 with no driving lessons. They might make an attempt at things, they'll make an attempt at things. But life experience counts for something. It truly does. And what I would expect is this sort of, off the subject directly, but on work that you're doing, I would be very interested to find out in the end, and I assume we will, the extent to which the people who have shared things, it coheres. If there's a coherent story there that you get, I'll be interested to see it. The people that I know closely now and, again, these are people I hadn't seen for 50 years. We have, there is a cohesion. We can recognize one another very much. It's like a family that's been apart for many years. We find certain elements and things and what institutions have in common. So I'll be very interested to see if you find that as well. And, we also in this process of old Cluster College alumni, finding one another, the friends that I've made that are Callison and Covell grads. They're different from us. But they're different in their own way. They're different from, let's say, normal University undergraduates during those years. And so it's really fun. It's really fun to be with them. I ought to let you in, I was gonna say the Raymond College link on Facebook, although it's not very active. What I should probably do is get you into the list serve...

Lin: I'm in both the Facebook group and John Oram let me into the list serve.

Grossman: Oh, fantastic! John is my classmate, an old friend. We come from very different slices of life. But I really admire John. He's a real good guy, real good guy. So I went to a reunion in 2020, or 2019, I guess. And I saw John for the first time in years, and as I say, the bond is still there.

Lin: It's also really interesting to see, the listserve having existed all these years, and there's still a huge discussion happening that still carries over the spirit of Raymond.

Grossman: Oh, God, yes, and what to do about problematic people that pop up. It's interesting. I'll drop something in there that may entertain you and see, you can see the reaction, and that'll lead you to some interesting pathways.

Lin: All right. What contributions do you feel Raymond has made to the local community?

Grossman: It's hard to say. There was not a tremendous amount in those days of town gown exchange. It was essentially. Once you've got off Pacific Avenue very far, the University had less and less impact. Part of it was its size, in that it's always been small or at least as long as I've had anything to it. It's small. So the economic impact that it has, has not been that much, the social impact, I suppose that it does influence certain kinds of things. But, there have always been community engagement types of projects. And to some extent they were useful. The C.I.P [community involvement program], I can't remember what CIP stands for, but community involvement program or something like that.

Lin: That's exactly it.

Grossman: I know it brought some students to Raymond that wouldn't have otherwise gone there, and that was pretty good. But it's not like, let's say, the University of California in Berkeley. Okay, in terms of that. That's a Behemoth. And of course it influences everything. It influences absolutely everything. So just in terms of the slice of the population. Pacific doesn't have that kind of impact. Could it have more? I suppose. The people there were very influential in electing, who was that fellow that your previous mayor, the guy who went and he ended up working with the Biden White House, I guess, he's somewhere in there. And he was something of a national figure for a short time. I'm sure that Pacific had something of a base for him, he was a student and he, as I understand it, came from Stockton and he went to Pacific, and so forth. And so that was, that was a pretty big deal but Pacific always seemed to me a bit of an island in a different sea in Stockton. There were, I guess, the bottom line being there were a lot more important things going on in Stockton than just UOP.

Lin: How has your education at Raymond influenced your career or life choices? We've talked about that a lot. Do you have anything more to add?

Grossman: Just that the impact was far larger than a 3 year experience. Let's put it that way. Massively larger than a three-year experience. I didn't, I didn't get it as much out of any 3 year period at any other time during my life, except maybe the 3 years in which my babies were born. Okay, maybe that. But it was a major life experience that I in some ways I wish I had understood at the time. I would have done more with it.

Lin: And on to the grand finale. The last question, what have we not covered in this interview that we would like to discuss?

Grossman: I'd like to know, well, I guess this is maybe putting in a marker down the road, but i'd like to know what you, what you after you get this done, I don't know how far you are into it, but after you get this done i'd like to have a conversation with you about what you think about this. I'd also challenge you, if you haven't already, read the Gilbertson book about the cluster colleges in general, raymond in particular. Because if you really want to understand this story, it will be some work for you. So I'd be very interested in having a follow up interview with you when you're done to find out what you've learned in school. Mathew.

Lin: Thank you for joining me, Gary. That is a wrap. I'm gonna go ahead and end the recording.

Grossman: All right. Thank you very much, Mathew.